

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Local Plan for the Education of the Gifted

2024-2029

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Local School Board Chairperson	Dr. Atul Gupta		
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Key
Black text – VDOE template
Blue text – LCS plan

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review.

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

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

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

For more information, contact the Office of Advanced Learning at 804-418-4693.

General Information Regarding the Gifted Program in Lynchburg City Schools

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

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

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

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

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

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

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

All students will demonstrate comprehension; critical thinking; application of vocabulary; knowledge; and skills across content areas. Students will identify challenges, craft solutions, and assess results to foster personal growth and contribute positively to their school and community.

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.

Lynchburg City Schools has adopted the definition of giftedness set forth in the *Regulations Governing Educational Service for Gifted Students* which defines gifted students as, "those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs" (Code of Virginia, Chapter 40).

General Intellectual Aptitude: Lynchburg City Schools seeks to identify those students with exemplary aptitude or potential for such aptitude across a broad range of intellectual disciplines. These students demonstrate marked abilities beyond their age-level peers. Beginning in the second semester of the student's second grade year, student may be referred to determine

eligibility for gifted services beginning in the third grade year. Student readiness for gifted educational services is determined by multiple and varied criteria:

- evidence of superior cognitive ability based on norm-referenced aptitude tests
- referral information
- parent recommendation and teacher informational forms, which include a checklist of characteristics of gifted students
- classroom observations with anecdotal notes by teacher
- report cards and student work samples
- other achievement data (Ex. diagnostic, division benchmarks, state testing)

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

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

A. Identification:

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

Objectives:

1. Use identification data to review and revise procedures for identifying students in grades K-12 in GIA.
2. Review assessment measures and additional data collection tools used for screening and identification to ensure equity in the identification of students from underrepresented populations.
3. Use an approved unbiased tool/inventory to determine gifted behaviors observed by classroom teachers.

B. Delivery of Services:

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

Objectives:

1. Provide and promote rigorous program options that effectively and consistently challenge all gifted students.
2. Grades K-12 - Provide gifted students with instructional experiences within their general education classroom that are designed to enrich and extend the curriculum.

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3. Grades 3-5
 - a. Continue school-based services for identified students with gifted education personnel at least one day per week for a minimum of 45 minutes.
 - b. Provide full-time services for identified students selected to attend their zoned Gifted Opportunities Center.
4. Grades 6-8- Provide services through exploratory classes and open enrollment in advanced level courses.
5. Grades 9-12- Continue services through advanced classes, Advanced Placement courses, Dual Enrollment courses, Early College, Central Virginia Governor's School, XLR8 Regional STEM Academy, Governor's World Language Academies, and Summer Residential Governor's School.

C. Curriculum and Instruction:

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

Objectives:

1. Provide differentiated instructional services that are designed to maximize the intellectual and academic growth and learning of identified students.
2. Continue to develop the potential of talented students through enrichment opportunities that promote critical and creative thinking and problem solving. Students will demonstrate comprehension; critical thinking; application of vocabulary; knowledge; and skills across content areas. Students will identify challenges, craft solutions, and assess results to foster personal growth and contribute positively to their school and community.

D. Professional Development:

Goal: Provide opportunities for professional development that supports teachers in the development and implementation of differentiated instruction for students identified for gifted services.

Objectives:

1. Encourage teacher participation in professional learning opportunities within the division emphasizing the characteristics and special needs of students in underrepresented groups.
2. Encourage participation in professional learning opportunities for gifted and instructional staff to become more effective advocates as they increase their understanding of gifted students and their related academic and social-emotional needs.

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3. Provide professional learning opportunities to enhance instructional strategies that promote problem solving and critical thinking across all content areas.

E. Equitable Representation of Students:

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

Objectives:

1. Provide resources to support schools with differentiated reading and mathematics instruction as well as other content areas
2. Advocate and offer for students to take advanced and accelerated classes, creating equal access for all.
3. Communicate to families of students transitioning to middle school and high school the pathways to advanced opportunities.

F. Parent and Community Involvement:

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

Objectives:

1. Provide ongoing information detailing gifted services, identification processes, and opportunities for advanced coursework to parents through the Lynchburg City Schools website.
2. Promote and increase public awareness and understanding of the need for and the value of Lynchburg City Schools' gifted education programs for gifted students in order to advocate for resources to support gifted education.

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

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

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

Screening Procedures for General Intellectual Aptitude

The most extensive screening for the early identification of young gifted students starts in a student's second grade year and includes the completion of the Cognitive Abilities Test, a writing sample, a problem solving interview, and teacher perception inventories from the current and previous grade levels. If a student exhibits gifted characteristics, the referring source fills out a gifted services referral form and a gifted screening data collection form is submitted. For each year a student is in the data collection process, new forms are completed. The gifted eligibility committee uses these forms as a component in its eligibility decisions for each student.

During the first semester of second grade, students enrolled in Lynchburg City Schools take the most recent edition of the Cognitive Abilities Test. Students who score in the 86 Local Percentile Rank or higher based on the three screening subtests are included in the talent pool upon parent/guardian approval.

When enrolling children in a Lynchburg City public school, parents/guardians shall notify the enrolling school if the student was identified for gifted services in the previous school system. This ensures that the receiving school obtains necessary gifted education documents from the student's previous school.

After confirming the gifted identification from the previous school system, the student will be provisionally identified for gifted services. The child will then be evaluated for gifted services eligibility using Lynchburg City Schools criteria and established screening timeline. A previous identification in another school system does not automatically guarantee eligibility for Lynchburg City Schools gifted education services.

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

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

Referral procedures for General Intellectual Aptitude

All students in grade 2 are screened in order to create a pool of potential candidates for a full-time gifted program at their zoned Gifted Opportunities Center. The Cognitive Abilities Test is given to all second graders during the first semester. Students who score in the 86 Local Percentile Rank or higher based on the three screening subtests are included in the talent pool upon parent/guardian approval. Parents/guardians of students in this initial pool are sent an information/permission form to collect additional information on the student.

Parents/guardians, school personnel, and/or community members may also initiate a referral for students who did not score in the 86 Local Percentile Rank or above but who they wish to be considered for identification for gifted services. All referrals for full-time gifted services must be submitted by the annually posted deadline available online at the Lynchburg City Schools website.

All students in grade 6 will be screened using the Cognitive Abilities Test. Students who score in the 86 Local Percentile Rank or higher based on the three screening subtests will be included in a pool of potential candidates for gifted review. This may expand learning experiences and potential opportunities for enrollment in advanced and accelerated classes.

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

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

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

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

General Intellectual Aptitude

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

Specify:

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.

General Intellectual Aptitude

- 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: Curriculum & Instruction department
gifted education personnel, special education personnel

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Achievement Record	Classroom teacher(s)	Gifted education personnel	Gifted education personnel
Teacher Perception Inventory	Classroom teacher(s)	Gifted education personnel	Gifted education personnel
Cognitive Abilities Test	Classroom teacher(s)	Company	Assessment office
Writing Sample	Classroom teacher(s) Gifted education personnel	Gifted review committee	Gifted education personnel
Problem Solving Interview	Gifted education personnel	Gifted review committee	Gifted education personnel
Parent/Guardian Questionnaire	Parents/Guardian	N/A	Gifted education personnel

Referrals for gifted services are accepted once per year.

Following the receipt of a referral, gifted education personnel will send home a permission to collect data form and a parent/guardian questionnaire. When the signed permission to collect data form is returned, gifted education personnel work with other school and division personnel to collect necessary testing data and work samples.

When a student is referred for gifted eligibility, gifted education personnel at each school are responsible for gathering student data including: referral forms, standardized test scores, permission to collect data forms, completed gifted screening data forms, work and writing samples, and conducting problem solving interviews. Components listed on the gifted screening data collection form are scored using a rubric. The school division utilizes a gifted review committee to score the applicants' writing sample and problem solving interview. All values are then totaled to give a locally normed overall score.

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

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

General Intellectual Aptitude

After scoring is completed by the gifted review committee, the Department of Curriculum and Instruction reviews scoring rubrics and overall scored data to determine the level of gifted service options for referred students.

Service options include:

Grades 3-5:

- **DEPTH:** The school-based gifted program, DEPTH (Developing Expanded Perspectives Through Higher-level thinking), is available at each elementary school to students in grades 3-5 who have been identified as gifted. These students are provided with pull-out enrichment services for 45 minutes each week. During this time, students work on projects and activities designed to challenge thinking and provide rigor across core content areas.
- **Gifted Opportunity Center:** Gifted Opportunities Centers are zoned full-time programs for highly gifted students from each elementary school. The Gifted Opportunities Center teachers provide accelerated, inquiry based opportunities that allow students to delve into concepts with depth and complexity. There are a limited number of classrooms in a Gifted Opportunities Center.

To determine placement for referred students, total scores are ranked for each grade level. The students with the 10 highest scores are selected for full-time services at a Gifted Opportunity Center regardless of their base school. The remaining positions (based on class reduction guidelines) are allocated to the highest scoring students in each school based on the school's percentage of the school division's second graders. This same process is followed for grades three and four as space is available. Once students are placed, they are permitted to remain in a zoned Gifted Opportunities Center through fifth grade.

Those students who meet the minimum criteria, but are not selected for slot at a zoned Gifted Opportunity Center, will receive school-based services in the DEPTH program with parent permission. Additionally, families that decline placement in a zoned Gifted Opportunity Center will receive school-based services in the DEPTH program with parent permission. If services are declined and the family wishes to receive services at a later time, the student will need to be re-evaluated for gifted services during the next established screening timeline.

All students in grade 6 will be screened using a norm-referenced ability test. Students who score in the 86 Local Percentile Rank or higher based on the three screening subtests will be included in a pool of potential candidates for gifted review. This may expand learning experiences and potential opportunities for enrollment in advanced and accelerated classes. Furthermore, school-

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based activities and opportunities are offered so these students can be challenged in their areas of interest and explore other content areas.

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 a limited number of slots for students to attend CVGS. Selection is based on class rank, current level of coursework, standardized test data (PSAT/SAT), teacher and counselor recommendations, and demonstrated interest as noted in a student essay.

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

Another opportunity for students in grade 10 to apply for is the Lynchburg Regional Governor's STEM Academy. This program is also located at Central Virginia Community College and focuses on Science, Technology, Engineering, and Math.

There are also several Summer Residential Governor's School Programs available to students entering tenth and eleventh grade. These programs offer intensive study in the areas of world languages, humanities, agriculture, marine science, math, science, and technology, engineering, medicine and health sciences, visual arts, instrumental music, vocal music, dance, and theater.

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

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

General Intellectual Aptitude

When a student is referred for gifted identification, or if a student is screened into the process through a score on cognitive ability based on norm-referenced aptitude tests, a 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 gifted screening process.

Once a student has been found eligible or ineligible to receive gifted services, a notification letter is sent to the parent/guardian detailing the selection decision. If the student is found eligible, the letter will request permission for the student to receive specific services recommended by the division-level gifted review committee. Parents must confirm participation by the established date in the communication.

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

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

General Intellectual Aptitude

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

At a zoned Gifted Opportunities Center, support and intervention processes have been put in place. These processes provide opportunities for students to develop strategies to be successful in the event they experience difficulties. Rarely, a change in placement takes place; however, if this is a consideration, the Department of Curriculum and Instruction will be notified in writing requesting a change. If a change of placement from a zoned Gifted Opportunities Center is approved, the student will continue gifted services at the base school through the DEPTH program.

Appeals

Appeals are sent to the Department of Curriculum and Instruction and are reviewed by the central office appeal committee. At the committee's meeting on the appeal, the committee will review all data that has been collected. Any additional material may be submitted by the parents/guardians, school and/or division personnel. This additional material may include recent school work, products developed at school, end of school year testing, and grades. At this time, the committee will decide if additional assessment data is needed. Any testing administered as part of an appeal must be administered by staff of Lynchburg City Schools. No testing conducted outside the school division will be considered in the appeals process.

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

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.

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Committee decisions are filed in the student's confidential cumulative file. A representative from the Department of Curriculum & Instruction is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within twenty instructional days of receipt of the written appeal. All decisions made by the central office appeal committee are final.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

The unique characteristics of individual students should determine the type and level of support services the student receives. Some gifted students will require more intensive services than others. At all levels, the students in Lynchburg City Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Small group opportunities are also facilitated to allow students to work with their intellectual peers. At the secondary level, these same opportunities are facilitated in regular classroom setting.

By identifying students early in their educational career, students will be provided with learning experiences specially designed to challenge and engage in order for them to reach their full potential. Instruction provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of students with gifted attributes in grades K-12. Through a continuum of academic services, students engage in complex subject matter, thereby preparing them for more challenging and rigorous classes as they advance from grade to grade. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student.

Lynchburg City Schools Continuum of Sequential Curricula and Instruction for GIA				
Elementary	Critical and Problem Solving Skills (K-5)	Differentiation in English, Mathematics (K-5)	Pull out enrichment services (DEPTH) Grades 3-5 (Zoned schools)	Full-Time Academic Program Grades 3-5 (zoned Gifted Opportunities Center)

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Middle	Advanced Classes in Area of Academic Strength/Interest Grades 6-8	Advanced Curriculum Acceleration for high school credit- Algebra I, Algebra II Grades 6-8
High	Advanced Classes AP Classes Independent Study Dual Enrollment Early College STEM Academy Central Virginia Governor’s School Governor’s World Language Academies Summer Residential Governor’s School	

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

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

General Intellectual Aptitude

Differentiation- Lynchburg City Schools focuses on aligned instructional practices in all classrooms. Planning and implementation of lessons with a focus on student learning, student engagement, and data lends itself to differentiation for students within the instructional setting. LCS defines differentiation as the modifying of:

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

Differentiation is a teacher’s response to students’ needs and is guided by general principles of differentiation, such as respectful tasks, flexible grouping, ongoing assessment, and adjustment. This allows students to work with age-level peers, but on their specific ability level.

In grades K-5, gifted education personnel can also work with small groups of gifted or high academic-ability students who have indicated mastery of skills on special assignments in flexible groups. In grades 6-12 students spend instructional time with age-level peers in all classes. This model provides opportunities for students to work independently with intellectual and chronological peers.

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

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-

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level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

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

Identified gifted students are provided acceleration and enrichment opportunities. These opportunities are offered through instructional groupings or full-time placement at a zoned Gifted Opportunities Center. This provides time with an intellectual peer group for instruction. Students in grades 3-5 in zoned schools also have opportunities to collaborate and create new learning experiences during planned times with gifted education personnel.

Students in grades 6-8 are scheduled in advanced classes and accelerated courses. This provides the opportunity for students to collaborate within their advanced classes.

Students in grades 9-12 continue with advanced classes, Advanced Placement courses, and dual enrollment that provide opportunities for enrichment experiences with intellectual and academic peer group instruction and interaction.

Furthermore, other opportunities for acceleration are achieved through:

- Compacting curriculum to provide gifted students the opportunity to demonstrate mastery of objectives and their facility for expedient work in specific content areas.
- Accelerating the rate of instruction in classrooms for gifted students is achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice.
- Using above grade level materials and providing tiered activities appropriate to the abilities of gifted students affords them the opportunity to go beyond grade level standards.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

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

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

Lynchburg City Schools provides opportunities for gifted students to participate in challenging and meaningful educational experiences which promote intellectual and academic growth and nurture 21st century learning skills. To foster growth, students' program placement, academic setting, and program curriculum are monitored by gifted education personnel, classroom teachers, school counselors, and administrators. Teachers select, adapt, and employ a repertoire of instructional strategies which address the distinctive needs of gifted students.

Instructional strategies utilized include:

<p>Authentic assessment Using approaches such as product or performance-based activities that allow students to demonstrate what they have learned as a result of meaningful instruction.</p>	<p>Interdisciplinary connections Guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes.</p>
<p>Curriculum compacting Scaffolding of material that build on what students already know to allow for instruction of new material or extension activities.</p>	<p>Metacognition Students develop the skill of reflecting on their own thinking and learning processes.</p>
<p>Decision-making Student choice supported and valued while guidance is given to build decision-making skills.</p>	<p>Parallel curriculum Four parallels: core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity, with each aspect of the model focused on building ascending intellectual demand into the curriculum.</p>
<p>Diagnostic-prescriptive instruction Continuous informal and formal assessments used to plan instruction to meet objectives.</p>	<p>Problem-based learning Providing students with unstructured problems or phenomena where they must discover answers, solutions, and concepts or draw conclusions and generalizations.</p>
<p>Differentiation Varying curriculum and instruction through process/thinking skills, content, and pursuing material in greater depth.</p>	<p>Problem solving Providing students with problem solving strategies matched to differing problem types.</p>

<p>Discussion Providing both teacher and student directed discussion to probe student thinking and in- depth exploration.</p>	<p>Questioning techniques Questions used in discussion or activities that draw on advanced levels of information and require challenging thinking.</p>
<p>Goal setting and planning Students involved in personal goal setting and involvement in planning, monitoring, and assessing their own learning for efficient and effective use of time and resources.</p>	<p>Self-directed projects Structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge.</p>
<p>Higher-order thinking Analytical skills developed to allow students to explore and grasp complex concepts.</p>	<p>Student competitions Various opportunities provided through the classroom, school, and community.</p>
<p>In-depth topic development Extended instruction to provide opportunities for greater exploration and knowledge acquisition.</p>	<p>Technology Technology used to deliver instruction and as a tool for student learning and innovation.</p>

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

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

- Lynchburg City Schools offers instructional and curricular pacing guides in grades K-12. Curriculum and instruction is designed to meet the needs of gifted students and is in alignment with the division learner outcomes. Assessment resources for teachers offer vertical alignment and assessment options and include learning outcome goals for the four content areas (English, mathematics, science, and social studies).
- A balanced-assessment system is in place throughout the division which is focused on multiple and varied methods of assessment.
- Course grade data provides evidence that intellectually gifted students demonstrate success in rigorous courses.
- AP test score data provides evidence that students have high levels of understanding; knowledge; and reasoning and analytical skills.

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- Data regarding performance on division-wide performance benchmarks and digital profiles provides evidence that gifted students demonstrate higher-order thinking skills. Also, teachers are able to report data indicating whether underachieving gifted students improve their performance.
- SOL test score data provides evidence that gifted students have high levels of understanding, knowledge, and skills.
- Scores on national assessments such as the ACT, PSAT, and SAT provide evidence that students have high levels of understanding, knowledge, and skills.

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

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

General Intellectual Aptitude

In Lynchburg City Schools it is the belief that no single model can effectively meet the needs of all identified gifted students, and that a variety of programs provided in grades K-12 will offer the necessary program options and educational opportunities to meet their needs.

Students identified as gifted in Lynchburg City Schools are provided instruction by means of a differentiated curriculum that is responsive to the educational needs of the students. At all educational levels, the gifted program is grounded in general education curriculum based on the Virginia Standards of Learning, but is differentiated, modified, and expanded to provide appropriate learning challenges in general areas of giftedness. Differentiated instruction for Lynchburg City Schools is characterized by the introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. The dual commitment to establishing strong foundations in the core learning objectives for all grades and implementing curriculum extensions is a key to modifying learning for gifted students. Teachers working with these students recognize that the principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and effect. Gifted education personnel are also encouraged to incorporate problem solving, critical inquiry, creativity, and self-directed learning with students.

Students that have been identified as gifted, participate in enrichment through a variety of methods. It is the responsibility of the general education teacher to provide opportunities for exploration, skill development, and investigation within the general education setting. The teachers also work collaboratively with gifted education personnel to enhance enrichment opportunities for students. Enrichment activities can occur within the classroom or in a pull-out environment. The goal is to provide enrichment as a means of offering opportunities for students to explore, develop, and investigate so students become self-directed and independent learners.

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Flexible instructional groups should accommodate different instructional needs within the classroom. The level and pace at which the curriculum is delivered is dependent on the academic readiness level of the student.

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

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

General Intellectual Aptitude

Policy IGBB: PROGRAMS FOR GIFTED STUDENTS

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

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

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

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

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 [8VAC20-543-320](#) below.

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

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

Gifted education services in Lynchburg City Schools are dependent on collaborative work among gifted education personnel, parents/guardians, administrators, and community members. As the program leaders, the Department of Curriculum and Instruction plays an essential role in the success of gifted programs in Lynchburg City Schools.

Lynchburg City Schools encourages participation in professional learning opportunities and trainings for teachers who work with students who exhibit gifted attributes. A sample of focus areas which target appropriate researched-based and evidence-based educational practices for gifted students may include:

- Differentiating instruction for gifted students
- Characteristics of gifted students
- Engaging strategies and practices for diverse learners
- Characteristics and identification of underrepresented populations
- Socioemotional needs students
- Strategies for engaging gifted learners
- Critical and creative thinking skills
- Characteristics of and strategies for teaching twice-exceptional students
- Implementing project based learning

To ensure academic rigor and the development of learning environments that guide students to foster independent and self-directed learning, curriculum planning and development is ongoing and focuses on topics including inquiry-based problem solving strategies, performance-based assessments, and promoting higher-level thinking and discussion.

Teachers who provide instruction for gifted students are encouraged to pursue the state endorsement in gifted education. Teachers may participate annually in one or more of the following professional learning opportunities relevant to gifted learners:

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- Professional learning opportunities approved by Lynchburg City Schools
- Local, state, or national conferences and trainings approved by Lynchburg City Schools

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.

In order to review the effectiveness of the gifted education program in Lynchburg City Schools, quantitative and qualitative data pertaining to objectives shall be collected and reviewed annually by a designee(s) of the Department of Curriculum and Instruction. Student data pertaining to screening, referral, identification, and placement shall be analyzed and may include school, grade, ethnicity, eligibility for special education services, and EL program participation.

Additionally, the Local Plan for the Education of Gifted Students shall be reviewed and revised, as needed, by the Department of Curriculum and Instruction for Lynchburg City Schools. Surveys may be administered to allow for feedback from students, parents, and school personnel. Any changes made to the plan are reported to the superintendent and school board by the designated member(s) of the Department of Curriculum and Instruction for approval.

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

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

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

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

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

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

Division Superintendent's Signature

Printed Name

Date