

# Lexington City Schools

## Local Plan for the Education of the Gifted

2024-2029

<b>LEA#</b>	<b>137</b>		
<b>Superintendent</b>	<b>Mrs. Rebecca Walters</b>		
<b>Mailing Address</b>	<b>300 Diamond Street, Lexington, VA 24450</b>		
<b>Gifted Education Coordinator/ Designee</b>	<b>Laura Joyner</b>	<b>Title Address Telephone E-mail</b>	<b>Gifted Education Coordinator 300 Diamond Street, Lexington, VA 24450 540-463-3532 ljoyner@lexedu.org</b>
<b>Local School Board Chairperson</b>	<b>Ms. Tammy Dunn</b>		
<b>Date Approved by School Board</b>	<b>10/9/2024</b>		

## **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 time frame 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 Website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

Lexington City Schools

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

Lexington City Schools

**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.*

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	
Specific Academic Aptitude (SAA) - Mathematics	3-8
Specific Academic Aptitude (SAA) - Language Arts	3-8
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	

(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 vision statement of Lexington City Schools is ***Creating empowered learners, thinkers, and citizens***. In keeping with this vision, the school division strives to create an engaging environment in which all children are nurtured, inspired, and challenged. Each student has personal interests, talents, and needs that differ. Gifted students are those who, because of their exceptional abilities and potential, need challenges, experiences, and opportunities beyond those provided in a traditional classroom in order to grow. The regular curriculum, which provides for ranges of individual differences, will not fully meet the unique needs of the gifted students. Specialized opportunities are needed to meet the emotional, social, and cognitive needs of these students.

Gifted students come from diverse backgrounds and from all socioeconomic levels of society. They are not always high academic achievers and may not always be excellent students. Lexington City Schools makes a continual effort to provide engaging experiences and opportunities to students from all backgrounds.

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. (<https://www.rockbridge.k12.va.us/>)

**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.*

In Lexington City Schools, students in grades 3-8 may be referred for identification as gifted in SAA (specific academic aptitude) in either mathematics or language arts. These students appreciate intellectual challenge, make connections between and within areas of learning, rapidly acquire and master facts and concepts, and are discovery oriented.

LCS identifies students as SAA Math and SAA Language Arts through multiple sources of information, including:

- Nationally norm-referenced ability test(s)
- Norm-referenced scales of characteristics of gifted students as observed both at school and at home
- Narrative observations of student behaviors
- Multiple measures of academic performance

The above data is weighted and compiled into anonymous student profile pages. Profile pages take into account accommodations for students who have an Individualized Education Plan (IEP), a 504 plan, or receive EL services. They also factor in other student challenges like low socioeconomic status.

Before SAA identification in third grade, students in grades K-2 who exhibit a need for above grade level learning and experiences are served in flexible small enrichment groups.

**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:** All students deserve an education that supports their individual needs and growth. Gifted referral and eligibility decisions should always consider the whole child, their abilities, background, and challenges. All second grade students are screened using a nationally normed assessment tool, and all students (3-8) can be referred for identification for gifted services by themselves, parents, school personnel, or community members. Student profiles which take into account student backgrounds and collect multiple points of data will be used for all eligibility decisions.
- B. Delivery of Services:** All students should receive a differentiated education. Students identified as gifted in either SAA mathematics and/or language arts will be cluster grouped in those respective classes. Students will be challenged by their classroom teachers through higher level thinking skills and differentiated assignments. In grades 3-5, identified students will receive small group instruction for the area they are identified. Students in grades 6-8 have the opportunity to take advanced classes. All students have access to enrichment opportunities after school and through exploratories at the middle school.
- C. Curriculum and Instruction:** Advanced curricular materials are necessary to meet the needs of gifted learners. These students must have opportunities and expectations that go beyond the objectives found in the Standards of Learning and curriculum pacing guides. Enrichment and extensions are necessary for students who need more challenges in order to keep learning.
- D. Professional Development:** Staff must be knowledgeable about ways to meet the needs of gifted and advanced learners. Professional development about gifted education will be ongoing and cyclical in order to ensure that all teachers are up to date with division policies, current gifted research, and the characteristics and needs of gifted students.
- E. Equitable Representation of Students:** Gifted students come from diverse backgrounds and have various strengths and challenges. The division will take into account the unique manifestation of gifts from traditionally underrepresented populations. Ongoing professional development will focus on gifted characteristics and how they may appear differently in different students. The division will continue to pursue ways to use different norming populations to identify gifted students from underrepresented groups.
- F. Parent and Community Involvement:** The goal of school, parent, and the community is to help students become their best selves. Gifted personnel need to communicate and work with all groups in order to promote an understanding of

## Lexington City Schools

the need for gifted education and differentiation. Gifted personnel will communicate clearly with all stakeholders about procedures, student accomplishments, and opportunities.

### **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 Language Arts and Math, 3-8**

Lexington City Schools actively screens for potential candidates for Gifted Services. A pool of candidates is created by screening all second graders with a nationally normed ability test. Referrals are always accepted for students (3-8) by staff, parents, or other community members. Student data are reviewed in order to account for challenges faced by traditionally underrepresented populations, including twice exceptional students, students with disabilities, EL, and students with special circumstances.

#### **Scheduled Division Elementary Screening Procedures**

A nationally normed ability test is given to all second graders during the fourth quarter. At the beginning of third grade, students who achieved at least a 95% on the verbal section will be automatically referred for the eligibility process for SAA Language Arts; students who achieve at least a 95% on the quantitative section will be automatically referred for the eligibility process for SAA Math. Students who earn between 90% and 94% in either subject area on the ability test may be referred for the eligibility process in the corresponding area in some circumstances, like the ones listed above (e.g., disabilities, EL, economic disadvantage).

#### **Relevant Documents:**

- **Home Letter for CogAT testing**
- **Results Letters for CogAT testing for all students**

#### **Ongoing Screening by Professional Staff**

All teachers (K-8) will receive training on common characteristics found in gifted learners and the use of the SIGS-2 behavioral scales as a way to identify gifted learners. When students show multiple characteristics of gifted learners, teachers or other division staff should refer these students to the gifted instructor and/or coordinator for either enrichment (K-2) or further consideration for the gifted identification process.



## Lexington City Schools

Particular attention should be paid to transfer students who move to the division after screening at the end of second grade.

At the end of the first quarter, the gifted instructor should annually review the data wall, a division collected spreadsheet showing student performance on growth assessments, benchmarks, SOLs, reading levels, and spelling inventories. Students who excel in these areas will be referred for retesting or SIGS-2 inventories by classroom teachers.

### **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.*

### **Referrals Procedures for SAA Language Arts & Mathematics**

Information about the referral process is explained in the LCS Parents' Guide for the Gifted which is posted on the LCS Division website. Further information is provided to parents at back-to-school events.

Referrals for evaluation for gifted education services may be made at any time by parents or legal guardians, teachers, professionals, students, peers, self, or other community members. Referral forms are available in each school office, on the Lexington City Schools' website, or from the gifted education instructor or coordinator. Referral forms need to be submitted to the school's gifted instructor or gifted coordinator. If the referral is made by someone other than the parent, school gifted personnel will request in writing parent or guardian permission to further evaluate the student and administer appropriate norm-referenced ability tests and evaluation instruments. With receipt of consent, the Eligibility Committee shall determine the eligibility status of each student and notify the parent or guardian of its decision in writing within 90 instructional days.

#### **Relevant Documents:**

- **Parent/Guardian Referral form**
- **General Referral form**
- **Parent/Guardian Permission to test**
- **Timeline for Student Referred for Gifted Eligibility (Staff use only)**

#### **Transfer Students:**

Transfer students whose school records document that they were found eligible for gifted education services in other school divisions will be eligible for gifted education services in Lexington City Schools. These students will be served either in appropriate pull-out programs and/or through differentiation in the regular classrooms. Placement decisions will be made by the gifted education coordinator in consultation with the current classroom teacher by the end of the first full quarter enrolled.

**Relevant Documents:**

- **Parent/Guardian welcome/information form for previously identified transfer students**
- **Parent/Guardian placement/permission to receive services form for previously identified transfer students.**
- **Teacher observation form for previously identified transfer students (staff use only)**

**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.*

**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.*

**Specific Academic Aptitude - 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

Lexington City Schools

Specify: PALS; QRI Reading Score; Next Step in Guided Reading  
Assessment; Fountas & Pinnell Benchmark Assessment

Lexington City Schools

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

Specify: IXL Diagnostic Snapshot

**Identification Process and Procedures for Specific Academic Aptitude in Language Arts and Math (3-8)**

**Referrals**

Referrals for evaluation for gifted education services may be made at any time by parents or legal guardians, teachers, professionals, students, peers, self, or other community members.

Referral forms are available in each school office, on the Lexington City Schools' web site, or from the gifted education instructor or coordinator.

Referral forms need to be submitted to the school's gifted instructor or gifted coordinator.

Once a referral form is received, gifted personnel will make a Gifted Candidate file to contain all relevant correspondence and evidence for the student profile page. This file is considered part of the student's cumulative record.

**Relevant Documents:**

- **LCS Parent Referral Form & Permission to Evaluate**
- **LCS General Referral Form**



*Once the referral is made, the following timeline should be followed.*

### **Parental Permission**

If the referral is given by someone other than the student's parent/guardian, the Gifted coordinator or instructor will notify parents/guardians ***within ten instructional days of the referral*** and request permission for further evaluation.

#### **Relevant Documents:**

- **LCS Parent Referral Form & Permission to Evaluate**

### **Data Collection & Evaluation**

Upon receipt of parental permission, the school's Eligibility Committee must determine eligibility for gifted education services ***within 90 instructional days***.

#### *Necessary Data Includes:*

Cognitive Abilities Test Form (CogAT) full battery will be given to the candidate by school personnel, *as long as the test was not given the previous year.*

Scales for Identifying Gifted Students (SIGS-2) Home Form and School Form (*\*Letter explains form to family.*)

Reading level (for SAA Language Arts)

VALLSS (K-3)

HMH Into Reading (4-5)

QRI, Dibels, or Core Phonics Assessment, and LETRS spelling screener (6-8)

Grades & SOL scores

Gifted personnel will meet with the school counselor to determine if the student has characteristics of underserved populations.

Data from these assessments is recorded on the Student Profile Form.

#### **Relevant Documents:**

- **Student Profile Form(s): Math or LA**
- **Home Letter for SIGS-2**
- **Home Letter for CogAT**

### **Eligibility Meeting**

Once testing is complete and the data has been recorded, the Division Gifted Coordinator or school Gifted Instructor will schedule an Eligibility & Placement Committee meeting. The committee is comprised of the following members:

- Building principal
- Classroom teacher(s)
- School Counselor

Lexington City Schools

- School Gifted Teacher
- Division Gifted Coordinator
- Other pertinent school personnel

**Eligibility Decision & Placement/Notification & Determination of Services**

The Eligibility Committee's decision is recorded on the Gifted Eligibility Signature Page. The Student Profile Page & Signature Page are added to the Student Gifted File.

The school's gifted personnel prepare and mail the appropriate letter to the parents. If the student is found eligible, parental permission to receive services is requested. If the student is deferred or found ineligible, appeal procedures are sent along with the notification letter. These letters are sent within 10 instructional days of the committee meeting.

If a student is found eligible, the school counselor or school secretary will make the changes in PowerSchool.

**Relevant Documents:**

- Gifted Candidate File
- Appropriate Parent Notification Letter: Accepted, Deferred, Not Eligible
- Parental Permission to Participate (*Part of Accepted Letter*)
- Appeal Procedures

**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 - 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 - Mathematics**

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

Lexington City Schools

**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.*

**Specific Academic Aptitude - Language Arts**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
CogAT Verbal Full Battery	Current classroom teacher 2/ School Personnel 3-8	Machine scored	School division gifted education coordinator
SIGS-2 School	Current classroom teacher	School gifted education teacher	School division gifted education coordinator
SIGS-2 Home	Parent or guardian of the referred student	School gifted education teacher	School division gifted education coordinator
Reading Assessment (VALLS/HMS Into Reading/QRI/Dibels/ Benchmark)	Classroom teacher, reading specialist, or other trained teacher	Classroom teacher, reading specialist, or other trained teacher	School division gifted education coordinator
SOL Reading 3-8 SOL Writing 8	School Personnel 3-8	Machine scored	School division gifted education coordinator
Academic Record	Student & Classroom Teachers	School gifted education teacher	School division gifted education coordinator



Lexington City Schools  
**Specific Academic Aptitude - Mathematics**

Measure	Administered/ Completed by	Scored by	Provided to the committee by
CogAT Full Battery: Quantitative	Current classroom teacher 2/ School Personnel 3-8	Machine scored	School division gifted education coordinator
SIGS-2 School	Current classroom teacher	School gifted education teacher	School division gifted education coordinator
SIGS-2 Home	Parent or guardian of the referred student	School gifted education teacher	School division gifted education coordinator
SOL Mathematics 3-8	School Personnel 3-8	Machine scored	School division gifted education coordinator
Academic Record	Student & Classroom Teachers	School gifted education teacher	School division gifted education coordinator

Once parental consent for permission to test is received, the timeframe for the eligibility process begins and is completed *within 90 instructional days*; instructional days designate days in which 10-month employees are under contract.

A school level Eligibility and Placement Committee meeting is held for each student referred for gifted services. Division gifted staff will provide committee members with all data to be used in the determination of eligibility at the meeting. The division level gifted coordinator will chair all meetings. The committee members discuss the anonymized data provided on the student profile form. The division does not allow any one single criterion to deny or guarantee gifted services to a student. A profile based method relying on committee consensus is used to determine whether or not a student is eligible for gifted services. The gifted education coordinator will inform the committee of any special circumstances regarding students from underrepresented groups. All committee members indicate their participation and agreement by signing the Gifted Eligibility Signature Page.

The Eligibility/Placement Committee will review the data to come to one of the following decisions by consensus:

1. The student is identified as gifted and is eligible for services.

## Lexington City Schools

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 at the end of the first quarter of the following school year to make a finalized decision. Parents will be informed by letter of this process by letter and of the student's status after that follow-up meeting.

The student's parent or guardian is notified in writing of the Committee's decision within ten instructional days. Parents 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 if the student is found eligible). 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, and appeals can be made regardless of whether or not the parent (or legal guardian) elects to have a conference with the principal and gifted education coordinator.

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. Lexington City Schools will not pay for any outside testing, assessments, or evaluations.

### **3. 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**

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.

Students with previous gifted identification who are new to the school system will automatically be made eligible for gifted services. A letter welcoming the student to the program will be sent upon enrollment. Data will be gathered during the first full quarter of school attendance, and at the end of the quarter a placement meeting will be convened. A letter explaining the suggested Specific Academic Aptitude designation(s) will be sent to the parents of these students following that meeting. 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. If the parent(s) disagree

## Lexington City Schools

with the recommendations, the appeals process will begin as stated in Part IV. 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. The student may not participate in pull-out programs until parent permission has been received.

### **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.*

### **Specific Academic Aptitude (SAA) – Language Arts and/or Math**

#### ***Procedures for Parental Notification During the Gifted Identification Process***

Lexington City Schools recognizes the importance of keeping parents and legal guardians informed. Parents will have access to the division parents' guide which explains identification policies as well as appeals procedures.

#### **(a) Process Initiation**

Parents are notified in writing before 2nd grade screening about the purposes and administration of the ability test.

- **Relevant Documents: Home Letter for CogAT testing**

Parents are notified by mail of their child's ability test results. These letters further explain the gifted eligibility process and timeline.

- **Relevant Documents: Results Letter for CogAT testing**

**(b) Permission for Individual Testing:** The school requires written permission of parent(s) or legal guardian(s) prior to administering any assessment instruments specifically designed to determine an individual student's eligibility for gifted program services.

Parents of students who are automatically referred for eligibility through the second/third grade screening process will be asked for permission for individual testing and/or collection of additional information as part of the testing results letter.

- **Relevant Documents: Results Letter for CogAT testing**

The parent/guardian referral form includes a request for permission for individual testing and/or collection of additional information.

- **Relevant Documents: Parent/Guardian Referral Form & Permission to Evaluate**

Within ten days of receipt of a referral from an individual other than the parent, the school level gifted teacher will request in writing the parent's or guardian's permission to further evaluate the student.

- **Relevant Documents: Parent/Guardian Referral Form & Permission to Evaluate**

**(c) Permission for Provision of Appropriate Service Option**

Once an eligibility decision is made, the gifted instructor will inform the parents or legal guardians in writing of the decision within 10 instructional days of the committee's decision. 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. If a student is found to be eligible for services, parents will be made aware of available program service options to meet the needs of the gifted student. Parent or legal guardian written permission to serve the student will be required before services can begin.

- **Relevant Documents: Parental Permission to Participate (*Part of Accepted Letter*)**

**(d) Change in Placement, Appeals, or Exit Decision:**

Parents may elect to remove their children from pull-out programs at any time by sending written notification to the principal, gifted education coordinator, or classroom teacher.

The parents of all students who are found by the Eligibility/Placement committee to either be not eligible for gifted services or are deferred will receive the appeals procedure in addition to the parental notification letter that will be mailed within 10 instructional days of the committee meeting.

- **Relevant Documents: Parent Notification Letter (Deferred/Not Eligible) & Appeals Procedures**

Should a parent not agree with the decision or placement recommendation of the Eligibility/Placement committee, the parents will be notified of the opportunity for a conference with the school principal and gifted personnel. At that time, the parent's (or legal guardian's) right to appeal and the appeals process will be explained. Any formal appeal must be made in writing to the school principal within 30 instructional days of notification of the decision. Appeals procedures are explained in depth below.

***Appeals Procedures for Specific Academic Aptitude in Language Arts and/or Math***

Any decision regarding identification or placement may be reviewed by parents by contacting the school principal or the gifted education coordinator and requesting a conference. If a resolution cannot be reached at that conference, the parents will be advised further of the appeals process. Parents will receive a written copy of appeals



## Lexington City Schools

procedures with all appropriate deadlines clearly stated. Parents must appeal any decision regarding gifted identification or placement within 30 instructional days of the date on the original decision letter.

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. Written permission from the parent must be obtained and submitted to the gifted education coordinator for a teacher-initiated appeal. This type of appeal must also be made within 30 instructional days of the initial decision by the Eligibility/Placement 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, assessment, or other forms of evaluation regardless of the results of the appeals committee decision. Within 15 instructional 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.

Once an appeal has been requested, teachers and gifted personnel will monitor in-school performance for up to 30 instructional days between the date of the initial decision and the appeals committee meeting. Teachers will include examples of student work to support a re-evaluation of 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 the student's school principal, division gifted education coordinator, and at least three teachers who were not on the previous committee. The majority of committee members will not have been on the Eligibility/Placement Committee.

The Appeals Committee is responsible for reviewing and deciding any appeals. Should the parent choose not to attend the meeting, the gifted education teacher 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 teacher, 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.

**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.*

Specific Academic Aptitude (SAA) – Language Arts and/or Math

**Identification & Placement Decisions**

Once an eligibility decision is made, the gifted instructor will inform the parents or legal guardians in writing of the decision within 10 instructional days of the committee's decision. If a student is found to be eligible for services, parents will be made aware of available program service options to meet the needs of the gifted student. This permission form will briefly describe any pull-out programs in which the child is found eligible to participate. Parent or legal guardian written permission to serve the student will be required before services can begin.

- **Relevant Documents: Parental Permission to Participate (*Part of Accepted Letter*)**

***Pull-out program exit procedures for SAA Language Arts or Math***

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, the gifted teacher should consult with the student's classroom teacher, school counselor, building principal, parent or guardian, and student to determine the reason for the problem and establish a plan of action. The plan of action should be shared in writing at a meeting with the parent/guardian and must be signed by the parent/guardian, student, and gifted resource teacher.

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, a meeting should be held with school personnel and the parent (or legal guardian) in order to discuss the difficulties and explain alternate placements. If a change in placement is determined to be the best recourse, 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 eligibility/placement committee decision.

***Program Service Model Changes***

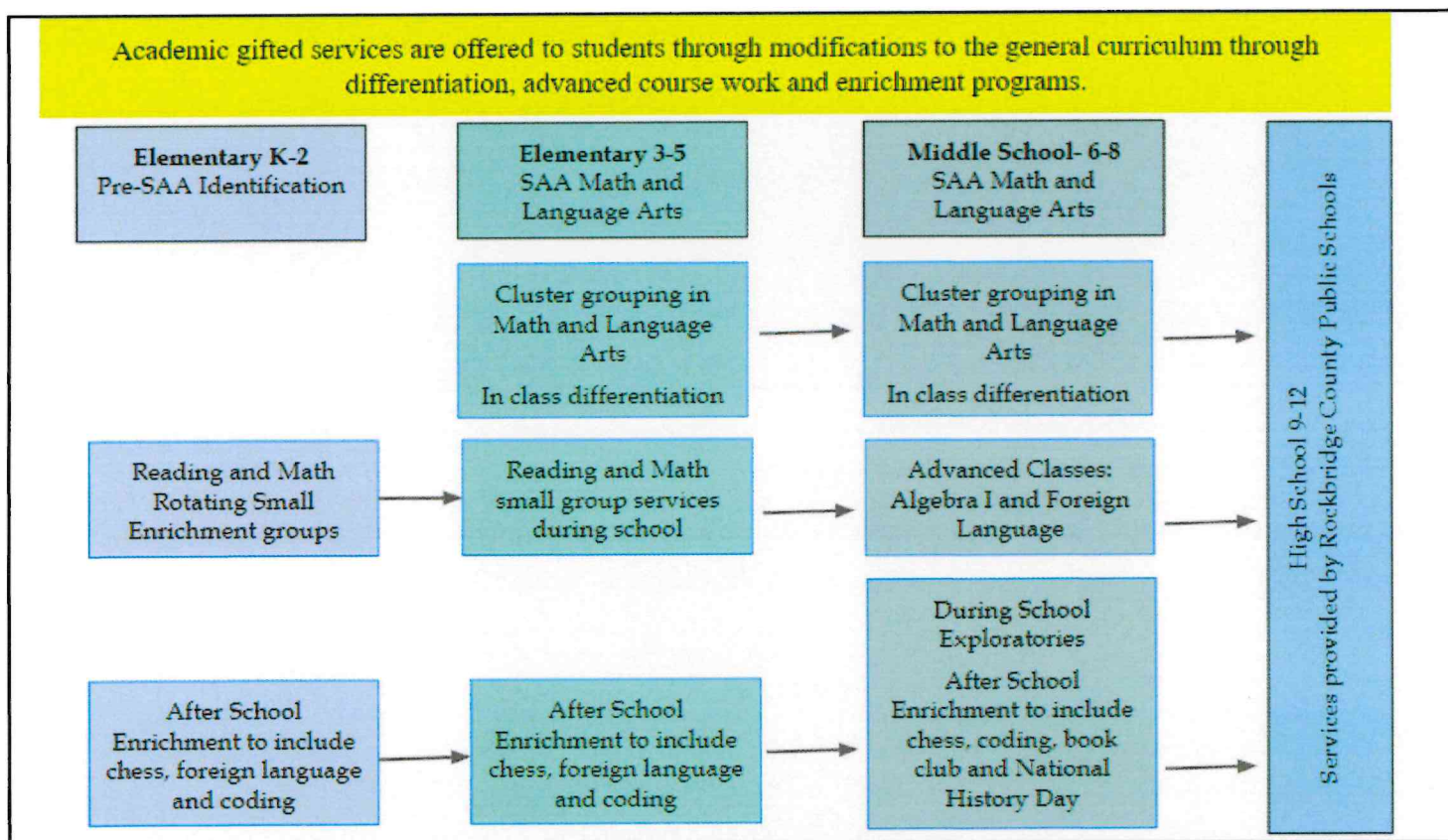
If the program service model for language arts or math changes (for example, if a pull-out program will be replaced by an in-class enrichment or co-teaching model), parents (or legal guardians) will be notified about the changes by a letter from the gifted education coordinator.

**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.*





**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 heterogeneously grouped 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.*

Identified gifted students spend the majority of their instructional day in classes with a “cluster” of gifted students (minimum 3 students) whenever possible. Pull-out groups (when offered) are a cluster of gifted and high-ability students. Instruction will be differentiated through the service model identified in 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 opportunities to work independently in each core academic class in the subject of their identified Specific Academic Aptitude (Language Arts and/or Math). Individual research and creative projects are incorporated into each grade level’s curriculum.

**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.*

***Language Arts Strategies in Elementary School (3-5)***

Clusters of gifted students (minimum 3) are placed in each classroom whenever possible. All classrooms in grades K-5 have language arts instruction that includes both whole group instruction on grade level standards and small group instruction that is differentiated by reading level. Differentiated instruction includes the appropriate materials, process, and product for the level of learning groups. Differentiation in writing instruction is accomplished through assignments that do not have a “ceiling effect” (students can add details beyond assignment requirements). Students should be given creative writing assignments at least once per grading period and allowed some opportunities to self-select topics for essay writing or research reports over the course

## Lexington City Schools

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. Students also can participate in after school enrichment opportunities.

### ***Math Strategies in Elementary School (3-5)***

Clusters of gifted students (minimum 3) are placed in each classroom whenever possible. All classrooms in grades K-5 will provide “challenge” or “enrichment” assignments for students to work on in the classroom. These 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. Differentiated instruction will be achieved through the collaboration and/or co-teaching of the classroom teacher and the gifted education coordinator. 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. Students also can participate in after school enrichment opportunities.

### ***Language Arts Strategies in Middle School (6-8)***

Clusters of gifted students (minimum 3) are placed in each English or reading classroom whenever possible. 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 into 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 the next appropriate goals in writing to insure challenge and academic growth for each student. An emphasis on showing depth of knowledge through writing is emphasized in all core classes. Students also can participate in after school enrichment opportunities. Students can earn high school credits in foreign language, earth science, and world geography.

### ***Math Strategies in Middle School (6-8)***

Sixth and seventh grade math classes will be heterogeneously grouped (in terms of math ability), but each class to which a gifted student is assigned will have a cluster of a minimum of 3 gifted students when possible. The math teacher will provide “challenge” or “enrichment” assignments for students to work on in the classroom. Differentiated instruction will be achieved through the collaboration and/or co-teaching of the math teacher and the gifted education coordinator. Students in Math 7 will complete a compacted curriculum of Math 7 and 8. If students perform successfully, they will be placed in Algebra I in eighth grade and receive high school credit. Students also can participate in enrichment opportunities like contests and math club.

### ***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. <https://www.rockbridge.k12.va.us/>

**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.*

Students receive both formative and summative evaluations such as rubrics for writing, performance based learning, and presentations. Assessments are based on criteria established by VDOE, CIP (Comprehensive Instructional Program), and teachers. Other assessments include SOL, Growth Assessments, VALLS, and benchmark testing.

When pull-out programs are offered for students identified as SAA in Language Arts or Mathematics in the elementary grades, the gifted education teacher provides quarterly progress reports. These progress reports include a rubric measuring key learning behaviors and include narrative comments on a student's response to challenge, participation in discussions, and work habits.



**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. The general, state required curriculum objectives are differentiated according to content, process, and product to meet the needs of identified gifted students. Differentiated instruction for advanced learners provides students with opportunities for independent research and encourages students to create a variety of final products including: written and artistic work, experiments, multimedia and dramatic presentations. Teachers are expected to provide opportunities for the use of higher level thinking skills, analysis, synthesis, and evaluation, to help students investigate themes and big ideas, and to practice critical thinking through problem-solving, including non-routine or real world problem-solving.

**Elementary**

Harrington Waddell Elementary offers above grade level activities in and outside the classroom with support of additional licensed staff, gifted personnel, and classroom teachers. These activities are available in all grade levels. All classrooms in grades K-5 will be working through a flexible grouping model to appropriately challenge students in language arts on a daily basis. More advanced students read more challenging material and focus more time on deeper learning experiences. Spelling instruction is also differentiated by student spelling ability. Mathematics instruction is also taught in both whole groups and small groups based upon the topic covered and the students' individual needs. Students exhibiting higher mathematical thinking skills will be provided with enrichment differentiated to meet their needs.

Students in K-2 have an opportunity to rotate through added enrichment activities supported by school personnel outside the regular classroom setting. Students 3-5, identified as SAA in Mathematics or SAA Language Arts, are additionally served

Lexington City Schools

through small group pull-out instruction when appropriate and available. Small group pull-out gifted instruction uses the following resources.

Lexington City Schools

**Language Arts-Small Gifted Pull-Out Groups (3-5)**

- *Junior Great Books* together with the JGB Shared inquiry
- *Jacob's Ladder* developed by the Center for Gifted Education at the College of William and Mary
- Vocabulary practice from books such as *Word Explorer* by Darin Beigie and *Word Ladders* by Timothy Risinski
- *Thinkersize* vocabulary activities and puzzles (self-paced enrichment in regular classroom)

**Mathematics- Small Gifted Pull-Out Groups (3-5)**

- *Hands-On Equations* pre-Algebra program (4-5)
- Curriculum from a variety of sources including *Can You Count in Greek?* by Judy Leimbach, Kathy Leimbach in the study of ancient number systems and counting systems in bases other than base 10.
- Puzzles and games that challenge students to think both strategically and creatively, including those found on the *Nrich* website developed by the University of Cambridge.
- *TOPS* Math Problem Solving Decks (self-paced enrichment in regular classroom).
- *Thinkersize* Math problems and puzzles (self-paced enrichment in regular classroom)

**Middle School (6-8)**

Lylburn Downing Middle School offers courses that can be taken for high school credits while students are in middle school. Algebra I serves SAA Math students and foreign language options provide enrichment opportunities for students who have been identified as SAA Language Arts. Any other access to accelerated coursework will be reviewed on a case by case basis by the gifted coordinator, principal, and the superintendent of schools to determine if assessments for any on-line course can be properly supervised. Lexington City Schools will not provide instruction for such courses nor pay for any enrollment expenses or required course materials such as textbooks.

Teachers in all content areas at the middle school are expected to provide at least two opportunities for upward differentiation each quarter. These opportunities are documented quarterly by teachers. The following are common kinds of strategies and assignments.

- Reading and writing workshop models
- Individual research projects with a variety of possible products
- Assignments that encourage student creativity and have no ceiling effect
- Performance based assignments that connect learning objectives to "real world" situations
- Analysis and explanations of problem solving techniques for challenging mathematical problems
- Differentiated and ceilingless rubrics

Lexington City Schools

**High School (9-12)**

Lexington's high school students attend Rockbridge County High School and their educational needs will be met through the plan outlined in Rockbridge County's Local Plan for the Education of the Gifted. <https://www.rockbridge.k12.va.us/>

**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.*

**Specific Academic Aptitude Language Arts & Mathematics**

IGBB

**PROGRAMS FOR GIFTED STUDENTS**

The Lexington City School Board approves a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The development process for the plan includes opportunities for public review of the school plan. The plan for the education of gifted students is accessible through the division's website and printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in third through eighth grade who are gifted in specific academic aptitude in Mathematics and/or English.

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

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

Adopted: May 9, 1994  
Revised: March 14, 2011  
May 2012  
March 09, 2022  
October 3, 2023

---

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1- 253.13:1.

Lexington City Schools

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Refs.: BCF Advisory Committees to the School Board

IKEB Acceleration

**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:*



Lexington City Schools

- 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.*

In Lexington City Schools professional development in gifted education will be achieved through several different ways.

At the division Back to School Inservice Day gifted personnel will hold an annual training. These trainings will follow a rotation to ensure that each of the topics are covered within three years: (a) characteristics and needs of gifted learners, (b) the division referral and eligibility process, and (c) differentiation.

Gifted personnel will also use faculty meetings, departmental/instructional team leader meetings, grade level meetings, and semester faculty newsletters to provide additional training in differentiated curricula (lessons and/or units), teaching strategies, and methods for encouraging growth in critical and/or creative thinking.

All gifted personnel will be members of the state gifted association and are expected to attend one conference on gifted education and differentiation yearly. Information from these conferences will be shared with the greater faculty either through school-based faculty meetings or newsletters. 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.*

Each spring, the Gifted Advisory Committee (GAC) for Lexington City Schools conducts an annual evaluation of the effectiveness of the gifted education program. Each year a specific aspect of the program receives focus. Data will be gathered through academic testing, like reading levels, SOLs and Growth Assessments, and through surveys with stakeholders in the school community, including parents, teachers, students, administrators, or community members.

Annual review will include a focus on one of the following areas:

- Equity of division screening, referral, and/or identification procedures
- Academic growth of gifted students
- Student outcomes like attendance, attitudes about school and learning, behavior, etc.

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.

Lexington City Schools

**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.*

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 school 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 the 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.

Lexington City Schools

**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.

 10/9/24

Division Superintendent's Signature  
Date

Rebecca Walters

Printed Name