



Lynchburg City Schools • 915 Court Street • Lynchburg, Virginia 24504

Lynchburg City School Board

Regina T. Dolan-Sewell  
School Board District 1

Mary Ann Hoss  
School Board District 1

Michael J. Nilles  
School Board District 3

Jennifer R. Poore  
School Board District 2

Katie Snyder  
School Board District 3

Treney L. Tweedy  
School Board District 3

J. Marie Waller  
School Board District 2

Thomas H. Webb  
School Board District 2

Charles B. White  
School Board District 1

School Administration

Scott S. Brabrand  
Superintendent

William A. Coleman, Jr.  
Assistant Superintendent of  
Curriculum and Instruction

Ben W. Copeland  
Assistant Superintendent of  
Operations and Administration

Anthony E. Beckles, Sr.  
Chief Financial Officer

Wendie L. Sullivan  
Clerk

**SCHOOL BOARD MEETING**  
**March 18, 2014 5:30 p.m.**  
**School Administration Building**  
**Board Room**

**A. PUBLIC COMMENTS**

- 1. Public Comments  
Scott S. Brabrand. . . . . Page 1  
Discussion/Action (30 Minutes)

**B. FINANCE REPORT**

- 1. Finance Report  
Anthony E. Beckles, Sr. . . . . Page 2  
Discussion

**C. CONSENT AGENDA**

- 1. School Board Meeting Minutes: March 4, 2014 (Public Budget Hearing)  
March 4, 2014 (Regular Meeting)

**D. STUDENT REPRESENTATIVE COMMENTS**

**E. UNFINISHED BUSINESS**

- 1. Capital Improvement Plan: Heritage High School  
Ben W. Copeland. . . . . Page 7  
Discussion/Action
- 2. William Marvin Bass Elementary School: 2014-15  
Academic Calendar  
William A. Coleman, Jr. . . . . Page 8  
Discussion/Action

**F. NEW BUSINESS**

- 1. E. C. Glass High School: In-school Credit Union  
William A. Coleman, Jr. . . . . Page 10  
Discussion
- 2. Heritage High School: Foreign Travel for German Students  
William A. Coleman, Jr. . . . . Page 13  
Discussion

3. Pilot Program: The Study of Modern Chinese  
(Mandarin) through Randolph College  
William A. Coleman, Jr. . . . . Page 17  
Discussion
4. Lynchburg City Schools' Local Plan for the Gifted: Revised  
William A. Coleman, Jr. . . . . Page 18  
Discussion
5. Dual Enrollment Tuition  
William A. Coleman, Jr. . . . .Page 74  
Discussion
6. Assessment Programs for School Improvement: *Interactive  
Achievement and i-Ready*  
William A. Coleman, Jr. . . . .Page 75  
Discussion

**G. SUPERINTENDENT'S COMMENTS**

**H. BOARD COMMENTS**

**I. CLOSED MEETING**

1. Notice of Closed Meeting  
Scott S. Brabrand. . . . . Page 76  
Discussion/Action
2. Certification of Closed Meeting  
Scott S. Brabrand. . . . . Page 77  
Discussion/Action

**J. INFORMATIONAL ITEMS**

Next School Board Meeting: Tuesday, April 1, 2014, 5:30 p.m., Board Room,  
School Administration Building

**K. ADJOURNMENT**

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** A-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Public Comments

**Summary/Description:**

In accordance with School Board Policy 1-41: Public Participation, the school board welcomes requests and comments as established in the guidelines within that policy. Individuals who wish to speak before the school board shall have an opportunity to do so at this time.

**Disposition:**  Action  
 Information  
 Action at Meeting on:

**Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item.

# Agenda Report

**Date: 03/18/14**

**Agenda Number: B-1**

**Attachments:**

**From:** Scott S. Brabrand, Superintendent  
Anthony E. Beckles, Sr., Chief Financial Officer

**Subject:**

## **Summary/Description:**

The school administration, in accordance with the 2013-14 school operating budget, authorized, approved, and processed the necessary payments through February 28, 2014. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The operating fund expenditure report summarizes the payments made through February 28, 2014 for the operating fund.

Total Operating Fund Budget	\$84,249,418.00
Restricted Donations Received	\$ 100.00
Fund Balance Return	<u>\$ 507,487.00</u>
Adjusted Budget	\$84,757,005.00

Through February 28, 2014

Actual Revenue Received	\$ 45,193,311.26
Actual Expenditures	\$ 46,115,110.33
Actual Encumbered	\$ 31,915,290.10

Percent of Budget Received	53.32%
Percent of Budget Used, excluding encumbrances	54.41%

As of 02/28/14 – 8 months 66.67%

The revenue and expenditure reports detail the transactions recorded through February 28, 2014. All reports appear as attachments to the agenda report.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

## **Recommendation:**

The superintendent recommends that the school board receive the agenda report as an informational item.

Lynchburg City Schools  
 Operating Fund - Statement of Expenditures  
 For the Month Ended February 28, 2014

	Fiscal Year 2013-14					
	BUDGET	TRANSACTIONS	BUDGET %		BUDGET AVAILABLE	BUDGET % USED
			USED	ENCUMBRANCES		
<b>INSTRUCTION</b>						
FUNCTION 1100 CLASSROOM INSTRUCTION						
Personnel	43,706,754.95	22,073,613.15	50.50%	20,545,662.97	1,087,478.83	97.51%
Other	3,408,624.72	1,524,662.08	44.73%	147,572.86	1,736,389.78	49.06%
FUNCTION 1200 INST SUPPORT-STUDENT						
Personnel	3,341,879.69	1,784,359.16	53.39%	1,181,554.76	375,965.77	88.75%
Other	169,644.00	78,001.24	45.98%	43,729.47	47,913.29	71.76%
FUNCTION 1300 INST SUPPORT-STAFF						
Personnel	4,371,059.63	2,630,828.77	60.19%	1,232,241.44	507,989.42	88.38%
Other	1,481,067.67	233,478.76	15.76%	106,249.63	1,141,339.28	22.94%
FUNCTION 1400 INST SUPPORT-SCHOOL ADMN						
Personnel	4,805,783.96	3,088,495.22	64.27%	1,683,857.64	33,431.10	99.30%
Other	109,975.00	35,232.87	32.04%	33,689.38	41,052.75	62.67%
<b>TOTAL INSTRUCTION</b>	<b>61,394,789.62</b>	<b>31,448,671.25</b>	<b>51.22%</b>	<b>24,974,558.15</b>	<b>4,971,560.22</b>	<b>91.90%</b>
<b>ADMINISTRATION</b>						
FUNCTION 2100 ADMINISTRATION						
Personnel	2,039,947.28	1,421,354.96	69.68%	643,901.41	(25,309.09)	101.24%
Other	1,208,432.96	592,111.25	49.00%	254,627.83	361,693.88	70.07%
FUNCTION 2200 ATTENDANCE & HEALTH SERV						
Personnel	2,445,913.07	1,185,849.06	48.48%	1,088,389.72	171,674.29	92.98%
Other	52,225.00	37,503.01	71.81%	1,179.00	13,542.99	74.07%
<b>TOTAL ADMINISTRATION</b>	<b>5,746,518.31</b>	<b>3,236,818.28</b>	<b>56.33%</b>	<b>1,988,097.96</b>	<b>521,602.07</b>	<b>90.92%</b>
<b>PUPIL TRANSPORTATION</b>						
FUNCTION 3100 MANAGEMENT & DIRECTION						
Personnel	327,210.06	218,124.18	66.66%	108,270.76	815.12	99.75%
Other	25,026.00	19,907.80	79.55%	993.01	4,125.19	83.52%
FUNCTION 3200 VEHICLE OPERATION SERVICE						
Personnel	2,238,426.01	1,325,662.88	59.22%	962,964.40	(50,201.27)	102.24%
Other	940,430.00	567,637.49	60.36%	59,434.45	313,358.06	66.68%
FUNCTION 3300 MONITORING SERVICE						
Personnel	365,177.16	170,306.27	46.64%	144,694.52	50,176.37	86.26%
Other	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 3400 VEHICLE MAINT SERVICE						
Personnel	340,957.23	230,848.84	67.71%	110,772.46	(664.07)	100.19%
Other	381,750.00	185,786.03	48.67%	436.38	195,527.59	48.78%
FUNCTION 3500 BUS PURCHASE - REGULAR						
Other	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 3600 BUS - LEASE PURCHASE						
Other	0.00	0.00	0.00%	0.00	0.00	0.00%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>4,618,976.46</b>	<b>2,718,273.49</b>	<b>58.85%</b>	<b>1,387,565.98</b>	<b>513,136.99</b>	<b>88.89%</b>

Lynchburg City Schools  
 Operating Fund - Statement of Expenditures  
 For the Month Ended February 28, 2014

<b>OPERATIONS &amp; MAINTENANCE</b>							
FUNCTION 4100 MANAGEMENT & DIRECTION							
	Personnel	185,069.71	127,444.51	68.86%	0.00	57,625.20	68.86%
	Other	102,300.00	81,160.11	79.34%	7,424.57	13,715.32	86.59%
FUNCTION 4200 BUILDING SERVICES							
	Personnel	4,121,122.99	2,685,386.46	65.16%	1,355,860.10	79,876.43	98.06%
	Other	4,564,739.90	3,139,577.94	68.78%	969,004.71	456,157.25	90.01%
FUNCTION 4300 GROUNDS SERVICES							
	Personnel	239,812.35	154,098.91	64.26%	82,748.95	2,964.49	98.76%
	Other	129,000.00	14,649.44	11.36%	0.00	114,350.56	11.36%
FUNCTION 4400 EQUIPMENT SERVICES							
	Personnel	0.00	0.00	0.00%	0.00	0.00	0.00%
	Other	62,500.00	30,187.10	48.30%	31,185.33	1,127.57	98.20%
FUNCTION 4500 VEHICLE SERVICES							
	Personnel	0.00	0.00	0.00%	0.00	0.00	0.00%
	Other	17,000.00	22,864.22	134.50%	0.00	(5,864.22)	134.50%
FUNCTION 4600 SECURITY SERVICES							
	Personnel	158,055.20	14,328.13	9.07%	7,277.96	136,449.11	13.67%
	Other	100,000.00	59,157.98	59.16%	20,148.02	20,694.00	79.31%
<b>TOTAL OPERATIONS &amp; MAINTENANCE</b>		<b>9,679,600.15</b>	<b>6,328,854.80</b>	<b>65.38%</b>	<b>2,473,649.64</b>	<b>877,095.71</b>	<b>90.94%</b>
<b>FACILITIES</b>							
FUNCTION 6200 SITE IMPROVEMENTS							
FUNCTION 6600 BLDG ADD & IMP SERVICES							
	Personnel	21,743.47	8,578.42	39.45%	23,112.60	(9,947.55)	145.75%
	Other	20,000.00	8,451.00	42.26%	0.00	11,549.00	42.26%
<b>TOTAL FACILITIES</b>		<b>41,743.47</b>	<b>17,029.42</b>	<b>40.80%</b>	<b>23,112.60</b>	<b>1,601.45</b>	<b>96.16%</b>
<b>DEBT SERVICE</b>							
FUNCTION 7100 DEBT SERVICE - Other							
	Other	109,198.92	109,046.83	99.86%	0.00	152.09	99.86%
<b>TOTAL DEBT SERVICE</b>		<b>109,198.92</b>	<b>109,046.83</b>	<b>99.86%</b>	<b>0.00</b>	<b>152.09</b>	<b>99.86%</b>
<b>TECHNOLOGY</b>							
FUNCTION 8100 CLASSROOM INSTRUCTION							
	Personnel	1,403,347.56	909,088.83	64.78%	502,363.72	(8,104.99)	100.58%
	Other	531,005.49	677,034.72	127.50%	32,560.00	(178,589.23)	133.63%
FUNCTION 8200 INSTRUCTIONAL SUPPORT							
	Personnel	255,923.31	153,651.37	60.04%	81,775.60	20,496.34	91.99%
	Other	975,901.71	516,641.34	52.94%	451,606.45	7,653.92	99.22%
FUNCTION 8200 LEASE PURCHASE							
	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
<b>TOTAL TECHNOLOGY</b>		<b>3,166,178.07</b>	<b>2,256,416.26</b>	<b>71.27%</b>	<b>1,068,305.77</b>	<b>(158,543.96)</b>	<b>105.01%</b>
<b>CONTINGENCY RESERVES</b>							
FUNCTION 9100 CLASSROOM INSTRUCTION							
	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9300 ADMINISTRATION							
	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9500 PUPIL TRANSPORTATION							
	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
FUNCTION 9600 OPERATIONS & MAINTENANCE							
	Other	0.00	0.00	0.00%	0.00	0.00	0.00%
<b>TOTAL CONTINGENCY RESERVES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>TOTAL OPERATING BUDGET</b>		<b>84,757,005.00</b>	<b>46,115,110.33</b>	<b>54.41%</b>	<b>31,915,290.10</b>	<b>6,726,604.57</b>	<b>92.06%</b>

Lynchburg City Schools  
 Operating Fund - Statement of Revenue  
 For the Month Ended February 28, 2014

ACCOUNT TITLE	FY 2012-2013				FY 2013-14			
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
240308 SALES TAX RECEIPTS	(8,713,252.00)	(8,758,823.98)	45,571.98	100.52%	(9,771,846.00)	(5,581,122.66)	(4,190,723.34)	57.11%
240202 BASIC SCHOOL AID	(20,446,238.00)	(20,076,545.00)	(369,693.00)	98.19%	(19,245,033.00)	(12,830,022.00)	(6,415,011.00)	66.67%
240207 GIFTED & TALENTED	(236,687.00)	(233,748.00)	(2,939.00)	98.76%	(231,550.00)	(154,366.68)	(77,183.32)	66.67%
240208 REMEDIAL EDUCATION	(1,193,725.00)	(1,178,902.00)	(14,823.00)	98.76%	(1,167,820.00)	(778,546.68)	(389,273.32)	66.67%
240208 REMEDIAL EDUCATION	(157,258.00)	(173,577.00)	16,319.00	110.38%	(195,237.00)	(40,056.32)	(155,180.68)	20.52%
240212 SPECIAL ED SOQ	(2,253,670.00)	(2,225,686.00)	(27,984.00)	98.76%	(2,250,067.00)	(1,500,044.64)	(750,022.36)	66.67%
240217 VOCATIONAL ED SOQ	(288,140.00)	(284,563.00)	(3,577.00)	98.76%	(281,888.00)	(187,925.32)	(93,962.68)	66.67%
240221 SOC SEC-INSTR	(1,353,231.00)	(1,336,428.01)	(16,802.99)	98.76%	(1,328,898.00)	(885,932.00)	(442,966.00)	66.67%
240223 VRS INSTRUCTIONAL	(2,258,815.00)	(2,230,768.00)	(28,047.00)	98.76%	(2,214,831.00)	(1,476,554.00)	(738,277.00)	66.67%
240241 GROUP LIFE INST	(87,471.00)	(86,385.00)	(1,086.00)	98.76%	(85,573.00)	(57,048.64)	(28,524.36)	66.67%
240228 READING INTERVENTN	(170,389.00)	(146,887.00)	(23,502.00)	86.21%	(144,929.00)	(48,309.68)	(96,619.32)	33.33%
240205 CAT-REG FOSTER	(101,400.00)	(67,504.00)	(33,896.00)	66.57%	(71,786.00)	(23,825.28)	(47,960.72)	33.19%
240246 CAT-HOMEBOUND	(232,366.00)	(200,897.98)	(31,468.02)	86.46%	(214,961.00)	(99,948.08)	(115,012.92)	46.50%
240248 REGIONAL TUITION	(743,344.00)	(680,655.70)	(62,688.30)	91.57%	(776,368.00)	(71,475.84)	(704,892.16)	9.21%
240265 AT RISK SOQ	(1,242,007.00)	(1,226,865.00)	(15,142.00)	98.78%	(1,216,431.00)	(405,477.00)	(810,954.00)	33.33%
240309 ESL	(102,484.00)	(80,790.00)	(21,694.00)	78.83%	(82,660.00)	(35,408.00)	(47,252.00)	42.84%
330213 SCHOOL LUNCH	0.00	0.00	0.00	100.00%	0.00	0.00	0.00	0.00%
240281 AT RISK 4 YR OLDS	(1,215,707.00)	(1,215,707.00)	0.00	100.00%	(1,215,707.00)	(405,235.68)	(810,471.32)	33.33%
240218 CTE - ADULT ED	(19,175.00)	(964.00)	(18,211.00)	5.03%	(19,175.00)	0.00	(19,175.00)	0.00%
240252 CTE EQUIPMENT	0.00	(11,262.66)	11,262.66	100.00%	0.00	0.00	0.00	0.00%
240253 CTE OCC PREP	(36,711.00)	(30,763.00)	(5,948.00)	83.80%	(42,030.00)	0.00	(42,030.00)	0.00%
240273 CPI HOLD HARMLESS	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
SUPPLEMENTAL SUPPORT								
ADDITIONAL STATE SUPPORT	(468,992.00)	(468,991.71)	(0.29)	0.00%	(466,336.00)	(310,890.88)	(155,445.12)	66.67%
EARLY READING SPECIALISTS INITIATIVE		0.00	0.00	100.00%	(37,214.00)	0.00	(37,214.00)	0.00%
240275 PRIMARY CLASS SIZE	(1,594,562.00)	(1,587,611.00)	(6,951.00)	99.56%	(1,570,158.00)	(538,715.32)	(1,031,442.68)	34.31%
240214 TEXTBOOKS	(461,694.00)	(455,961.00)	(5,733.00)	98.76%	(451,674.00)	(301,116.00)	(150,558.00)	66.67%
SALARY SUPPLEMENT	0.00	0.00	0.00	0.00%	(500,162.00)	(291,585.82)	(208,576.18)	58.30%
240203 GED/ISAEP	(23,576.00)	(23,576.00)	0.00	100.00%	(23,576.00)	(7,858.68)	(15,717.32)	33.33%
240405 ALGEBRA READINESS	(126,366.00)	(126,180.00)	(186.00)	99.85%	(124,221.00)	(41,407.00)	(82,814.00)	33.33%
<b>COMMONWEALTH OF VA</b>	<b>(43,527,260.00)</b>	<b>(42,910,042.04)</b>	<b>(617,217.96)</b>	<b>98.58%</b>	<b>(43,730,131.00)</b>	<b>(26,072,872.20)</b>	<b>(17,657,258.80)</b>	<b>59.62%</b>
330201 BASIC ADULT ED.	(50,000.00)	(57,141.68)	7,141.68	114.28%	(50,000.00)	(25,299.24)	(24,700.76)	50.60%
330212 IMPACT AIDPL81-874	(6,000.00)	(6,248.87)	248.87	104.15%	(6,000.00)	0.00	(6,000.00)	0.00%
180303 MEDICAID REIMBURSE	(300,000.00)	(390,157.72)	90,157.72	130.05%	(300,000.00)	(96,428.14)	(203,571.86)	32.14%
JR ROTC	(105,000.00)	(75,116.01)	(29,883.99)	71.54%	(120,000.00)	(64,610.92)	(55,389.08)	53.84%
<b>FEDERAL</b>	<b>(461,000.00)</b>	<b>(528,664.28)</b>	<b>67,664.28</b>	<b>114.68%</b>	<b>(476,000.00)</b>	<b>(186,338.30)</b>	<b>(289,661.70)</b>	<b>39.15%</b>

Lynchburg City Schools  
Operating Fund - Statement of Revenue  
For the Month Ended February 28, 2014

	FY 2012-2013 Unaudited				FY 2013-2014			
	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED	REVENUE BUDGET	YTD TRANSACTIONS	BUDGET BALANCE	% RECEIVED
510500 CITY OPER APPR	(35,642,103.00)	(35,601,147.00)	(40,956.00)	99.89%	(38,201,147.00)	(17,825,000.00)	(20,376,147.00)	46.66%
510500 FUND BALANCE RETURN	(149,825.00)	(149,825.00)	0.00	0.00%	(507,487.00)	(507,487.00)	0.00	100.00%
510500 USE OF RESERVES	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
510502 CITY DEBT SERV APP	(33,627.00)	0.00	(33,627.00)	0.00%	0.00	0.00	0.00	0.00%
<b>CITY</b>	<b>(35,825,555.00)</b>	<b>(35,750,972.00)</b>	<b>(74,583.00)</b>	<b>99.79%</b>	<b>(38,708,634.00)</b>	<b>(18,332,487.00)</b>	<b>(20,376,147.00)</b>	<b>47.36%</b>
189912 MISC REV/OTH FUNDS	0.00	(74,843.82)	74,843.82	100.00%	0.00	(9,263.03)	9,263.03	100.00%
180303 REBATES & REFUNDS	(15,000.00)	(6,969.07)	(8,030.93)	46.46%	(30,000.00)	(16,601.90)	(13,398.10)	55.34%
189903 DONATIONS & SP GF	(1,472.71)	(6,851.04)	5,378.33	0.00%	(100.00)	(100.00)	0.00	0.00%
189909 SALE OTHER EQUIP	0.00	(10,808.63)	10,808.63	100.00%	0.00	(3,236.00)	3,236.00	0.00%
189910 INSURANCE ADJUST	(3,000.00)	(133,109.34)	130,109.34	4436.98%	(3,000.00)	(4,114.66)	1,114.66	137.16%
189912 OTHER FUNDS	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
E RATE REIMBURSEMENT	(100,000.00)	(93,026.09)	(6,973.91)	93.03%	(120,000.00)	(64,953.08)	(55,046.92)	54.13%
TRANSFER IN/OUT	0.00	0.00	0.00	-100.00%	0.00	0.00	0.00	0.00%
<b>MISCELLANEOUS</b>	<b>(119,472.71)</b>	<b>(325,607.99)</b>	<b>206,135.28</b>	<b>272.54%</b>	<b>(153,100.00)</b>	<b>(98,268.67)</b>	<b>(54,831.33)</b>	<b>64.19%</b>
150201 RENTS	(98,000.00)	(98,000.00)	0.00	100.00%	(98,000.00)	(123,000.00)	25,000.00	125.51%
161201 TUITION DAY SCHOOL	(120,000.00)	(112,076.13)	(7,923.87)	93.40%	(110,000.00)	(54,953.87)	(55,046.13)	49.96%
161206 TUITION ADULT	(10,000.00)	(13,723.20)	3,723.20	137.23%	(18,000.00)	(688.00)	(17,312.00)	3.82%
161207 TUITION SUMMER SCH	(40,000.00)	(9,011.27)	(30,988.73)	0.00%	(40,000.00)	(5,286.50)	(34,713.50)	13.22%
161202 SPEC PUPIL FEES	(244,188.00)	(37,695.09)	(206,492.91)	15.44%	(45,000.00)	(7,198.20)	(37,801.80)	16.00%
161205 BUS RENTAL	(400,000.00)	(383,362.98)	(16,637.02)	95.84%	(400,000.00)	(178,466.76)	(221,533.24)	44.62%
190101 TUIT FM OTH CO/CY	(634,620.00)	(630,099.64)	(4,520.36)	99.29%	(634,620.00)	0.00	(634,620.00)	0.00%
161201 DUAL ENROLLMENT	(35,000.00)	(89,546.63)	54,546.63	255.85%	(85,000.00)	0.00	(85,000.00)	0.00%
PRINT SHOP	(100,000.00)	(92,066.46)	(7,933.54)	100.00%	(100,000.00)	(40,710.22)	(59,289.78)	40.71%
SCHOOL NUT UTILITIES	(98,500.00)	(92,557.85)	(5,942.15)	93.97%	(98,500.00)	(51,118.28)	(47,381.72)	51.90%
FACILITY RENTALS	(60,020.00)	(80,439.48)	20,419.48	134.02%	(60,020.00)	(41,923.26)	(18,096.74)	69.85%
<b>CHARGES FOR SERVICES</b>	<b>(1,840,328.00)</b>	<b>(1,638,578.73)</b>	<b>(201,749.27)</b>	<b>89.04%</b>	<b>(1,689,140.00)</b>	<b>(503,345.09)</b>	<b>(1,185,794.91)</b>	<b>29.80%</b>
150101 INTEREST-BNK DPST	0.00	(160.09)	160.09	100.00%	0.00	0.00	0.00	100.00%
<b>USE OF MONEY</b>								
LEASE PURCHASE PROCEEDS	(7,580.00)	0.00	(7,580.00)	0.00%	0.00	0.00	0.00	0.00%
DESIGNATION - ENCUMBRANCES	(221,758.24)	0.00	(221,758.24)	0.00%	0.00	0.00	0.00	0.00%
<b>TOTAL OPERATING FUND</b>	<b>(82,002,953.95)</b>	<b>(81,154,025.13)</b>	<b>(627,170.58)</b>	<b>98.96%</b>	<b>(84,757,005.00)</b>	<b>(45,193,311.26)</b>	<b>(39,563,693.74)</b>	<b>53.32%</b>

Original budget	\$81,622,318.00
Fund Balance Return	149,825.00
Restricted Donation Received	1,472.71
Lease Purchase Funds	\$ 7,580.00
Designation - Prior Year Encumb	\$ 221,758.24
Adjusted Budget	<u>\$ 82,002,953.95</u>

Original budget	\$ 84,249,418.00
Fund Balance Return	507,487.00
Restricted Donation Received	\$ 100.00
Lease Purchase Funds	
Designation - Prior Year Encumb	
Adjusted Budget	<u>\$ 84,757,005.00</u>



# Agenda Report

**Date:** 03/18/14

**Agenda Number:** E-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent  
Ben W. Copeland, Assistant Superintendent of Operations and Administration

**Subject:** Capital Improvement Plan: Heritage High School Bid (General Construction Contract)

**Summary/Description:**

The Heritage High School construction contract went to bid February 5, 2014. All interested companies were required to pre-qualify to bid due to the size and cost of the project. Lynchburg City Schools received a total of five bids for the general construction contract, and Barton Mallow Company was the low bidder at \$63,442,000. Other bids are as listed below.

VENDOR/CONTRACTOR VA CONTRACTOR'S LICENSE NO.	Barton Mallow Company	Branch & Associates	Kenbridge Construction	English Construction	Hess Construction
	2705 076025A	2701 007213	2701 003930A	2701 000873	2701 027268
<b>ADDENDA ACKNOWLEDGEMENT</b>	yes	yes	yes	yes	yes
<b>BID BOND INCLUDED</b>	yes	yes	yes	yes	yes

**ITEM**

#	DESCRIPTION	QTY.						
1	Lump Sum Base Bid	1	LS	\$63,442,000.00	\$63,840,000.00	\$65,654,000.00	\$65,850,000.00	\$66,720,000.00
	<b>TOTAL (Base Bid)</b>			\$63,442,000.00	\$63,840,000.00	\$65,654,000.00	\$65,850,000.00	\$66,720,000.00

The school administration recommends Barton Mallow Company based on their bid of \$63,442,000.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

**Recommendation:**

The superintendent recommends that the school board authorize the school administration to enter into a contract with Barton Mallow Company in the amount of \$63,442,000 as the general contractor for the Heritage High School project.

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** E-2

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

**Subject:** 2014-2015 William Marvin Bass Calendar

## **Summary/Description:**

Using the division-wide academic calendar for the 2014-15 school year and the current academic calendar for William Marvin Bass, central office administration, the principal, and faculty members of William Marvin Bass designed a calendar for 2014-15.

The proposed calendar includes the following:

- 180 instructional days
- The same number of contracted working days for staff as the division-wide calendar
- The same holiday time as established in the division-wide calendar
- The same convocation day and professional development days as designated in the division-wide calendar
- As is the case with other schools' elementary teachers, similar work time at the end of each nine weeks to prepare report cards

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

## **Recommendation:**

The superintendent recommends that the school board approve the 2014-15 Academic Calendar for William Marvin Bass Elementary School.

## William M. Bass Elementary 2014-2015 Academic Year Calendar

July 2014						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- new teacher orientation
- holidays
- teacher workdays
- intersession days
- student days
- end of 9 weeks/early dismissal

1st= 47      3rd=43  
 2nd=45      4th=45

Registration July 9th  
 PreK/K orientation July 10th  
 Conferences Oct. 2nd and 7th  
 February 5th and 10th  
 Back to school convocation August 18th

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-1

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

**Subject:** E. C. Glass High School: In-school Credit Union

## **Summary/Description:**

A lack of knowledge of financial literacy affects individuals of all ages, especially our youth. Two out of three American households will fail to realize one or more of their major life goals due to poor financial planning. According to the National Council on Economic Education, the average American family spends \$1.22 for every \$1.00 it earns. Personal bankruptcy has soared to record levels since 2007, with more than nine million Americans filing for bankruptcy. In an effort to change these statistics, the school division began teaching Economics and Personal Finance in 2009. This fall, administrative staff recommends adding learning opportunities for our students in the form of an in-school credit union.

An in-school credit union provides students with a unique opportunity to learn about banking and the basics of personal finance in a real world setting. The "Hilltopper Branch" will be established at E.C. Glass High School through a partnership with the Central Virginia Federal Credit Union. This branch will be operated by students from the business and personal finance classes. Students will be selected through an application process and will work rotating shifts before and during school. Each student selected will be a part-time employee of the Central Virginia Federal Credit Union and will receive intensive training during the summer to prepare to run the branch opening at E.C. Glass in the fall.

Ms. Kim Wilkerson, vice-president of marketing and public relations with the Central Virginia Federal Credit Union, will be present to explain details of the Hilltopper Branch. Staff from the Department of Curriculum and Instruction will provide additional information and answer any questions regarding the recommendation.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:** 04/01/14

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on April 1, 2014.

**Rewards of Student Credit Unions & Financial Education**

**Hilltopper Branch, In-School Credit Union**

**FACT SHEET**

**Learning Objectives of an In-School Credit Union**

- ❖ Ties in directly to the Personal Finance Course requirement
- ❖ Reinforce math, interpersonal communications, and technology skills
- ❖ Teach financial literacy as well as job application and interview skills and work ethnics
- ❖ Opportunity for student staff to conduct classes for fellow students and younger school age children about finances
- ❖ Allow students to open savings and checking accounts

**In-School Credit Union Operations**

- ❖ Connected to the Credit Union’s network via internet
- ❖ Students, teachers, and staff can make deposits or withdrawals
- ❖ Students join free and set up a student savings and/or checking account that have no minimum balance requirements or fees
- ❖ Financial education “Lunch & Learn” sessions are conducted on a variety of topics

**Student Operations**

- ❖ Student branch operating hours depend on the needs of the school and their students
- ❖ Hilltopper Branch hours are yet to be determined. (Other schools with this program typically function Monday – Friday during all lunches.)
- ❖ Advertising and Marketing of the branch will be done by the student staff with our marketing department

**Equipment Provided by CU**

- ❖ Laptop/computer and printer
- ❖ Calculators
- ❖ Office supplies
- ❖ Cash boxes, small safe
- ❖ Receipt books, teller balancing record
- ❖ Cash bags
- ❖ Marketing and Educational materials
- ❖ CU project supervisor

**School Provisions**

- ❖ Space within the school for the branch
- ❖ Phone/data line
- ❖ Internet connection
- ❖ Teacher Supervisor

\*School does not have any liability for the money kept at the school branch. The credit union is insured and bonded.

**Selection of Student Staff**

- ❖ Applications and recommendations
- ❖ Interviewed by CU Management
- ❖ Once selected the student employee completes a full service training program with CVFCU like all of our regular staff.
- ❖ Student staff also work part-time after school and on Saturdays in our full branch locations.

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-2

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

**Subject:** Foreign Travel: Heritage High School German Students

## **Summary/Description:**

Ms. Magdalena Markovinovic, German teacher at Heritage High School, has established a partnership with Ms. Birgit Scholich-Blöbner, English teacher at Vicco von Bülow Gymnasium in Stahnsdorf, Germany. Through this partnership students from Stahnsdorf will visit Lynchburg from April 12 – 27, 2014. In return, Ms. Scholich-Blöbner has invited Ms. Markovinovic's students to participate in an educational field trip in Stahnsdorf, from June 9 – 24, 2014.

Heritage High School students will attend classes with their hosts and participate in educational field trips around Stahnsdorf, which is 40 minutes south of Berlin.

School Board Policy 6-42: Field/Recreation/Class/Athletic Trips requires prior approval by the school board for student travel outside the continental United States.

Ms. Markovinovic's presentation will include information concerning travel arrangements, dates, and costs.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 04/01/14

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on April 1, 2014.

German Exchange Letters

Dear Dr. Brabrand,

Mr. Walt Rivers recently advised me to write to you explaining the overseas exchange program I am planning for my students this summer.

I am a German teacher at Heritage High School teaching levels 1 through 5 AP. Prior to coming to Heritage in 2011, I taught at Dunbar Middle School for Innovation teaching exploratory German, German 1 and ESL where I was employed since 2005. I worked very hard to establish and strengthen the German program. In my first semester of employment only four students were enrolled in German 1. I am proud to have built the program in the Lynchburg City Schools system to accommodate many more than the original four at Dunbar, and I am very pleased to now be teaching all levels of German and witnessing the students' progress over a longer period of time.

As a language teacher I understand that the best way to learn and deepen one's language acquisition is to travel to a country in which it is spoken. If I had to choose one place that is a must see for my students, I would pick Berlin. I have been there on several occasions and am very familiar with the city and its surroundings. I have always wanted to take my students to Berlin not only to better their language ability, but for them to experience the wealth of history the region has to offer (Potsdam Conference, divided Germany, the fall of the Wall, etc.).

To my surprise last spring an English teacher from a high school in that area contacted the Virginia Department of Education (Ms. Lisa Harris) who then sent an email to all foreign language department chairs in Virginia. My department chair forwarded that email to me. The English teacher in Stahnsdorf, Germany, Ms. Brigit Schölich-Blößner asked specifically for a high school in Virginia as she visited the Historic Triangle in Virginia last year and was impressed with our state's history. I responded to her saying that an exchange program with her school would be a wonderful connection between our two schools and provide students from both programs the chance to explore one another's cultures and histories. Furthermore, I was interested in this school since it is very close to Berlin (S-Bahn line going straight from Tegel airport to Teltow) and it is near Potsdam, which is not only important historically, but also has the Babelsberg film studio.

Ms. Brigit Schölich-Blößner and I directly contacted one another in November. Since then we have been working on establishing an exchange program with the help of GAPP (German American Partnership Program) in New York and PAD (Padagogischer Austauschdienst) in Bonn, both sponsored by the American and German governments, respectively.

Our German partner high school is Vicco Von Bulow Gymnasium in Stahnsdorf. The gymnasium is a highly regarded high school, which only well prepare and engaged students in grades 5 to 12 attend in order to prepare for college. Stahnsdorf is about 40 minutes south of Berlin, well connected via public transportation with Berlin and Potsdam.



Students from Stahnsdorf will be visiting Lynchburg from April 12, 2014, to April 27, 2014. I've already met with host families and have developed an itinerary for their visit here. They will have a week of educational field trips and a week shadowing our students, their hosts in Heritage High School. Our students plan a return visit from June 9, 2014, to June 22, 2014. They will attend classes with their hosts and have educational field trips revolving around history. Students, their families, and teachers from both schools are very excited about this wonderful opportunity.

Along with this letter, I am sending additional information that I have provided to my students and their parents detailing the exchange program.

Thank you for your support and please let me know what additional steps I need to take.

Sincerely,

Magdalena Markpyinovic  
German teacher  
Heritage High School  
Lynchburg, VA

Principal:

Date:

2/6/14

P.S. Our exchange partner's web site: <http://www.vicco-von-buelow-gymnasium.de/>

Birgit Scholich-Blößner  
Gymnasium Stahnsdorf  
Warthestraße 2,  
14513 Teltow  
Tel.: 03328 308994  
Fax: 03328 309205  
[e-mail: gymnasium.stahnsdorf@t-online.de](mailto:gymnasium.stahnsdorf@t-online.de)  
or: bsb61@.web.de

10<sup>th</sup> June, 2012

Dear Sir or Madam,

I am a teacher of French and English at Gymnasium Stahnsdorf, near Berlin. Our school is looking for an American school that might be interested in a student exchange with a German school. As you know a "Gymnasium" is more or less like an American "High School." Our students are 12 to 17 and start in seventh grade.

The idea is that - for two to three weeks - American students would live with German host families and take part in hosting students' classes and activities at our school. Later the same school year, the German students would go and visit the American students' home and school. Or in reverse order.

I am quite aware of the fact that in contrast to Germany, where all students learn English, less and less American schools have a strong German program and that such a stay would of course be more beneficial to American students who had studied German, both to continue their study of German and to be able to understand the classes in the first place. But even without German the students' stay in Germany would be very rewarding.

Your students would gain a good insight into the German school system, German culture and German everyday life. In addition, Stahnsdorf is very near Berlin, where your students would not only get the chance to visit tourist attractions like the government quarter and the famous "Brandenburg Gate", but also get a deeper understanding of Berlin's recent history, when it was still a divided city before the Fall of the Wall.

Even if your students have no or little knowledge of German, an exchange with a school at the gates of Berlin will be of great cultural, political and historical interest. Our students would likewise benefit from an exchange not only in terms of improving their language skills. The idea of looking for a partner school in Virginia came to me while I was vacationing there last summer and I visited the Historic Triangle, Jamestown-Williamsburg - Yorktown. I can't imagine a place that better represents America's "birth", and could better enable German students to understand and appreciate the beginnings of America's history. Our students' experience there would provide excellent interdisciplinary material for our teachers of History, Geography and English here.

This is why I have decided to contact you, through the good services of my friend who has so kindly consented to bring you this letter. I would be very pleased to hear your thoughts about my idea and my proposal and will send you more detailed information about our school if you wish. In case an exchange with a German school is not feasible for your school, I would be very grateful if you could recommend a school that might be interested.

Respectfully,

Birgit Schölich-Blößner

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-3

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

**Subject:** Pilot Program: The Study of Modern Chinese (Mandarin) through Randolph College

## Summary/Description:

One of the goals of the Comprehensive Plan is to increase the number of students taking at least one Advanced, Advanced Placement, Accelerated Math, or Dual Enrollment class. Discussions with Dr. Brad Bateman, President of Randolph College, have resulted in the creation of a pilot program that will provide up to five high school students the opportunity to enroll in modern Chinese (Mandarin) at Randolph College during the 2014-15 academic year. The course (Chinese 101 – Elementary Chinese) is an introduction to modern Chinese, emphasizing pronunciation, conversational skills, basic grammar, and reading and writing.

Through the generosity of Randolph College, there will be no tuition cost for students enrolled in the 2014-15 pilot program. Transportation, textbooks and materials will be provided by the school division. An application/screening/selection process will be developed by the administration and shared with students and parents once specific details about the course (time of day and days of the week) are finalized.

The long-range goal of this pilot program is to create an entire section of Lynchburg City Schools' students who would complete Chinese 101 at Randolph College.

**Disposition:**  Action  
 Information  
 Action at Meeting on:

## Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item.

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-4

**Attachments:** Yes

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent for Curriculum and Instruction

**Subject:** Lynchburg City Schools' Local Gifted Plan: Revised

## Summary/Description:

On May 27, 2010, the Virginia Board of Education adopted revised *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-10 et. seq.). These revisions were made in order to strengthen the regulations and to bring them into conformity with best practices in gifted education. The Virginia Department of Education released the local plan template to assist school divisions with the development of their local gifted plans. Due to changes in gifted service offerings in elementary schools during the 2013-14 school year, it is necessary to revise and update our local plan.

Local school boards approve their division's local plan for the education of gifted students annually. Upon approval, the school division shall submit a copy of its plan to the Virginia Department of Education (VDOE) for technical review on a schedule determined by the VDOE. The technical review for the Lynchburg plan is July 31, 2014.

The Lynchburg plan was approved by the state in 2011, and is not due to expire until 2015. However, the recent changes to elementary gifted services and revisions to the Lynchburg City Schools logo and mission statement make it necessary to update the plan.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 04/01/14

## Superintendent's Recommendation:

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on April 1, 2014.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

# **Lynchburg City Schools Local Plan for the Education of the Gifted**

## **2014 - 2019**

*Every child, by name, and by need, to graduation*

Lynchburg City Schools  
Mission Statement  
Adopted August 7, 2012

School Board Approved, TBD



**Table of Contents**

General Information Regarding the Gifted Program in Lynchburg City Schools..... 4

Part I. Statement of Philosophy and Local Operational Definition

    A. Division Statement of Philosophy ..... 5

    B. Division Operational Definition of Giftedness..... 5

Part II. Program Goals and Objectives

    A. Identification ..... 6

    B. Delivery of Services ..... 6

    C. Curriculum and Instruction..... 6

    D. Professional Development..... 6

    E. Equitable Representation of Students ..... 7

    F. Parent and Community Involvement..... 7

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

    A. Screening Procedures ..... 7

    B. Referral Procedures..... 8

    C. Identification Procedures ..... 9

    D. Placement Procedures ..... 10

Part IV. Notification Procedures ..... 14

Part V. Change in Instructional Services..... 15

Part VI. Evidence of Appropriate Service Options

    A. Service Options are Continuous and Sequential..... 16

    B. Service Options Provide Instructional Time with Age-level Peers ..... 16

    C. Service Options Provide Instructional Time with Intellectual and Academic Peers..... 17

    D. Service Options Provide Instructional Time to Work Independently ..... 17

    E. Service Options Foster Intellectual and Academic Growth ..... 17

    F. Procedures for Assessing Academic Growth in Gifted Students..... 17

Part VII. Program of Differentiated Curriculum and Instruction..... 18

Part VIII. Policies and Procedures for Access to Programs and Advanced Courses..... 19

Part IX. Personal and Professional Development

    A. Understanding of Principals..... 19

    B. Understanding of the Characteristics..... 19

    C. Understanding of Specific Techniques ..... 19

    D. Understanding and Application of a Variety of Educational Models ..... 20

    E. Understanding and Application of Theories and Principles..... 20

    F. Understanding of Contemporary Issues and Research ..... 20

Part X. Procedures for Annual Review of Effectiveness..... 22

Part XI. Procedures for the Establishment of the Local Advisory Committee ..... 22

Part XII Assurances ..... 23

Part XIII. Appendices

Appendix A

i. Narrative of the Division Services ..... 24

Appendix B

i. Gifted Eligibility Referral (teachers or staff) ..... 26

ii. Gifted Eligibility Referral (parents/guardians)..... 27

iii. Gifted Eligibility Referral (peer referral form)..... 28

iv. Gifted Eligibility Referral (self referral form) ..... 29

v. Gifted Screening Data Collection (K – 2) ..... 30

vi. Gifted Screening Data Collection (3 – 5) ..... 32

vii. Gifted Screening Data Collection ( 6 – 8) ..... 34

viii. Gifted Screening Data Collection (high school) ..... 36

Appendix C

i. Permission to Collect Data ..... 39

ii. Gifted Eligibility Summary Sheet ..... 40

iii. Permission to Receive Gifted Services ..... 41

iv. Gifted Services Ineligibility Notification ..... 42

v. Selection to the Gifted Opportunities Center  
(with accept/decline form)..... 43

vi. Waiting List for the Gifted Opportunities Center..... 44

vii. Non-selection to the Gifted Opportunities Center ..... 45

viii. Upgrade Waiting List Status to Selected for  
Gifted Opportunities Center ..... 46

Appendix D

i. Change in Services Form ..... 48

ii. Exit Form ..... 49

Appendix E

i. Gifted Eligibility Appeal ..... 51

ii. Gifted Opportunities Center Eligibility Appeal ..... 52

iii. Central Virginia Governor’s School Eligibility Appeal ..... 53



## 2014 - 2019 Local Plan for the Education of the Gifted

<b>LEA#</b>	115
<b>Superintendent</b>	Dr. Scott S. Brabrand
<b>Mailing Address</b>	915 Court Street, Lynchburg, VA 24504
<b>Gifted Education Director</b>	April M. Bruce Director of Testing, Counseling, & Gifted Education 434-515-5000 <a href="mailto:bruceam@lcsedu.net">bruceam@lcsedu.net</a>
<b>Local School Board Chairperson</b>	Dr. Regina T. Dolan-Sewell
<b>Date Approved by School Board</b>	TBD

## General Information regarding the Gifted Program in Lynchburg City Schools

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

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.

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

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. The Lynchburg City Schools serves students who demonstrate specific academic aptitude as noted in Table 1.

Table 1

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

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

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

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

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

**B. Division Operational Definition of Giftedness**

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

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

## Part II: Program Goals and Objectives

### (8VAC20-40-60A.2)

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

#### **A. Identification**

- Each year one staff member from each of the 11 elementary schools will be trained in the identification and data collection procedures for early elementary students. The school's principal will identify this staff member as the chairman of the building-level gifted identification committee. The training will occur during the first twelve weeks of the school year.
- All second grade teachers will be trained on gifted identification.

#### **B. Delivery of Services:**

- Continue to strengthen and expand the delivery of advanced academic offerings to all students with an expanded focus on under-represented groups.

#### **C. Curriculum and Instruction:**

- Increase the number of eighth grade students completing courses for high school credit.
- Increase the number of students enrolled in AP and dual enrollment courses.
- Training on higher level questioning techniques and conducting inquiry based learning activities will be offered to teachers.

#### **D. Professional Development:**

- Lead academic coaches will receive training in differentiated instruction. As training occurs they will train any new teachers or teachers who are being coached.
- Implement procedures so that each year one or more staff members from each school will be identified and trained in the differentiation of instruction for gifted students. The staff member(s) will then train other faculty members and the chairman of the building-level gifted education committee.
- Information regarding adding a gifted endorsement to a teaching license will be provided to teachers on an annual basis.

**E. Equitable Representation of Students:**

- All elementary schools will offer accelerated mathematics to students by second grade.
- The Promoting Excellence through Accelerated Learning (PETAL) program will work to accelerate students in English and mathematics by offering summer acceleration programs, bridge courses, block courses, and school-based support.
- Continue to provide open enrollment for all advanced and accelerated classes creating equal access for all.

**F. Parent and Community Involvement:**

- Information regarding regional, state, and national gifted/enrichment opportunities available to students will be posted to the Lynchburg City Schools web page.
- Principals will address building gifted opportunities during at least one parent advisory committee meeting each school year.

**Part III: Screening, Referral, Identification, and Service Procedures****A. Screening Procedures (8VAC20-40-60A.3)**

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

During the winter, first grade students take the Naglieri Nonverbal Ability Test-II. Students whose scores seem indicative of a potential academic gift are referred for gifted identification. Upon approval from the parent/guardian, these students are tagged as potentially academically gifted and may be added to the school's talent pool. The Naglieri Nonverbal Ability Test was

selected for administration to students at this level due to its “cultural-fair” design and its recognized value as a screening instrument for under-represented groups.

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

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

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

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

##### *Area of Giftedness: Specific Academic Aptitude*

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

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

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

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

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

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

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

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

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

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

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

*Area of Giftedness: Specific Academic Aptitude*

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

**2. Additional identification information for Specific Academic Aptitude**

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

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

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

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

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

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



Other(s) Specify: resource teacher who works with the student

b. Type of Identification/Placement Committee

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

School-level

Division-level

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

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

Specific Academic Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the Committee by
Achievement Record	Classroom teacher(s)	School Counselor	Gifted Eligibility Chairperson
Checklist of Gifted Characteristics	Classroom teacher(s)	School Counselor	Gifted Eligibility Chairperson
Naglieri Nonverbal Ability Test-II	Classroom teacher(s)	Pearson Assessment	Gifted Eligibility Chairperson
Portfolio Assessment	Classroom teacher(s)	Team of School Psychologists	Director of Gifted Education
Stanford 10 Achievement Test	Classroom teacher(s)	Pearson Assessment	Gifted Eligibility Chairperson

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

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

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

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

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

The building-level committee, based on their professional judgment, experience, and training, makes the eligibility decisions for students in their building. There is a minimum or cut-off score available to assist with this process. If a student is found ineligible, an Ineligibility Notification form is sent home to the parents/guardians within two weeks of the meeting. If the student is found eligible, the committee will also recommend service options for the student. This information is sent home in a letter requesting permission to provide gifted services to the student. Once this form is signed and returned, the student will receive the recommended services in a timely manner; in-class differentiation and enrichment can begin at once, whereas acceleration to a new grade level in a specific content or placement in school-based gifted classes may need to wait until the end of a grading period.

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

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

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

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

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

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

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

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

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

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

Gifted services include any of the previously mentioned special programs as well as differentiated instruction within the regular classroom, vertical acceleration, inclusion in school based programs for gifted students, and participation in activities such as ACE, Stock Market Challenge, 24 Math, Chess Club, Lego League, Science Fair, History Day, and other activities that allow gifted students to excel at an individual pace. Access to the school division's

numerous Advanced Placement (AP) and college dual enrollment courses are available to students beginning in grade 10.

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

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

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

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

#### *Area of Giftedness: Specific Academic Aptitude*

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

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

## **Part IV: Notification Procedures**

### (8VAC20-40-60A.4)

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

#### *Area of Giftedness: Specific Academic Aptitude*

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

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

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

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

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

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

#### *Area of Giftedness: Specific Academic Aptitude*

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

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

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

The student's teacher(s) will maintain contact with the family throughout the evaluation period. At the end of the evaluation period, the committee will meet with the parent/guardian again to discuss the results. The committee may determine that the student met the criteria and will continue to receive gifted services, that another evaluation period is necessary, or that the

student is no longer eligible for gifted services. When a student is exited from the gifted program he/she would go back through the entire gifted eligibility process again to receive gifted services.

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

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

## Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

### **A. Service Options are Continuous and Sequential**

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

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

*Area of Giftedness: Specific Academic Aptitude*

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

**D. Service Options Provide Instructional Time to Work Independently**

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

*Area of Giftedness: Specific Academic Aptitude*

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

**E. Service Options Foster Intellectual and Academic Growth**

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

**F. Procedures for Assessing Academic Growth in Gifted Students**

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

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

*Area of Giftedness: Specific Academic Aptitude*

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

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

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



for gifted students are designed to promote academic rigor, complexity, and abstractedness to challenge students beyond the regular curriculum.

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

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

#### *Area of Giftedness: Specific Academic Aptitude*

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

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

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

- A. Understanding of principles of the integration of gifted education and general education, including:**
  - 1. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - 2. 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.
  
- B. Understanding of the characteristics of gifted students, including:**
  - 1. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - 2. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - 3. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
  
- C. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:**

1. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  2. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  3. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  4. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  5. The evaluation of data collected from student records such as grades, honors, and awards;
  6. The use of case study reports providing information concerning exceptional conditions; and
  7. The structure, training, and procedures used by the identification and placement committee.
- D. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:**
1. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  2. 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
  3. The development of learning environments that guide students to become self-directed, independent learners.
- E. 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:**
1. The integration of multiple disciplines into an area of study;
  2. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  3. The development of analytical, organizational, critical, and creative thinking skills;
  4. The development of sophisticated products using varied modes of expression;
  5. The evaluation of student learning through appropriate and specific criteria; and
  6. The development of advanced technological skills to enhance student performance.
- F. Understanding of contemporary issues and research in gifted education, including:**
1. The systematic gathering, analyzing, and reporting of formative and summative data; and
  2. Current local, state, and national issues and concerns.

The integration of gifted education and general education is evident in all of our schools. Teachers are trained in differentiating instruction to meet the needs of all learners. Differentiation is a large part of the teacher training course, The Skillful Teacher, that many of the teachers have completed. Lead academic coaches and gifted resource teachers also provide training on differentiated instruction. Our schools offer a wide-range of homogenous and heterogeneous classes and activities.

Each school has a parental involvement plan that includes the many programs delivered to students. Each plan encourages the collaboration of staff, students, parents, and the community. Planned activities and goals involving parents are clearly defined. At the division level there are specific programs that encourage parental and community involvement and support the education of our students. These include various parental involvement activities, Partners in Education, and Education Foundation Grant programs. Our Partners in Education program has over 200 formal partnership agreements between local businesses and specific schools. These partners provide volunteers, materials, and monetary contributions to our schools. The Education Foundation Grant program provides grants to teachers or other staff members to assist with the implementation and delivery of innovative programs.

Annual training and coaching occurs to ensure our teachers fully understand the characteristics and needs of our gifted students. This training occurs through workshops, building/division level professional development, and through various conferences. The gifted eligibility chairs and/or counselors from each school are trained annually on recognizing the characteristics of gifted students and are provided with specific information on understanding and addressing the social-emotional needs of students from a wide-range of diverse backgrounds.

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

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

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

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

## Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

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

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

If the school division elects to establish a local advisory committee, the committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.

### **PURPOSE**

The Gifted Education Advisory Committee is authorized to

1. Review and revise, as needed, the annual Local Gifted Plan as prepared by the designated director of gifted education for the Lynchburg City Schools.
2. Determine the extent to which the plan for the previous year was implemented.
3. Function as a liaison between the schools and the community to foster community involvement and promote community access to available resources.
4. Report to the superintendent and school board, through the director of gifted education, any recommendations for changes to the Local Gifted Plan.

### **MEMBERSHIP**

The membership shall include but is not limited to

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

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

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

**MEETINGS**

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

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

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

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

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

\_\_\_\_\_  
Superintendent (Printed Name)

\_\_\_\_\_  
Division Superintendent’s Signature

\_\_\_\_\_  
Date

## Part XIII: Appendices

### **Appendix A:**

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

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

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

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

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

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

Middle School gifted services include in-class differentiation, special electives programs, advanced classes, accelerated classes in math, science and foreign language, and special seminars and/or field trips. Gifted students in middle school frequently participate in various activities such as Math Counts, Math League, 24 Math Team, Science Fair, History Day Fair, Stock Market Challenge, Lego League, and other activities and contests.

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

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

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

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

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

For additional information related to the *Lynchburg City Schools Local Plan for Gifted Education*, the Lynchburg City Schools Gifted Opportunity (GO) Center, Central Virginia Governor's School or any other programs for gifted students, please contact April M. Bruce, Director of Testing, Counseling, and Gifted Education, by phone at (434) 515-5039.

#### **Appendix B:**

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

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LYNCHBURG CITY SCHOOLS

**Gifted Eligibility Referral Form**  
(teachers or staff)

Student's Name: \_\_\_\_\_

Teachers or Staff: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

- 1. Please describe the area(s) in which you believe this child is gifted.**
- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of this child's specific academic aptitude(s).**



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## Gifted Eligibility Referral Form (parents/guardians)

**Student's Name:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

- 1. Please describe the academic area(s) in which you believe your child is gifted.**
  
  
  
  
  
  
  
  
  
  
- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of your child's specific academic aptitude(s).**

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## Gifted Eligibility Referral Form

(peer referral)

**Student's Name:** \_\_\_\_\_

**Peer's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

- 1. Please describe the academic area(s) in which you believe your peer is gifted.**
  
- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of your peer's specific academic aptitude(s).**

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# Gifted Eligibility Referral Form (self referral)

**Student’s Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools’ Gifted Education Advisory Committee has adopted the state Board of Education’s definition of gifted students as children “whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.” Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

- 1. Please describe the academic area(s) in which you believe you are gifted.**
  
  
  
  
  
  
  
  
  
  
- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence your specific academic aptitude(s).**

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# Gifted Screening Data Collection

(Kindergarten, First or Second Grade Students)

## LYNCHBURG CITY SCHOOLS

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

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

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

**Name:** \_\_\_\_\_ **Student #** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Referred by:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent(s):** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**Zip Code:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

### Standardized Test Data

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

Stanford 10 Complete Battery Local Grade Percentile Score: \_\_\_\_\_ Date Tested: \_\_\_\_\_

### Achievement Record and Classroom Performance Scale:

Teacher's Name(s) \_\_\_\_\_

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

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

Reading: \_\_\_\_\_ Math: \_\_\_\_\_ Social Studies: \_\_\_\_\_ Language Arts: \_\_\_\_\_ Science: \_\_\_\_\_

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

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

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

**Checklist of Learning Characteristics:**

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

**Circle the appropriate score**

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

Committee Decision: \_\_\_\_\_ Chair: \_\_\_\_\_ Date: \_\_\_\_\_

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# Gifted Screening Data Collection

(Third, Fourth or Fifth Grade Students)

## LYNCHBURG CITY SCHOOLS

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Referred by: \_\_\_\_\_ Relationship: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s): \_\_\_\_\_

Street Address: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Standardized Test Data

Grade 1 NNAT II Percentile Rank-Stanine Score: \_\_\_\_\_ Date Tested: \_\_\_\_\_

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

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

### Achievement Record and Classroom Performance Scale:

Teacher's Name(s) \_\_\_\_\_

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

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

Reading: \_\_\_\_\_ Math: \_\_\_\_\_ Social Studies: \_\_\_\_\_ Language Arts: \_\_\_\_\_ Science: \_\_\_\_\_

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

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

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

**Checklist of Learning Characteristics:**

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

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

Committee Decision: \_\_\_\_\_ Chair: \_\_\_\_\_ Date: \_\_\_\_\_

A TRADITION OF EXCELLENCE FOR ALL



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

LYNCHBURG CITY SCHOOLS

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Referred by: \_\_\_\_\_ Relationship: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s): \_\_\_\_\_

Street Address: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

**Achievement Record and Classroom Performance Scale:**

Teacher's Name(s) \_\_\_\_\_

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

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

Reading: \_\_\_\_\_ Math: \_\_\_\_\_ Social Studies: \_\_\_\_\_ Language Arts: \_\_\_\_\_ Science: \_\_\_\_\_

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

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

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



Name: \_\_\_\_\_ Student # \_\_\_\_\_

**Checklist of Learning Characteristics:**

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

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

Committee Decision: \_\_\_\_\_ Chair: \_\_\_\_\_ Date: \_\_\_\_\_

A TRADITION OF EXCELLENCE FOR ALL



**Gifted Screening Data Collection**  
(High School Students)

LYNCHBURG CITY SCHOOLS

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

**Name:** \_\_\_\_\_ **Student #** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Referred by:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent(s):** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**Zip Code:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

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

**Achievement Record and Classroom Performance Scale:**

Teacher's Name(s) \_\_\_\_\_

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

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

Reading: \_\_\_\_\_ Math: \_\_\_\_\_ Social Studies: \_\_\_\_\_ Language Arts: \_\_\_\_\_ Science: \_\_\_\_\_

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

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

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

**Checklist of Learning Characteristics:**

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

**Circle the appropriate score**

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

Committee Decision: \_\_\_\_\_ Chair: \_\_\_\_\_ Date: \_\_\_\_\_

## **Part V, continued**

### **Appendix C:**

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

A TRADITION OF EXCELLENCE FOR ALL



(School Name)

(School Address)

LYNCHBURG CITY SCHOOLS

To the parents/guardians of \_\_\_\_\_:

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

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

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

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

Sincerely,

[Name]

Chairman of [school's] Gifted Eligibility Committee

\*\*\*Do Not Detach\*\*\*

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

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

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

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

# Gifted Eligibility Summary Sheet

Current Grade

School: \_\_\_\_\_ Student #: \_\_\_\_\_

Student's Last Name (Print): \_\_\_\_\_

Student's Given First Name (Print): \_\_\_\_\_

Please Note: For all scoring areas it can be appropriate to record a split value rather than one number, i.e., if a child earned 10's and one 9 on the Achievement Record, record a 9/10. The minimum score for eligibility is 34/50.

### I. Achievement Record:

Value: \_\_\_\_\_

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

### II. Checklist of Characteristics:

Value: \_\_\_\_\_

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

### III. NNAT II Local Grade Percentile:

Score: \_\_\_\_\_

Value: \_\_\_\_\_

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

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

### IV. Portfolio:

Value: \_\_\_\_\_

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

### V. Stanford 10 Local Grade Percentile:

Score: \_\_\_\_\_

Value: \_\_\_\_\_

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

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

**Total Score:**

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

A TRADITION OF EXCELLENCE FOR ALL



(School Name)

(School Address)

LYNCHBURG CITY SCHOOLS

To the parents/guardians of \_\_\_\_\_ :

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

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

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

Sincerely,

[Name]  
Chairman of [school’s] Gifted Eligibility Committee

\*\*\*Do Not Detach\*\*\*

\_\_\_\_\_ I give permission for my child to receive gifted services.

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

\_\_\_\_\_  
Parent/Guardian’s Name (please print)

\_\_\_\_\_  
Student’s Name (please print)

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

(School Name)

(School Address)

To the parents/guardians of \_\_\_\_\_ :

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

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

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

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

Sincerely,

[Name]

Chairman of [school’s] Gifted Eligibility Committee

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

\_\_\_\_\_  
Parent/Guardian’s Name (please print)

\_\_\_\_\_  
Student’s Name (please print)

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

SCHOOL ADMINISTRATION BUILDING

915 Court Streets  
Post Office Box 2497  
Lynchburg, Virginia 24505-2497  
www.lcsedu.net

[Date]

Dear Parent or Guardian:

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

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

**The deadline for this form to be received in our office is 5 p.m. on [date].** Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 515-5039.

Sincerely,

[Name]  
Director of Gifted Education

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

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

\_\_\_\_\_  
Parent/Guardian’s Name (please print)

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

SCHOOL ADMINISTRATION BUILDING

915 Court Streets  
Post Office Box 2497  
Lynchburg, Virginia 24505-2497  
www.lcsedu.net

[Date]

Dear Parent or Guardian:

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

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

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

If you have any questions, comments, or concerns, please feel free to contact me at (434) 515-5039.

Sincerely,

[Name]  
Director of Gifted Education

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## SCHOOL ADMINISTRATION BUILDING

915 Court Streets  
Post Office Box 2497  
Lynchburg, Virginia 24505-2497  
www.lcsedu.net

[Date]

Dear Parent or Guardian:

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

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

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

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

Should you have any questions or require additional information please contact the counselor at your child's school or you may call me at (434) 515-5039.

Sincerely,

[Name]  
Director of Gifted Education

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

SCHOOL ADMINISTRATION BUILDING

915 Court Streets  
Post Office Box 2497  
Lynchburg, Virginia 24505-2497  
www.lcsedu.net

[Date]

Dear Parent or Guardian:

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

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

**The deadline for this form to be received in our office is [date].** Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 515-5039.

Sincerely,

[Name]  
Director of Gifted Education

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

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

\_\_\_\_\_  
Parent/Guardian’s Name (please print)

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

**Appendix D:**

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

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## Change in Services Request

**Student's Name:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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

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

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

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

(School Name)

(School Address)

[date]

To the parents/guardians of \_\_\_\_\_:

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

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

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

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

Sincerely,

[Name]  
Chairman of [school’s] Gifted Eligibility Committee

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

\_\_\_\_\_  
Parent/Guardian’s Name (please print)

\_\_\_\_\_  
Student’s Name (please print)

\_\_\_\_\_  
Parent/Guardian’s Signature

\_\_\_\_\_  
Date

**Appendix E:**

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



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## Gifted Eligibility Appeal

**Student's Name:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the State Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

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

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

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## Gifted Opportunities Center Eligibility Appeal

**Student's Name:** \_\_\_\_\_

**Parent/Guardian's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the State Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

As one service option, the Lynchburg City Schools provide a self-contained gifted program called the Gifted Opportunities Center. This program is housed at R.S. Payne Elementary School and has a limited enrollment of approximately 50 students in each grade level, third through fifth. Due to this limited size, some students who are identified as having specific academic gifts are unable to attend. The academic needs of these students are served through the gifted programs in their base schools. This form is available to be filled out by parents or guardians of students who have applied for a position at the Gifted Opportunity Center and have not been selected to attend. It is intended to allow parents or guardians to provide the additional specific academic information that they believe justifies an appeal. Turning this form in to the director of gifted education, located in the administration building, will initiate the appeal process and will allow you to ask any questions you might have at that time. The information you have shared will then be considered, along with all the data previously collected, by the appeal committee.

- 1. Please describe the academic area(s) in which you believe your child is gifted.**
  
- 2. Please note the specific academic or testing results that give evidence of your child's specific academic aptitude(s) and that justify an appeal of the division level selection process for the Gifted Opportunities Center.**

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

**Central Virginia Governor’s School  
for Science & Technology  
Eligibility Appeal**

**Student’s Name:** \_\_\_\_\_

**Parent/Guardian’s Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Lynchburg City Schools’ Gifted Education Advisory Committee has adopted the State Board of Education’s definition of gifted students as children “whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.” Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in core academic areas.

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

- 1. Please describe the math, science, and technology related area(s) in which you believe your child is gifted.**
  
- 2. Please note the specific academic or testing results that give evidence of your child’s specific academic aptitude(s) and that justify an appeal of the division level selection process for the Central Virginia Governor’s School for Science & Technology.**

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-5

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent for Curriculum and Instruction

**Subject:** Dual Enrollment Tuition

## **Summary/Description:**

One of the strategies in the school division's Comprehensive Plan focuses on providing more opportunities for high school students to earn college credit. Lynchburg City Schools (LCS) and Central Virginia Community College (CVCC) offer dual enrollment in biology, English, pre-calculus, applied calculus, early childhood education, culinary arts, building trades, and advanced robotic/cell technology. Total enrollment averages 200 students each year.

The cost for a dual enrollment course on the CVCC campus is \$130 per credit hour. The above-mentioned courses are offered at a discounted rate (\$50 per credit hour) in our schools and are taught by LCS teachers who meet CVCC certification requirements. Students classified as economically disadvantaged pay \$25 per credit hour. This discount is possible due to the contractual agreement between LCS and CVCC through which CVCC bills LCS the full tuition price but then provides a refund of 75 percent of the full tuition price.

Due to this reimbursement agreement, LCS will have an estimated balance in the dual enrollment account at the end of the school year of approximately \$67,000. The school administration has discussed possible uses for these funds and recommends the funds be reallocated to support future dual enrollment initiatives. These would include the following:

- The elimination of tuition paid by families for the dual enrollment courses offered at the high schools
- Funding for courses required for teachers to be eligible to teach dual enrollment courses
- Early College tuition assistance for economically disadvantaged students (\$1,000 per semester for approximately eight students)
- \$4,000 for enrollment fluctuations

**Disposition:**  Action  
 Information  
 Action at Meeting on: April 1, 2014

## **Superintendent's Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on April 1, 2014.

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** F-6

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent  
William A. Coleman, Jr., Assistant Superintendent of Curriculum and Instruction

**Subject:** Assessment Programs for School Improvement:  
*Interactive Achievement* and *i-Ready*

## **Summary/Description:**

In July 2013, Lynchburg City Schools implemented two assessment programs to support instruction in the classroom. *Interactive Achievement* is a web-based program that allows the division and individual teachers to create assessments that are aligned with the Virginia Standards of Learning and are comparable to Standards of Learning tests in terms of rigor. The program contains a bank of aligned questions that are formatted similarly to the questions on the Standards of Learning tests. *Interactive Achievement* is available to teachers in grades 3-11 for mathematics, English, science, and social studies.

*i-Ready* is an adaptive diagnostic assessment tool that pinpoints a student's performance level in both reading and math in grades Kindergarten through grade eight and in Algebra I for ninth grade students. Like *Interactive Achievement*, *i-Ready* helps schools identify students for interventions.

Tonight's presentation will focus on how these programs provide teachers with information about their students' achievement. Additionally, the features of the *Interactive Achievement* program will be demonstrated. Finally, division-level data from the pre-assessment and mid-year assessment from both programs will be presented.

**Disposition:**  Action  
 Information  
 Action at Meeting on:

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item.

**Agenda Report**

**Date:** 03/18/14

**Agenda Number:** I-1

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Notice of Closed Meeting

**Summary/Description:**

Pursuant to the Code of Virginia §2.2-3711 (A) (1), the school board needs to convene a closed meeting for the purpose of discussing the following specific matters:

Employee Performance

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

**Recommendation:**

The superintendent recommends that the school board approve a motion to enter into Closed Meeting in accordance with the Code of Virginia §2.2-3711 (A) (1) to discuss employee performance.

# Agenda Report

**Date:** 03/18/14

**Agenda Number:** I-2

**Attachments:** No

**From:** Scott S. Brabrand, Superintendent

**Subject:** Certification of Closed Meeting

**Summary/Description:**

The Lynchburg City School Board certifies that, in the closed meeting just concluded, nothing was discussed except the matters specifically identified in the motion to convene in a closed meeting and lawfully permitted to be so discussed under the provisions of the Virginia Freedom of Information Act cited in that motion.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

**Recommendation:**

The superintendent recommends that the school board approve the Certification of Closed Meeting in accordance with the Code of Virginia §2.2-3712(D).