

Lancaster County Public Schools

Local Plan for the Education of the Gifted

2018-2023

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Local Plan for the Education of the Gifted

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

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

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

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

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

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General Information regarding the Gifted Program in
Lancaster County Public Schools

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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
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	3-12

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

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

The Lancaster County Public Schools strive to provide the best possible education for all students in Lancaster County. The school community realizes that there are students whose educational potential is not achieved with regular classroom curriculum. Therefore, the needs of the gifted student must be met. Provisions for the gifted student are to be accomplished in the regular classroom through differentiation of instruction. In addition to regular classroom differentiation, opportunities to further enhance learning may include experiences through field trips, in school mini units, specific projects, and workshops. Teachers of the gifted will meet regularly to discuss their plans in order to offer continuity and avoid repetition. The school division will continue to seek to identify gifted students from a variety of socio-economic backgrounds in grade K-12 and to provide them a continuum of service options.

B. Division Operational Definition of Giftedness

General Intellectual Aptitude: The division seeks to find those students who demonstrate remarkable strength, or the potential for remarkable strength in both the verbal and quantitative domains when compared to others of the same age, experience, or environment. The eligible student will demonstrate triangulated strength in aptitude in both the verbal and quantitative domains through norm-referenced aptitude and/or achievement testing, substantiated through reports of similar strengths through teacher and parent observations and assessments, and when those strengths are demonstrated through actual performance a standardized portfolio. Such strength includes evidence that the student's mental age is at least two grades above that of his/her chronological peers.

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

- A. Identification:** Review current gifted identification procedures and practices, particularly for the primary grades and underrepresented populations, for possible program improvements including screenings and identification of potentially gifted students.
- B. Delivery of Services:** With an emphasis on primary and middle programs, provide multiple programs and a continuum of services for grades K-12 that are appropriately differentiated for gifted students and enhance the quality of instruction for all students.
- C. Curriculum and Instruction:** With an emphasis on primary and middle programs, provide gifted students in grades K-12 with learning opportunities that consist of differentiated curricular offerings, varied instructional approaches, and the use of a variety of resource materials.
- D. Professional Development:** Provide training to classroom teachers in recognizing and understanding the characteristics and behaviors of gifted students.
- E. Equitable Representation of Students:** Continue to increase access to gifted services for students from historically underrepresented populations by screening all second grade students and increasing teacher awareness of characteristics of gifted learners.
- F. Parent and Community Involvement:** Improve communication between gifted staff, parents, and community in order to enhance parent and community awareness and understanding of gifted services in Lancaster County Public Schools. The Parent Advisory of Gifted Education (PAGE) will meet annually.

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

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

Screening Procedures for General Intellectual Aptitude

The identification of gifted students is designed to find gifted students from various backgrounds including students from culturally diverse, economically disadvantaged, handicapped, and limited English proficient (ELL) groups in grades K-12.

All students in Lancaster County Public Schools are screened in the fall of their second grade year. Students may be considered for gifted services through the screening process or by parent, staff, or self-referral.

Honors/advanced level instruction is available at the middle school and high school level based on teacher recommendation. Dual enrollment courses are available at the high school level. The regional academic year Governor's School, as well as the Early College Scholars Program, administer separate screening and selection processes.

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

Referral procedures for General Intellectual Aptitude

- Original Referrals: Students may be referred for the gifted program in grades K-12 by a member of the school staff, an administrator, a parent, another student, community members, or by the student him/herself. Students must be enrolled in Lancaster County Public Schools (LCPS) for referrals to be considered. Referral forms are available in the school's guidance department. Referrals are accepted, for all grades, during the months of August through October and again from February through March. Annually, students in second grade are screened in October. All referral forms must be returned to the guidance department at the student's school.
- Transferring Students with GT Identification: Students who transfer into LCPS who have already been found eligible for gifted programs will have his/her records reviewed for the data from the previous school division to determine whether valid and reliable measures from the previous identification may substitute for standard items used in the LCPS process.
- Repetitive Referrals: It is important to note that evaluation of gifted services is a complex process that carries with it an emotional investment for students, parents, teachers, and administrators. In an effort to minimize the emotional trauma of repetitive evaluation, it is imperative that parents understand the kinds of data that are collected and the expectations for performance of eligible students.

Parents of students who have been found ineligible, whose status has been appealed and has been found ineligible by the LCPS GT Appeals Committee must meet with the Gifted Education Coordinator to review existing student data before a second referral will be accepted. Students may only be referred once in grades K-3 and once in grades 4-12. Students may not be evaluated more than once in a twelve-month period.

Students who have been referred and do not meet the criteria must wait one calendar year from the date of the identification and placement committee's decision to be referred again.

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

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.

[Click here to select area of giftedness.](#)

- 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:

2. Additional identification information for General Intellectual Aptitude

General intellectual aptitude identification is based on an assessment of the scores administered within the school division by its personnel. Each referral is coordinated by a guidance counselor who collects all the data for the student. School level identification committees use the identification criteria listed above in order to determine placement qualifications. Scores from all subtests of norm-referenced aptitude and achievement measures, along with information from teachers, parent information and the standard portfolio are considered. Norm referenced aptitude measures used may include, but are not limited to: Naglieri Nonverbal Ability Test-Third Edition (NNAT-3), Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV), Wechsler Abbreviated Scale of

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Intelligence (WASI), or Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV).

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

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:

- b. Type of Identification/Placement Committee

- School-level Division-level

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

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

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>
Naglieri Nonverbal Ability Test-Third Edition (NNAT-3)	Building level gifted personnel (typically guidance counselor)	Building level gifted personnel (typically guidance counselor)	Building level gifted personnel (typically guidance counselor)
Woodcock Johnson IV Test of Achievement	Special education teacher, trained guidance counselor	Special education teacher, trained guidance counselor	Special education teacher, trained guidance counselor
Renzulli or another Behavioral Rating Scale	Classroom teacher	Guidance counselor	Guidance counselor
Students products, performance, portfolio	Classroom teacher, guidance counselor	Classroom teacher, guidance counselor	Classroom teacher, guidance counselor
Other intelligence testing data (as needed)	School Psychologist	School Psychologist	School Psychologist

General Intellectual Aptitude

- Any student who is referred to the gifted program goes directly into the screening process. The building level gifted representative will collect the identification procedure elements. The building level representative will administer the NNAT3 to the applicants if it has not already been completed. The school district psychologist may administer an additional aptitude test as needed. The classroom teachers will complete the checklist. The eligibility committee will assess the student product. The Woodcock Johnson test of achievement will be administered by trained building level personnel. The eligibility committee chair will finalize the matrix before the committee meeting.
- A student profile will be developed using all data. This profile is evaluated by the identification/placement committee to determine if the student is eligible for program

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services. No single instrument may be used as the sole criterion in determining who qualifies or does not qualify for services through the program for talented and gifted students. This process will be completed within 90 days of the initial referral.

- At least four different criteria will be reviewed on the matrix. A student must meet the criteria on at least three of the four to be considered eligible for participation in the program for gifted and talented students.
- To be considered eligible for the gifted and talented program the student must score at least two standard deviations above the mean on an aptitude or achievement test. This will take into account the Standard Error of Measurement.

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

General Intellectual Aptitude

- Services for students identified as General Intellectual Aptitude (GIA) gifted in grades K-8, include cluster services daily at their school, where these students are grouped with other identified students for English/Reading/Language Arts and Mathematics instruction. In the sixth grade students are given additional assessments to determine the appropriate mathematics program for the upcoming year. Assignment to English/Reading/Language Arts and Math groups is monitored by the building principal with assistance from the Gifted Coordinator and the Math and Reading Instructional Specialists/Coordinators.
- These cluster services are the minimum standard services that are designed to meet the needs of GIA students. Additional options may be considered based on the specific needs of individual students and the identified population at each school. Such services may include small group activities in Mathematics or Language Arts/Reading.
- Standard services are recommended by the identification and placement committee at the time eligibility is determined. Discussions regarding the need for alternative services may be initiated by the classroom teacher, building administrators, or parents after the standard services are implemented.

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

- General Information:
 - Informational meetings will be held annually to help parents and the community become better informed regarding the education of the gifted. Articles are typically published in the community newspaper from special events. A calendar of Gifted Activities is posted on the LCPS website.
 - In October of each year an informational letter is sent home to all 2nd grade parents notifying them of the NNAT3 being administered for screening purposes. Parents of 2nd graders are also sent a letter of the results.
- Permission for Evaluation: Parents of students who have been referred by teachers, committee members, or other adults are provided with information regarding the referral. That communication provides parents/guardians with the referral form that requires a signature for permission to evaluate the student.
- Permission for Placement: After the eligibility meeting, parents/guardians of students who have been found eligible are provided information about the services that are recommended based on the student's strengths by the eligibility committee, as well as parent/guardian rights to request change in placement, or to request a furlough of services.
 - a. After the eligibility meeting and notification, the originals of all eligibility documents are filed in the confidential section of the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations.
- Notification of Right to Appeal: After the eligibility meeting,
 - a. Parents/guardians wishing to appeal an eligibility decision must file written notification within 15 days of the date of the eligibility committee meeting. This notification requires that the parent/guardian indicate their
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reasons for the appeal. Those reasons may indicate concerns about the aptitude or achievement testing; social/emotional concerns; or individual (other) concerns. Additional data may be requested and/or presented.

- b. **Level One Appeals** shall be directed to the school principal. A conference shall be held within 10 working days of receipt of the WRITTEN appeal. Teachers and others with knowledge of the student's performance may be invited to participate by the principal or at the request of the parent. The principal will render a decision within five working days of the conference. The decision will be in writing.
- c. **Level Two Appeals** are ones that are not resolved at Level One and must be stated in writing within 10 days of the written correspondence in Level One. This appeal is to be directed to the Gifted Coordinator. Upon receipt of the request, the Gifted Coordinator will appoint a hearing committee with a majority being individuals who did NOT serve in the identification committee. The committee may include any combination of the following: Gifted Coordinator, principal, academic teacher(s) and the psychologist. A conference will be held within 10 working days upon receiving the appeals request. The Gifted Coordinator will render a determination IN WRITING within 10 working days of the conference. A copy of the determination will be sent to the building principal.
- d. **Level Three Appeals** are ones that are not resolved in Levels One or Two. These may be submitted IN WRITING to the Division Superintendent or designee within 10 days of the written correspondence in Level Two. Upon receipt of the request, the Division Superintendent will appoint a Hearing Committee with a majority of individuals who did NOT serve on the identification committee. The committee may include any of the following:
 - Superintendent or his/her designee
 - Gifted Coordinator
 - Assistant Superintendent/Director of Instruction
 - School Psychologist
 - Guidance Counselor
 - Building administrator of the student's facility
 - Teacher(s) of the student

The hearing will take place within 20 working days of receipt of the written appeal. The Hearing Committee will render a determination IN WRITING within 10 working days of the hearing. The decision of the Hearing Committee shall be FINAL.

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

1. Once initial placement is determined, recommended, and approved by the parent/guardian, no changes in placement will be made without direct communication with the parent/guardian. Such requests must be made in writing. Changes in services may be recommended by a parent/guardian, a building administrator, or core teachers working with the specific student. The student will be evaluated based on the same set of criteria required for identification.
2. Parents/guardians and all division staff directly involved with the intellectual, academic, and social needs of the student will be involved in a discussion regarding the need for change in service options and alternative arrangements that will meet the student's learning needs more appropriately. The meeting will be summarized by the building administrator or the Gifted Coordinator. The recommendations will be used to determine alternative service options.
3. Placement of all students is subject to periodic review. Re-evaluation procedures may be initiated by the student, parent, counselor, or classroom teacher. Additionally, each student's placement records of performance, work samples, and test scores shall be used for re-evaluation. The Identification/Placement review committee examines the assembled data and will recommend continued placement, change in placement, or initiation of exit procedures. A change in placement is recommended when the placement is determined by an evaluation of instructional results to be inappropriate for the student. Recommendation for continued placement is followed by notification to parents/guardians. Recommendation for change in placement or initiation of the exit procedure requires parental notification and permission to proceed with change in placement. If an exit is recommended, parents are notified of the appeals process. Parents also have the option of requesting that the child be classified as inactive until a later time when the child can be reactivated into the gifted program.
4. Once a student exits from gifted services, the student remains eligible for reinstatement of services for a period of three years. After three years, the student will be considered for services based upon the presentation of a new referral and the review of current data by the Eligibility Committee.
5. Students who are perceived by parents or staff to have either social/emotional or academic difficulties that warrant temporary removal from services may be, with the permission of the parent/guardian, furloughed for up to one year. During the furlough period, the student will continue to be monitored by the guidance

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counselor and core teachers to determine when accelerated provisions may appropriately be reintroduced to his/her educational programs. Monitoring of these students will continue on a monthly basis until the student reenters the formal program. If a student continues in the furlough status through any part of three consecutive school years, he/she will be dismissed from the program. If the parent/guardian should want the student to be returned to the gifted program, he/she will be considered for services based on the presentation of a new referral and the review of current data by the Eligibility Committee.

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

- a. The first standard service for all identified students includes placement in a designated cluster at each grade. This service option allows teachers to differentiate and accelerate instruction for these students (as intellectual peers) in their strength areas of language arts/reading/writing or math for approximately three hours daily. Time with age-level peers is provided daily through core instructional time for social studies and science; through resource classes such as art, music, physical education, and through computer/technology classes. Such time typically equals another three hours of age-level interaction per day.

The division's five-year goal is to have a differentiated curriculum framework in respect to content, process, and product. This framework will have developed process scopes and sequences for critical thinking, creative thinking, independent research, and affective skills that serve as the guides for replacement activities in the cluster classroom as well as any pull-out component. Teachers in both settings are expected to integrate these skills into their instructional presentation and to assess students on their academic and intellectual growth in the use of differentiated skills with grade level content and accelerated content.

- b. At the high school level, gifted students are counseled into classes that provide the appropriate strength-specific acceleration they require. All advanced options open to the general student population are open to gifted students.

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- c. All identified students have a Differentiated Education Plan, which is completed at the conclusion of each semester from identification through graduation.
- d. After school extension activities will continue to be offered. A calendar of activities will be posted on each school's website.

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

Grade	Area of Giftedness	Time with Age-level Peers	Time with Intellectual Peers	Time to Work/Study Independently
Kindergarten-Grade 6 Cluster Classroom Component (daily)	General Intellectual Aptitude	Instructional time in social studies, science, music, art, computer/technology, physical education	Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters	Instructional time with monitored expectations in cluster classrooms
Grades 4-8 Designated Gifted Teacher Special Options Teams Integrated Math/Science Language Arts	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)
Grades 9-12 Honors/AP Courses DE Options Chesapeake Bay Governor's School Early College Academy	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)

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

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

General Intellectual Aptitude

Grade	Area of Giftedness	Time with Age-level Peers	Time with Intellectual Peers	Time to Work/Study Independently
Kindergarten-Grade 6 Cluster Classroom Component (daily)	General Intellectual Aptitude	Instructional time in social studies, science, music, art, computer/technology, physical education	Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters	Instructional time with monitored expectations in cluster classrooms
Grades 4-8 Designated Gifted Teacher Special Options Teams Integrated Math/Science Language Arts	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)
Grades 9-12 Honors/AP Courses DE Options Chesapeake Bay Governor's School Early College Academy	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)

D. Service Options Provide Instructional Time to Work Independently

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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

Grade	Area of Giftedness	Time with Age-level Peers	Time with Intellectual Peers	Time to Work/Study Independently
Kindergarten-Grade 6 Cluster Classroom Component (daily)	General Intellectual Aptitude	Instructional time in social studies, science, music, art, computer/technology, physical education	Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters	Instructional time with monitored expectations in cluster classrooms
Grades 4-8 Designated Gifted Teacher Special Options Teams Integrated Math/Science Language Arts	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)
Grades 9-12 Honors/AP Courses DE Options Chesapeake Bay Governor's School Early College Academy	General Intellectual Aptitude	Instructional time with monitored expectations from other teachers in science and history, as well as electives in foreign language, music, physical education, technology	Instructional time with monitored expectations from designated math, reading/language arts, writing and gifted teachers in the student's strength area(s)	Instructional time with monitored expectations for students to pursue topics if individual interest and ability in strength area class(s)

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.

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1. Lancaster County Public Schools, as a division has been charged by the superintendent, Mr. Parker, and the Lancaster County School Board to prepare students with the skills necessary for success in the 21st century. Those skills and instructional strategies necessary for mastery of those skills are inherent in every class and course offered in the division.
 - a. Learning and Innovation skills (creativity and innovation, critical thinking and problem solving, communication and collaboration)
 - b. Information, Media and Technology Skills (information literacy, media literacy, and ICT or information, communications, and technology literacy)
 - c. Life and Career Skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility)
(From the website www.21stcenturyskills.org)

2. Building upon this foundation, intellectual and academic growth are fostered in the Lancaster County Public Schools' gifted program through the use of diverse instructional strategies. Those strategies require students to develop, implement, and assess their own development in these process skills as outlined in the division's five-year goal of a gifted curriculum's scope and sequence:
 - a. Critical thinking
 - b. Creative thinking
 - c. Independent research (qualitative and quantitative)
 - d. Affective skills

3. Instructional strategies used with gifted students may include, but are not limited to, the following options:
 - a. Advanced Organizers
 - b. Autonomous Learner Model
 - c. Behavioral Type Indicators
 - d. Choice
 - e. Community Resource Collaborations
 - f. Compacting
 - g. Competitions/Challenges
 - h. Compromise/Consensus
 - i. Concept Attainment
 - j. Contracts/Negotiated Outcomes
 - k. Cross-age Groupings
 - l. Decision Making and Alternative Thinking
 - m. Dialogue/Debate
 - n. Direct Instruction/Mini Lessons
 - o. DuPont Strategies

- p. Metacognitive Essential Questions
- q. Experimentation
- r. Future Problem Solving
- s. In-depth, Self-Directed Learning Goals
- t. Inductive Thinking
- u. Inquiry Learning
- v. Integrative Education Model
- w. K-W-L
- x. Literature Circles
- y. Matrices
- z. Mentorships
- aa. Open-ended Assignments
- bb. Peer Teaching/Coaching
- cc. Revolving Door Triad
- dd. Role Playing
- ee. Scenarios
- ff. Shared Inquiry Discussion
- gg. Simulations
- hh. Socratic Seminars
- ii. Structure Academic Problems
- jj. Student as Scientist, Explorer, etc.
- kk. Student Directed Instruction
- ll. Synectics
- mm. Taba Questioning Strategies/Productive Questioning
- nn. Teaching with the Dimensions of learning
- oo. Tiered Assignments
- pp. Use of Original Documents

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude

Academic growth will be assessed in gifted students through documentation on their semester Differentiated Education Plans, semester progress reports, pre- and post-assessments, and various non-traditional assessments including portfolios, rubrics, performance based assessments, student reflection, and other formative and summative tools which are deemed appropriate.

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

A. Lancaster County Public Schools provides an academically demanding curriculum. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. The state required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

B. Curriculum and Instruction Critical Components:

In accordance with the National Association of Gifted Children's recommendations, differentiation of curriculum and instruction may include:

- acceleration of instruction
- a high degree of complexity
- in-depth study
- advanced content, and/or
- variety in content and form

C. Foundations of the LCPS Gifted Curriculum and Instruction:

1. Along with the facets of comprehensive curriculum for gifted students, as outlined by Joyce VanTassel Baska, The College of William and Mary, the work of Harry Passow, Columbia College, the Principles of Differentiation are requirements of the curriculum and instruction of gifted and talented students. Those principles require the following curricular/instructional modifications:

Local Plan for the Education of the Gifted

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- a. Content that
 - Focuses on broad based issues, themes, or problems
 - Integrates multiple domains into the areas of study
 - Presents comprehensive, related, and mutually reinforcing experiences within an area of study
 - Allows for the in-depth learning of a self-selected topic within the area of study
 - b. Skill development that:
 - Develops independent or self-directed study skill
 - Develops productive, complex, abstract, and/or higher-level thinking skills
 - Focuses on open-ended tasks
 - Develops research skills and methods
 - Integrates basic skills and higher-level thinking skills into the curriculum
 - c. Outcomes that:
 - Encourage the development of products that challenge existing ideas and produce “new” ideas
 - Encourage the development of products that use new techniques, materials, and forms
 - Encourage the development of self-understanding, i.e., recognizing and using one’s abilities
 - Becoming self-directed, appreciating likenesses and differences between oneself and others
 - d. Assessment that:
 - Evaluates student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments
2. Within the existing standards-based curriculum, cluster teachers have limited ability to move curricular content from one year to the next. Similarly, all teachers in the Lancaster County Public Schools system are required to demonstrate the inclusion of the 21st Century Skills in their instructional designs. Gifted cluster teachers are charged to expand content to be discussed and studied more conceptually, with greater reliance on compacting lower level skill acquisition to allow more time for concept exploration and attainment.
 3. Maximum differentiation is achieved through modification of the skill level at which content is presented and the evaluation expectations imposed on gifted students’ learning outcomes. The Division’s goal is that Lancaster County Public Schools will have developed scopes and sequences of critical thinking, creative

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thinking, and independent research that teachers use to guide their instructional differentiation. Cluster teachers use these scopes and sequences to advance student skill acquisition and experiences.

4. Similar scopes and sequences exist for a full range of oral, written, visual, and performance-based products. As students progress through gifted curriculum, they experience a complete range of products to the point that they begin to recognize the significance of the selection of product for its ability to most effectively convey their learning and achievement.
5. The Division's five-year goal includes problem-based learning curriculum and instruction as major components of the gifted curriculum in grades K-12. Students are clustered on teams where they are able to explore and expand on the grade level content through the incorporation of appropriate problems from a variety of fields. Commercial problem-based curriculum, developed by researchers such as the College of William and Mary and the Chicago Architecture Foundation, in architecture, engineering, social studies, and the sciences have offered teachers prepared materials as they explore problem-based learning. In the coming years, more teacher-made, classroom field tested materials will be incorporated.
6. At middle school, gifted students are placed in advanced sections of the core content areas of Mathematics and English, where accelerated enrichment is the instructional norm.
7. At the high school level, gifted students are counseled into a range of accelerated courses. Advanced Placement, dual enrollment, Virtual Virginia, and other online options allow students to accelerate their learning and academic growth. The Chesapeake Bay Governor's School at Rappahannock Community College and the Early College Academy have been developed to allow students with profound interests and aptitudes in the sciences to advance to another level of challenge and academic experience.

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

According to Lancaster County Public Schools Policy IKEB

File: IKEB

ACCELERATION

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation for students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students. In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such requests shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: August 20, 1998

Revised: August 14, 2002

Revised: April 11, 2011

Revised: July 13, 2015

Revised: August 9, 2016

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

8 VAC 20-40-10 et seq.

8 VAC 20-131-50.

8 VAC 20-131-90.

Cross Ref.: IGBB Programs for Gifted Students

JO Student Records

According to Lancaster County Public School Policy IKEB-R

File: IKEB-R

ACCELERATION REGULATION

The procedures outlined below are to be followed by parents or legal guardians in requesting that their child's grade in a high school credit-bearing course taken at the middle school be omitted from the student's transcript:

1. The parent or legal guardian must make the request for the removal of the grade of the middle school student in a high school credit-bearing course by June 30 of the year the student completed the 8th grade.
2. The request to remove the grade must be made in writing on the official form IKEB-1.
3. The completed form must be sent to the principal of the middle school no later than June 30 of the year the student completes the 8th grade.
4. The middle school principal and guidance department will notify the parent of its decision regarding the request to remove the grade no later than July 15. The notification to the parent/guardian will be on form IKEB-2.

Adopted: August 20, 1998

Revised: August 14, 2002

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

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

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

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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.

Teachers in Lancaster County Public Schools participate annually in one or more of the following professional development opportunities related to gifted education:

- local, state or national seminars or conferences
- professional development opportunities provided by Lancaster County Public Schools
- professional readings that focus on techniques for identifying gifted students, models and strategies which promote academic rigor, principles of curriculum differentiation, social/emotional needs of gifted students, or other issues and concerns related to gifted education.

Teachers are encouraged to pursue the state endorsement in gifted education.

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 LCPS division gifted committee will review the gifted plan and gifted program annually. The annual review will include:

Procedures for Equitable Referral and Identification of Students

Collect and analyze referral and identification data to evaluate effectiveness

Review of Student Outcomes

Collect and analyze student outcome data to evaluate the effectiveness of the program

Academic Growth of Gifted Students

Collect and analyze data which measures the academic growth of gifted students

Recommendations from the committee will be noted on the meeting minutes.

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.

The Lancaster County Public Schools' local gifted advisory committee will consist of the division level gifted coordinator, a school administrator, and a minimum of one parent from each school. Parents and community members will be invited to attend the annual meeting.

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