

Lexington City Schools

Local Plan for the Education of the Gifted

2012-2017

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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 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.

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General Information regarding the Gifted Program in Lexington 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)	
Specific Academic Aptitude (SAA) – Language Arts and Math	K-8
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA)	

(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

The staff of the Lexington City Schools recognizes that each individual is different and unique. Each student has personal interests, talents, and needs that differ. The gifted students are those who because of their superior potential require differentiated instruction that is stimulating and challenging in order to meet their specific educational needs. Gifted students come from diverse backgrounds and from all socioeconomic levels of society.

The Lexington City School Division includes students who possess superior academic abilities. The regular curriculum, which provides for ranges of individual differences, will not fully meet the unique needs of the gifted students. A differentiated curriculum is needed to meet the emotional, social, and cognitive needs of these students.

The Lexington City School Division's Plan for Gifted Education serves students in kindergarten through eighth grade (hereafter abbreviated "K-8"). Lexington's secondary students in grades 9-12 attend Rockbridge County High School and are served under Rockbridge County's local plan for gifted students.

B. Division Operational Definition of Giftedness

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

Lexington City Schools will recognize a student as "gifted" when he or she has demonstrated a variety of characteristics that are indicators of giftedness. Such indicators will include (but are not limited to) superior performance on nationally normed ability or achievement tests, highly advanced academic performance in school (as indicated by a teacher checklist of known indicators of giftedness), advanced critical and/or creative thinking skills, inquisitiveness, advanced vocabulary and/or sense of humor, and high motivation for new learning. These students' learning needs require modifications of the standard curriculum to insure that they are academically challenged throughout the school year. "Twice exceptional students" are students who are both gifted and have a learning disability or other identified disability who require special modifications to the standard curriculum to reach their full academic potential.

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:** *Establish the identification process for students in grades K-2, including a nationally-normed assessment measure (Cognitive Abilities Test), and define appropriate work samples to use as part of the multiple criteria for identification.*
- B. **Delivery of Services:** *Improve parent communication about the nature of gifted education services in each grade level to effectively demonstrate a continuum of services in grades K-8 for language arts(reading and writing) and math.*
- C. **Curriculum and Instruction:** *Develop a formal scope and sequence of advanced academic objectives for each grade level, and develop a curriculum guide to include lessons used to differentiate instruction in the regular classroom and in pull-out groups.*
- D. **Professional Development:** *Coordinate on-going staff development to support curriculum and program goals (including training in new identification procedures).*
- E. **Equitable Representation of Students:** *Investigate and use a wider range of assessment tools to improve our ability to identify and serve gifted students from underrepresented groups.*
- F. **Parent and Community Involvement:** *Continue the use of community members as volunteers, mentors, resources, and advocates for gifted students.*

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 Specific Academic Aptitude in Language Arts and Math, K-8

Ongoing Annual Screening by Professional Staff

All teachers will receive appropriate training about the traits often found in gifted learners. Teachers are required to provide instructional opportunities to elicit certain measurable behaviors, such as critical and creative thinking, through activities without a “ceiling effect”. Creative writers, for example, should be encouraged to take an assignment beyond the minimum criteria for the assignment. These instructional activities will be created with and/or approved by the gifted education coordinator, and will be made available to all students. The gifted education coordinator may elect to deliver lessons to full classes and/or small groups to assist in the student evaluation process. Observations by the gifted coordinator will be one of the criteria used in the screening process. Teachers should make referrals to the gifted education coordinator when students show characteristics of potential gifted learners.

Additional Screening Procedures

Any **kindergarten or first grade students** who are referred for evaluation for gifted education services by a parent or legal guardian, teacher, gifted education coordinator, or other advocate for the child will first take the Cognitive Abilities Test (CogAT) screening test in March. Any student who scores in the 95th percentile or above on this screening test may be referred for further evaluation and will take the age appropriate full battery of the CogAT in May of that year.

In March of each year, all **second grade students** will take the “screening test” of the Cognitive Abilities Test (CogAT). This short test battery includes one section of each of the three CogAT testing areas: Verbal, Quantitative, and Nonverbal. The screening test provides a percentile score for the combination of the three tests. Any student who scores in the 95th percentile or above on this screening test may be referred for further evaluation and will take the age appropriate full battery of the CogAT in May of the second grade year. The full battery will provide an age percentile for each of the three CogAT testing areas: Verbal, Quantitative, and Nonverbal. The gifted identification/placement committee will meet to review the results of this testing within 90 instructional days of the date that the student completes the CogAT. The meeting should be held before the end of the school year whenever possible.

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Any **third grade** student who enrolls in Lexington City Schools after the administration of the CogAT may be referred for evaluation for gifted education services by a parent or legal guardian, teacher, gifted education coordinator, the student, or other advocate for the child. The gifted education coordinator will administer the full battery of the CogAT to referred students within 30 school days of the date the referral is received.

For students in **grades 4-8**, all Stanford Achievement Test results (or results from another nationally normed achievement or aptitude test approved by the school board) will be reviewed by the gifted education coordinator, principal, guidance counselor, or classroom teacher. Any student with a score in the 85th percentile or above in total math, total reading, reading comprehension subtest, or problem solving subtest may be referred by school professional staff for further evaluation by the gifted identification/placement committee. That committee will meet within 30 school days of the date that referral is received to determine if the student meets the additional criteria to qualify for gifted education services.

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 in Language Arts and Math, K-8

Referrals of a student for evaluation for gifted education services may be made at any time by parents or legal guardians, teachers, professionals, students, peers, self, or other advocates for the student. Referral forms are available in each school office, on the Lexington City Schools' web site, or from the gifted education coordinator. The student handbooks and school orientation meetings for parents at Waddell Elementary School and Lylburn Downing Middle School will include information about referrals.

Referrals by professional staff— All teachers will be trained to look for traits often found in gifted students. Teachers are required to provide instructional opportunities to elicit certain measurable behaviors characteristic of gifted learners and are to make referrals to the coordinator when they observe some of these unique characteristics. These instructional activities will be created with and/or approved by the gifted education coordinator and will be made available to all students. The gifted education coordinator may elect to deliver lessons to full classes and/or small groups to assist in the evaluation process. Observations by the gifted coordinator will be one of the criteria used in the identification/evaluation process.

Data from student, parent, and/or teacher referral forms including checklists of observed class behaviors and pupil products will facilitate the identification of students from underserved and culturally diverse, low socio-economic, and/or "twice exceptional" populations. Observations of a student's performance, class participation, and inquisitiveness by the gifted education coordinator, math mentors, language arts enrichment discussion leader, and/or guest speakers will also be considered as part of the student's evaluation portfolio.

Transfer students whose school records indicate that they were found eligible for gifted education services in other school divisions will be recognized as eligible for gifted education services in Lexington City Schools and will be placed into appropriate pull-out programs and/or served through differentiation in the regular classrooms. Those placement decisions will be made by the gifted education coordinator in consultation with the current classroom teacher and/or professionals from the school division that identified the child as gifted.

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

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

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

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

Criteria for Specific Academic Aptitude in Language Arts

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

Specify: PALS or QRI Reading Score

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Criteria for Specific Academic Aptitude in Math

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

Specify: ARDT for middle school or other assessment of advanced math ability.

2. Additional identification information for SAA in Language Arts or Math, K-8.

IDENTIFICATION PROCEDURES

Lexington City Schools' professional staff uses a multiple criteria identification process to determine students who are eligible to receive gifted education services in the areas of language arts (reading and writing) and/or math. Norm-referenced tests such as the Cognitive Abilities Test (CogAT) in grades K-3 and in 5th grade, and the Stanford Achievement Test (grades 4 and 6), will be one component of the eligibility criteria. The Cognitive Abilities (CogAT) will also be used as needed with 7th and 8th grade students referred for additional evaluation.

A student with a score at the 95th percentile or above on one of these norm-referenced tests will be considered to have met the standard for that component of the criteria. No single test score, however, will be used to guarantee or deny eligibility to gifted education programs. At least two additional criteria must be met for the student to be determined eligible for gifted education services by the gifted identification/placement committee. Other criteria will include the parent survey (if submitted by the parent or legal guardian), student survey (if submitted by the student), PALS or QRI reading score, student products (selected by teacher), observations and assessments conducted by the gifted education coordinator, the in-class behavior checklist completed by the teacher and other teacher observations shared at the gifted identification/placement committee, and other relevant information that shows the student's academic ability.

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If a student does not have a score in the 95th percentile or above on a nationally-normed ability test or a nationally-normed achievement test, he or she will need to demonstrate evidence of giftedness in at least four of the other criteria.

The gifted education coordinator may elect to deliver lessons to full classes and/or small groups to assist in the evaluation process. Observations by the gifted coordinator will be one of the criteria used in the evaluation/identification process.

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 in Language Arts

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

Specific Academic Aptitude in Math

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

- b. Type of Identification/Placement Committee

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

- School-level
- Division-level

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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.

Area of Giftedness: K—8 Specific Academic Aptitude (SAA) – Language Arts and Math

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Behaviors checklist	Current classroom teacher	School division gifted education coordinator	School division gifted education coordinator
Parent Survey	A parent or legal guardian of the referred student	School division gifted education coordinator	School division gifted education coordinator
Cognitive Abilities Screening Test (K-2)	School division gifted education coordinator	School division gifted education coordinator	School division gifted education coordinator
Reading Assessment (PALS or QRI)	Classroom teacher, reading specialist, or other trained teacher	Classroom teacher, reading specialist, or other trained teacher	Classroom teacher
Cognitive Abilities Test (CogAT), Full Battery (Grades K-2, <i>only students referred by parents or recommended by classroom teachers or gifted education coordinator</i>)	School division gifted education coordinator	School division gifted education coordinator	School division gifted education coordinator
Cognitive Abilities Test (CogAT), 3 rd Grade (Level 8)	Current classroom teacher	School division gifted education coordinator	School division gifted education coordinator
In-class academic work samples (3)	Classroom teacher	Classroom teacher	Classroom teacher
Stanford Achievement Test, Grades 4 and 6	Classroom teacher	Testing company	Principal
Cognitive Abilities Test (CogAT), Full Battery (Grades 5, 7, and 8)	School division gifted education coordinator	School division gifted education coordinator	School division gifted education coordinator

K-2 GIFTED IDENTIFICATION PROCESS

	Advanced in Math	Advanced in Language Arts
1. To Be Considered for Pull-out Group	Teacher Recommendation - Based on classroom performance and classroom assessments	Teacher Recommendation - Based on classroom performance and classroom assessments
2. Tentative placement In Pull-out Group	Assessment by Gifted Coordinator – advanced number sense, TOPS (Techniques of Problem Solving) series problems, other math reasoning challenges	Assessment by Gifted Coordinator – Junior Great Books Style Discussion Group (writing assignments if skills are developed appropriately)
3. Continued participation In Pull-Out Group Contingent on:	- strong performance in pull-out group AND - sustained high performance on in-class assignments	- strong performance in pull-out group AND - sustained high performance on in-class assignments
4. Referral for further testing for Gifted Eligibility	consistent with state regulations, may be made by a teacher, gifted coordinator, student, parent, legal guardian, or other advocate for the student	consistent with state regulations, may be made by teacher, gifted coordinator, student, parent, or other advocate for the student

<p>5. Cognitive Abilities Test (CogAT) Screening Test Administered</p> <p>(Includes 3 subtests: a. Verbal. b. Quantitative. c. Non-verbal)</p>	<p>K-1: Only students who have been referred for testing by parents and/or recommended by the teacher (end of March)</p> <p>2nd Grade: <u>Fall testing</u> for students new to Lexington or who were referred after the spring testing date (March) in the prior academic year;</p> <p><u>Spring testing (end of March):</u> all 2nd grade students except those tested with the full battery of the Cognitive Abilities Test in the fall (NOTE: Students will only be retested on any Cognitive Abilities Test after two calendar years have passed.)</p>	<p>K-1: Only students who have been referred for testing (end of March)</p> <p>2nd Grade: <u>Fall testing</u> for students new to Lexington or who were referred after the spring testing date (March) in the prior academic year;</p> <p><u>Spring testing (end of March):</u> all 2nd grade students except those tested with the full battery of the Cognitive Abilities Test in the fall (NOTE: Students will only be retested on any Cognitive Abilities Test after two calendar years have passed.)</p>
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<p>6. “Screening”</p> <p>7. Portfolio gathered to assess whether or not the student is gifted in math</p>	<p>Students who do not have a composite score in the 85th percentile or above on the CogAT screening test will receive a letter stating that they “did not meet the screening criteria for gifted education services”</p> <p>State regulations dictate that no single test score can guarantee or deny eligibility for gifted education so multiple criteria to be considered for all K-2 students:</p> <p>a) advanced mathematical ability demonstrated on "off level" testing (one year advanced)</p> <p>b) advanced problem solving ability and/or student who regularly seeks opportunities to do more challenging problems</p> <p>c) student who makes strong connections between subject areas and/or anticipates patterns or more advanced concepts</p> <p>d) student who asks great questions, not just gives answers about material that has been taught</p> <p>e) broad base of background knowledge unusual for child's age and/or insatiable interest in learning beyond what is being taught</p> <p>f) student who demonstrates the ability to do independent learning at a significantly higher level than his or her grade level peers</p>	<p>Students who do not have a composite score in the 85th percentile or above on the CogAT screening test will receive a letter stating that they “did not meet the screening criteria for gifted education services”</p> <p>Can include c), d), e) or f) from the column to the left, and/or the following:</p> <p>g) advanced reading ability (two years above grade level), with strong comprehension skills, not "word calling"/word recognition; student must also show strengths in upper level questions that require analysis, synthesis, and evaluation of reading material</p> <p>h) advanced vocabulary and/or advanced sense of humor;</p> <p>i) advanced writing ability (one year above grade level)</p> <p>j) student who frequently demonstrates creativity in problem solving, art, projects, or writing</p>
<p>Eligibility Meeting Held</p>	<p>Committee (consisting of principal, gifted coordinator, guidance counselor and) can decide that the student is 1) eligible, 2) not eligible, or 3) defer the decision for further data. A parent or legal guardian has the right to appeal the committee’s decision.</p>	<p>Committee (consisting of principal, gifted coordinator, guidance counselor and classroom teacher) can decide that the student is 1) eligible, 2) not eligible, or 3) defer the decision for further data.</p>

Assessment of Portfolio – To determine if the child is labeled “eligible for gifted services”

1. Students who have a **Cognitive Abilities Test score that meets the criteria (95th percentile or above)** for “nationally-normed aptitude test” will **need to meet the standard for 2 additional criteria (a through f** for identification in math **OR c through j** for identification in language arts).

2. For students who do not have a qualifying Cognitive Abilities Test score but who have significant supporting data for gifted education must meet the standard for 4 of the criteria (**a through f** for identification in math **OR c through j** for identification in language arts).

Grades 3—8: Specific Academic Aptitude (SAA) Gifted Identification Process

All third grade students will take the full battery of the Cognitive Abilities Test (CogAT). The gifted education coordinator will train classroom teachers in the administration procedures for the CogAT. The tests will be hand scored by the gifted education coordinator. The gifted coordinator will also review with each classroom teacher the guidelines for assembling a portfolio of student work samples, teacher checklist of classroom behaviors, and an individual reading inventory (QRI, PALS, or other reading inventory adopted by Lexington City Schools) administered by the classroom teacher or reading specialist. This portfolio will be given to the gifted education coordinator who will add relevant assessment information, and then set the date and time for the gifted Identification/Placement committee to meet to evaluate the portfolio.

Data from self, parent, and/or teacher referral forms, parent input forms, teacher checklists, pupil products, individual interviews and/or classroom observations by the gifted education coordinator, and the non-verbal sections of ability tests will facilitate the identification of students from underserved and culturally diverse, low socio-economic, and disabled populations. Additional information may be sought from individually administered, un-timed testing if it appears that current testing data may be unreliable. Accommodations will be made for testing and other student products according to the specifications of any existing Individualized Education Plan (IEP) for students who may be “twice exceptional” (students who meet the criteria for special education and gifted education services).

Any student who has been found ineligible for gifted identification may be re-tested with an ability test after two years. Other data may be added to the student profile at any time.

Area of Giftedness: Specific Academic Aptitude for Language Arts and Math, K-8

The Identification/Placement Committee will review the data to come to a decision, with which the majority must agree. The committee will make one of the following decisions:

1. The student is identified as gifted and is eligible for services.
2. The student does not meet the criteria for identification and is not eligible for services.
3. The committee is unable to make a decision, will monitor the student for a stated period of time, and will collect additional data. The committee will then reconvene within a year of the initial meeting (or as soon as test scores are received if the committee has elected to wait for Stanford Achievement Test results or other test data to consider in its decision) to make a new decision. Parents will be informed by letter of the student’s status after that follow-up meeting.

Parents or legal guardians will be notified by letter of the decision of the committee (including information about pull-out groups that the student is eligible to participate in). In the case of a student who is found “not eligible for services”, parents (or legal guardians) are informed of the opportunity for a conference, at which time their right to appeal and the appeal process will be explained. Procedures for appeals will be included in the letter bearing the committee’s decision, regardless of whether or not the parent (or legal guardian) elects to have a conference with the gifted education coordinator.

The identification process will be completed within 90 instructional days of the receipt of the referral for gifted education services for all kindergarten, first grade, or fourth through eighth grade students.

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Decisions for all second grade students referred after December 1, and all third grade students referred for evaluation before the administration of the Cognitive Abilities Test (CogAT) will be evaluated according to the regular second and third grade timelines for evaluation. Students may be provisionally placed in pull-out groups if recommended by the classroom teacher and/or gifted education coordinator. In the case of third graders, the 90-day timetable will begin the first day of the administration of the Cognitive Abilities Test to third grade students or the day the parent referral is received by the principal or gifted education coordinator if a student enrolls in Lexington City Schools after the administration of the CogAT. All second grade students will be evaluated with the CogAT screening test in March.

Any student who is found ineligible for gifted services may be reconsidered with other data that may be added to the student portfolio at any time. New ability testing by Lexington City Schools will only be administered if two years have passed since the last time the student was tested. Independent testing by a psychologist or other certified testing administrator will be considered with appropriate documentation and contact information for the test administrator.

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

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

Specific Academic Aptitude (SAA) for Language Arts and/or Math, K-8

Following determination of eligibility, appropriate placement will be determined by the gifted education coordinator and the classroom teacher through a review of the student's profile and the available placement options. Placement options may include any as listed in Part VI: Evidence of Appropriate Service Options. Provision of services for students will be reevaluated on a yearly basis or more frequently as needed. The gifted education coordinator may ask the gifted eligibility committee for a student's current grade level to reconsider any eligibility or placement decision made during the tenure of a previous coordinator and/or when the menu of service options changes. Amendments to this plan approved by the school board of Lexington City Schools will be submitted to the Virginia Department of Education if the menu of service options changes.

Guidance counselors will inform the gifted education coordinator when any new students enroll. The students' records will be reviewed for documentation of gifted education identification by the previous school district. Existing test data that would support gifted education eligibility in Lexington City Schools will also be considered during the review process.

New students with previous gifted identification will automatically be made eligible for gifted services. A letter of suggested Specific Academic Aptitude designation(s) will be sent to the parents of these students. The parents will sign a section of this letter to indicate acceptance of the SAA designation(s) and/or request evaluation for one or more other SAA designations. This evaluation, and evaluations of students without documentation of previous gifted identification, will be completed within 90 instructional days of receipt of parent permission for ability testing and/or evaluation.

The student may not formally participate in pull-out programs until parent permission has been received. All in-class differentiation for the SAA designation(s) will be provided as soon as the classroom teacher(s) have been informed of the student's eligibility for gifted services.

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.

Procedures for Parental Notification During the Gifted Identification Process, K-8

Throughout the remainder of this document the term “parent” will be used to refer to parent or legal guardian of the student. The procedures are as follows:

(a) Parents will be notified that the individual identification process has begun by e-mail or letter from the gifted education coordinator.

(b) The parent referral form will include a place for the parent to sign for permission for individual testing and/or collection of additional information. In the case of referrals by other persons, a letter requesting permission from the parent will be sent home. Formal assessment begins after the receipt of parental permission. Students will be evaluated for Specific Academic Aptitude in Language Arts and/or Math.

(c) As part of the identification/evaluation process, students may be pulled out for assessment purposes, but when a decision is made for continued placement in a pull-out group for language arts or math enrichment, the parent will receive a letter from the gifted education coordinator requesting permission for the provision of these services options.

After the gifted identification/placement committee has made a determination regarding the student’s eligibility for gifted identification services, the coordinator will notify parents of the results by letter. If the decision has been made to identify that student, a permission form for services will be sent. This permission form will clearly identify the Specific Academic Aptitude(s) of each student and will briefly describe any pull-out programs in which the child is eligible to participate. The parent may request a conference (which will take place at the school or by phone as per parent request) and the parent will have the right to have the child opt out of one or more of the programs offered. Parents may elect to remove their children from pull-out programs at any time by sending written notification to the principal or gifted education coordinator.

(d) If the decision of the gifted identification/placement committee is that the student is not eligible for gifted education services, the parents will be notified of the opportunity for a conference with the gifted education coordinator. At that time, the parent’s (or legal guardian’s) right to appeal and the appeals process will be explained. Explanation of the appeals procedure will also be provided in the decision letter regardless of whether or not the parent elects to schedule a conference with the gifted education coordinator. Those appeal procedures follow:

*Appeal Procedures for Gifted Identification Committee Decisions
Regarding Specific Academic Aptitude in Language Arts and/or Math*

Any decision regarding identification or placement may be reviewed by parents by contacting either the school principal and requesting a conference with the gifted education coordinator and the principal. If a resolution cannot be reached, the parents will be advised further of the appeals process. Parents will receive a written copy of appeals procedures with all appropriate deadlines clearly stated. Parents must appeal any decision regarding identification or placement regarding gifted education services within 21 days of the date of the letter describing that decision. A teacher may initiate an appeal on behalf of the student and serve as his or her advocate in the appeal meeting, but may not be considered a voting member of the committee when it moves to closed session for a decision. Written permission from the parent must be obtained and submitted to the gifted education coordinator for a teacher-initiated appeal to proceed to committee. This type of appeal must also be made within 21 days of the initial decision by the Identification/Placement Committee and/or Change of Placement Committee.

New cognitive ability and/or IQ test data from a psychologist or other certified test administrator will be considered in any appeal as long as it is presented to the gifted education coordinator or school principal with appropriate documentation and contact information for the testing administrator. Lexington City Schools will not reimburse any costs associated with such testing regardless of the results of the appeals committee decision. Within 15 working days of receiving additional data submitted by a parent and/or the results of the independent evaluation initiated by the parent, the Appeals Committee will meet. The parent may request that teachers and the gifted coordinator monitor in-school performance for up to 30 days between the date of the initial decision and the appeals committee meeting. Teachers will include any work that may support a re-evaluation of the student's ability in the student's evaluation portfolio. The parent will be invited to attend the Appeals Committee meeting to substantiate the appeal by presenting new data from relevant activities outside of school, extenuating circumstances within the home and/or extended family that may have had a bearing on student performance, and/or the results of an independent professional evaluation.

The Appeals Committee will be composed of principals and guidance counselors from Waddell Elementary and Lylburn Downing Middle School, the gifted education coordinator, the referring teacher (in the case of a change of placement), and at least three teachers who were not on the previous committee. The majority of committee members will not have been on the Identification/Placement Committee and/or Change of Placement Committee. All identification, change of placement, and appeals meetings are closed to the press since they include review of confidential student data.

The Appeals Committee is responsible for reviewing and deciding any appeals. Should the parent choose not to attend the meeting, the gifted education coordinator will present any data submitted by the parent and/or the student portfolio collected during the additional monitoring period. The parent may invite one teacher or other advocate (who has direct knowledge of the intellectual ability of the child and/or the effects of extenuating circumstances on the child) to speak on the child's behalf. After the presentation of new data by the parent, gifted coordinator, and/or the student's advocate, the meeting will then be closed while the committee members deliberate over the new information and vote on the following action:

- 1.) Determine if the referral meets the criteria.
- 2.) Recommend placement in an appropriate program when student is found eligible for gifted services in one or more areas of Specific Academic Aptitude.

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A majority vote is needed to change the decision of the Identification/Placement Committee. Written notification of the committee's decision will be forwarded to the school principal and parent(s) within five working days following the meeting.

If the Appeals Committee does not change the original decision the parent may contact the gifted education coordinator for a conference at the school to provide an explanation of the evidence that led the Appeals Committee to uphold the original decision. The appeals process officially ends with the completion of this conference.

If future achievement test results from tests administered in school show new support for the possibility of gifted eligibility, a new 90-day eligibility process may be initiated at the sole discretion of the gifted education coordinator.

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.

Pull-out program exit procedures for SAA Language Arts or Math, K-8

If a student's behavior in a pull-out group has become detrimental to his or her own learning and/or the learning opportunity for other members of the group, parents or legal guardians will be notified by e-mail or letter by the gifted education coordinator that behavior must improve in the next two meetings of the group or the student will be exited from the program. The parent (or legal guardian) will confirm receipt of this notification by e-mail or letter. If a student's academic performance in the pull-out group or in the classroom indicates that the student's learning needs are better served in the regular classroom, the parent (or legal guardian) will receive a letter of notification of that change in placement. This decision may be appealed by the parent (or legal guardian), following the same procedures as an initial gifted identification/placement committee decision.

Program Service Model Changes

If the program service model for language arts or math changes (for example, if a pull-out program will be replaced by an in-class enrichment or co-teaching model), parents (or legal guardians) will be notified by letter about the changes.

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.

Language Arts Enrichment in Elementary School (K-5)

Clusters of gifted students (minimum 3) are placed in each classroom. All classrooms in grades K-5 have at least three ability-leveled reading groups to appropriately challenge students in reading on a daily basis. Differentiation in writing instruction is accomplished through assignments that do not have a “ceiling effect” (students can add details beyond assignment requirements). When students have mastered grade level skills they will be encouraged to learn skills for subsequent grade levels. Students should be given creative writing assignments at least once per grading period and should have some opportunities to self-select topics for essay writing or research reports over the course of the year. In addition, pull-out groups may be formed to additionally enrich language arts instruction. These groups will depend on school district staffing levels and available volunteers.

Language Arts Enrichment in Middle School (6-8)

When a gifted student is assigned to a reading or English class that class will have a cluster of a minimum of 3 gifted students. Teachers will select appropriately challenging reading and/or writing assignments on a daily basis (long-term projects that contain a reading and/or writing component are counted in this daily expectation). Differentiation in writing instruction is accomplished through assignments that do not have a “ceiling effect” (students can add details beyond assignment requirements) and individualized comments and/or conferences with the teacher to set appropriate goals in writing to insure academic growth for each student. When students have mastered grade level skills they will be encouraged to learn skills for subsequent grade levels. Students should be given a minimum of three creative writing assignments and/or opportunities to self-select topics for essay writing or research reports over the course of the year.

Language Arts Enrichment in High School (9-12)

Lexington’s high school students attend Rockbridge County High School and their educational needs will be met through the differentiation outlined in Rockbridge County’s Local Plan for the Education of the Gifted.

Math Enrichment in Elementary School (K-5)

Clusters of gifted students (minimum 3) are placed in each classroom. All classrooms in grades K-5 will provide “challenge” or “enrichment” assignments for students to work on in the classroom when their pretests indicate “mastery” (90 percent or better) of grade-level skills. These appropriately differentiated assignments will include problem-solving, application of math skills to “real world” situations, and/or math skills not ordinarily covered at the current grade level. Curriculum compacting and enrichment will be prioritized over acceleration, but acceleration will be considered for students whose abilities (in the opinion of professional school district staff members) transcend the level of the differentiated assignments provided at that grade level. Differentiated instruction will be achieved through the collaboration and/or co-teaching of the math teacher and the gifted education coordinator. Students will be given opportunities to work at their own pace on at least three assignments over the course of each grading period. In addition, pull-out groups may be formed to additionally enrich math instruction. These groups will depend on school district staffing levels and available volunteers.

Math Enrichment in Middle School (6-8)

Sixth grade math classes will be heterogeneously grouped (in terms of math ability), but each class that a gifted student is assigned to will have a cluster of a minimum of 3 gifted students. Students will be given opportunities to work at their own pace on at least three assignments over the course of each grading period. Differentiated instruction will be achieved through the collaboration and/or co-teaching of the math teacher and the gifted education coordinator. Curriculum compacting and enrichment will be prioritized over acceleration, but acceleration will be considered for students whose abilities (in the opinion of professional school district staff members) transcend the level of the differentiated assignments provided at that grade level. Students’ performance on challenge or enrichment activities will be considered when recommending students for an appropriately challenging math course in seventh grade. Advanced seventh grade students will take Pre-algebra 7 in one year, and, if they perform successfully, they will be placed in Algebra I in eighth grade. Students will be allowed to register for high school credit for Algebra I.

Math Enrichment in High School (9-12)

Lexington’s high school students attend Rockbridge County High School and their educational needs will be met through the differentiation outlined in Rockbridge County’s Local Plan for the Education of the Gifted.

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.

All identified gifted students will spend the majority of their instructional day in classrooms with age-level peers.

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

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

All identified gifted students will spend the majority of their instructional day in classes with a “cluster” of gifted students (minimum 3 students). Pull-out groups (when offered) will include a cluster of gifted and high-ability students. Instruction will be differentiated through the service model identified in section A above and section E below.

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.

Identified gifted students will have at least one opportunity each week to work independently in each core academic class in the subject of their identified Specific Academic Aptitude (Language Arts and/or Math).

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.

Lexington City Schools uses a combination of the following strategies to ensure the intellectual and academic growth of gifted learners:

- Cluster grouping and/or ability leveled classes
- Curriculum compacting
- Opportunities to practice critical thinking through problem-solving, including non-routine or “real word” problem-solving
- Effective use of class or small group discussion, especially Socratic method
- Teachers are expected to provide opportunities for the use of higher level thinking skills—analysis, synthesis, and evaluation
- Alternate assignments (different work, not more work)
- Projects that encourage student creativity and have no “ceiling effect”
- Opportunities for independent research
- Teachers at all levels provide individual and group opportunities for choice in topic and final products including: written work, Power Point or other multimedia demonstrations, experiments, and dramatic presentations.
- Teachers use rubrics to define levels of accomplishment for students
- Opportunities to debate topics that are of interest to students
- Opportunities for creative writing and/or work with writing mentors
- Emphasis on core concepts within or across academic disciplines
- Emphasis on themes, issues, and ideas
- Emphasis on using the appropriate vocabulary of the discipline
- Reading acceleration through differentiated reading groups and/or self-selection
- Junior Great Books stories and poems, and the JGB Inquiry Method of discussion
- Use of readers’ theater

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- Pull-out groups for language arts or math enrichment
- Hands-On Equations pre-Algebra program in grades 3-6
- Instruction in important technology skills including MicrosoftWord, PowerPoint, PhotoStory, and effective use of search engines (most of these objectives are met through the “Tech Time” program that serves students in grades 1-3)
- High school credits available to middle school students in math, foreign language, and world history.

Teachers are encouraged to use their own strategies to foster intellectual and academic growth. When possible, teachers should use lessons from curriculum designed by experts in the field, such as units produced by The Center for Gifted Education at the College of William and Mary (problem-based science units, Project Clarion interdisciplinary lessons, etc.) and The National Research Center that have been recommended or approved by the gifted education coordinator.

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.

In the elementary grades when pull-out programs are offered the progress reports provided by the gifted education coordinator will include rubrics that show a progression of mastery of process and/or product objectives unique to the pull-out program. These progress reports will also include narrative comments on a student’s response to challenge, participation in discussions, and work habits. Portfolios of student work in language arts enrichment groups will be maintained to provide evidence of growth in writing, critical thinking, and creativity. Academic growth in pull-out math groups will be communicated primarily through pre- and post-test results and narrative comments about the student’s response to challenge, participation in discussions (making suggestions for alternate solutions, for example), and work habits (speed and accuracy).

When students have mastered Standards of Learning for advanced grade levels, the mastery of these skills will be shared with parents through progress reports and/or through teachers’ newsletters (when a co-teaching model is being used) when an advanced objective has been achieved by the whole class or an identifiable group.

As the Virginia Department of Education clarifies its definition for and methods of evaluation of “academic growth,” Lexington City Schools will respond accordingly by providing revisions of this Local Plan for the Education of the Gifted.

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.

Lexington City Schools' curriculum is academically demanding. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs and talents of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. The general, state required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students. When possible, weekly pull-out instruction in cluster groups and extra-curricular offerings facilitate differentiation for students who have varying interests, learning styles and creativity.

Theories on gifted education from researchers such as: VanTassel-Baska, Callahan, Renzulli, Reis, Bloom, Gallagher, Winebrenner, and Tomlinson form the basis for our efforts to differentiate in the classroom and provide enrichment opportunities. Examples used at various levels in various subjects are listed below:

Lexington City Schools uses a combination of the following strategies to ensure the intellectual and academic growth of gifted learners:

- Cluster grouping and/or ability leveled classes
- Curriculum compacting
- Opportunities to practice critical thinking through problem-solving, including non-routine or "real word" problem-solving
- Effective use of class or small group discussion, especially Socratic method
- Teachers are expected to provide opportunities for the use of higher level thinking skills—analysis, synthesis, and evaluation
- Alternate assignments (different work, not more work)
- Projects that encourage student creativity and have no "ceiling effect"
- Opportunities for independent research
- Teachers at all levels provide individual and group opportunities for choice in topic and final products including: written work, Power Point or other multimedia demonstrations, experiments, and dramatic presentations.

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- Teachers use rubrics to define levels of accomplishment for students
- Opportunities to debate topics that are of interest to students
- Opportunities for creative writing and/or work with writing mentors
- Emphasis on core concepts within or across academic disciplines
- Emphasis on themes, issues, and ideas
- Emphasis on using the appropriate vocabulary of the discipline
- Reading acceleration through differentiated reading groups and/or self-selection
- Junior Great Books stories and poems, and the JGB Inquiry Method of discussion
- Use of readers' theater
- Pull-out groups for language arts or math enrichment
- Hands-On Equations pre-Algebra program in grades 3-6
- Instruction in important technology skills including MicrosoftWord, PowerPoint, PhotoStory, and effective use of search engines (most of these objectives are met through the "Tech Time" program that serves students in grades 1-3)
- High school credits available to middle school students in math, foreign language, and world history.

Teachers are encouraged to use their own strategies to foster intellectual and academic growth. When possible teachers should use lessons from curriculum designed by experts in the field, such as units produced by The Center for Gifted Education at the College of William and Mary (problem-based science units, Project Clarion interdisciplinary lessons, etc.) and The National Research Center that have been recommended or approved by the gifted education coordinator.

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.

Lylburn Downing Middle School offers several courses in math, foreign language, and world history that can be taken for high school credits while students are in middle school. The first serves SAA Math students and the latter two provide enrichment opportunities for students who have been identified as SAA Language Arts. Any other access to accelerated coursework will be approved on a case by case basis by the gifted coordinator, principal, and the superintendent of schools.

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:

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- a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and meta-cognitive 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.

In Lexington City Schools professional development in gifted education will be achieved through several avenues. One is district-wide training provided by a professional consultant and/or trainer with appropriate expertise in the area. In preparation for the new state regulations for gifted education and the growth model adopted by the Virginia Department of Education, all Lexington teachers participate in a full-day workshop on methods of differentiated instruction in the fall of 2011. Follow-up workshops will be scheduled at appropriate intervals.

The gifted education coordinator will also use faculty meetings, departmental/instructional team leader meetings, and grade level meetings to provide necessary training in characteristics of gifted learners, screening and evaluation of potential gifted learners, differentiated curriculum (lessons and/or units), teaching strategies, and methods for encouraging growth in critical and/or creative thinking.

Teachers and the gifted education coordinator will be encouraged to participate in state and national conferences on gifted education or differentiation. Teachers will also be encouraged to pursue coursework toward the gifted education K-12 endorsement.

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 Gifted Advisory Committee (GAC) for Lexington City Schools will conduct an annual evaluation of the effectiveness of the gifted education program. This review will include a focus on the areas specified in the paragraph above. Each year the GAC will conduct a survey of one or more of the following subgroups: parents, teachers, students, administrators, or community members. The GAC will present a report of its findings to the Lexington City School Board at its June meeting (or other meeting designated by the superintendent or the school board). The school board members will ask for any additional details they need in consideration of the report and they may ask the gifted education coordinator to provide additional information at a subsequent meeting.

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

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

Members are nominated by the school board and/or the gifted education coordinator and will be approved at an open school board meeting. Members nominated for the committee shall reflect the ethnic and geographical composition of the school division. The membership must include at least 8 members and no more than 15 members and must include a teacher (or guidance counselor) from each school, one administrator, and at least one community member who is not a parent or relative of an identified gifted student in Lexington City Schools. Parent members will represent students at elementary and middle school levels. When possible a parent representing interests of high school students is also encouraged. The gifted education coordinator serves as an ex officio member and is present at all meetings. The voting membership must have a quorum of fifty percent of its membership to conduct business. The committee elects its own officers (chair, vice chair, and secretary) by simple majority vote.

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.

Dr. Daniel E. Lyons

11/14/11

Division Superintendent’s Signature

Printed Name

Date