



# Lancaster County Public Schools

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## Local Plan for the Education of the Gifted

2023-2024

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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 time frame of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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

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

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

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



## General Information regarding the Gifted Program in Lancaster County Public Schools

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

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA): <i>Talented and Gifted (TAG)</i>	K-12
Visual and/or Performing Arts Aptitude (VPA): <i>Talented and Gifted Visual Arts (TAG Visual Arts)</i>	4-12



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**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**

This section includes a statement of philosophy for the gifted education program.

Lancaster County Public Schools (LCPS) is committed to providing the best possible education for all students in Lancaster County. There are children who demonstrate or show the potential to demonstrate higher levels of achievement when compared to others of the same age, experience, environment, or cultural background. The school community recognizes and values the individual differences of all students, and realizes that giftedness is a fluid concept that may not look the same in various contexts and cultures. Gifted students require specific instructional services beyond those normally provided by the regular school program in order to reach their fullest academic, social, and emotional potential.

LCPS will seek to identify gifted students from a variety of socio-economic and cultural backgrounds and provide them a continuum of service options. LCPS will provide a meaningful and challenging educational program that will empower students to become life-long learners. The program will offer a flexible curriculum with differentiated, interdisciplinary, and authentic opportunities based on student readiness level, interests, and learning preferences. This curriculum is designed to meet the academic, social, and emotional needs of gifted students, which will foster the development and appreciation of gifted talents for the benefit of the individual and the global society.

**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.

“Gifted students” means those students in public elementary and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of achievement or who show the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background. Their aptitudes and potential for achievement are so outstanding that they require special programs to meet their special needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

**General Intellectual Aptitude (TAG):**

The division seeks to find students who demonstrate or have the potential to demonstrate several of the following characteristics beyond their age-level peers; advanced thinking and reasoning; persistent intellectual curiosity; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; or creative and imaginative expression across a broad range of intellectual disciplines. Student readiness for gifted educational services is determined by multiple and varied criteria: norm-referenced aptitude and achievement assessments, a valid and reliable teacher checklist, grades, SOL scores, and student work samples/portfolios that indicate abilities and potential requiring a specialized program.

**Visual Arts Aptitude (TAG Visual Arts):**

The division seeks to find students who demonstrate or have the potential to demonstrate several of the following characteristics beyond their age-level peers in visual arts: advanced creative reasoning and imaginative expression; persistent artistic curiosity; advanced acquisition and mastery of techniques, perspectives, concepts and principles. Student readiness for gifted educational services is determined by multiple and varied criteria, including teacher recommendations and student work samples/portfolios that indicate abilities and potential requiring a specialized program.



**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.

**General Intellectual Aptitude (TAG):**

**A. Identification Goal:** to implement effective identification procedures for all students, with particular emphasis on identifying underrepresented populations.

Objectives:

- Screen all second and fifth grade students with a nonverbal, nationally-normed screening instrument, which promotes the equitable representation of all student groups.
- Increase communication about gifted program identification procedures and practices in order to facilitate equitable referrals across the division.
- Conduct on-going informal analysis and reflection of the effectiveness of the screening and identification processes.

**B. Delivery of Services Goal:** to provide a comprehensive continuum of services for students, which address the needs of all identified gifted students.

Objectives:

- Provide direct services for gifted students in grades K-7 and provide support for students in grades 8-12.
- Provide services that are appropriately differentiated for all gifted students.

**C. Curriculum and Instruction Goal:** to provide differentiated curricular options, learning opportunities, and varied instructional approaches that are responsive to the unique cognitive, social, and emotional needs of all identified gifted students.

Objectives:

- Provide services that are appropriately differentiated for all gifted students.
- Provide opportunities for gifted students to develop, self-assess, and strengthen critical thinking, creativity, communication, collaboration, and citizenship skills.

**D. Professional Development Goal:** to provide professional development opportunities for teachers on a variety of topics related to gifted education and best practices.

Objectives:

- Promote and/or provide resources to classroom teachers.
- Provide opportunities for gifted personnel to attend conferences/workshops and to collaborate with other professionals in the field of gifted education.

**E. Equitable Representation of Students Goal:** to continue to increase equitable representation of gifted students from various backgrounds.

Objectives:

- Screen all second and fifth grade students with a nonverbal, nationally-normed screening instrument, which promotes the equitable representation of all student groups.
- Increase teacher awareness of the characteristics of gifted learners.
- Provide gifted program support for all gifted students, including students who are underachieving, twice-exceptional, socioeconomically disadvantaged, underrepresented, or those who are English language learners.

**F. Parent and Community Involvement Goal:** to strengthen collaborative partnerships among the school, parents and guardians of gifted students, and the community to advocate the needs of all gifted students.

Objectives:

- Foster and maintain partnerships with a variety of community organizations.
- Disseminate information via parent/guardian emails and other appropriate modes of communication.

### **Visual Arts Aptitude (TAG Visual Arts):**

**A. Identification Goal:** to implement effective identification procedures for all students, with particular emphasis on identifying underrepresented populations.

Objectives:

- Increase awareness of gifted program offerings in grades 4-12 in order to facilitate equitable referrals across the division.
- Conduct on-going informal analysis and reflection of the effectiveness of the screening and identification processes.

**B. Delivery of Services Goal:** to provide a comprehensive continuum of services for students, which address the needs of all identified gifted students.

Objectives:

- Provide services that are appropriately differentiated for all gifted students.
- Support success among students by implementing topics of interest from underrepresented populations.

**C. Curriculum and Instruction Goal:** to provide differentiated curricular options, learning opportunities, and varied instructional approaches that are responsive to the unique cognitive, social, and emotional needs of all identified gifted students.

Objectives:

- Provide services that are appropriately differentiated.
- Develop curriculum options based on media, with an increased focus on imaginative, expression, and creative reasoning.



**D. Professional Development Goal:** to provide professional development opportunities for teachers on a variety of topics related to gifted education and best practices.

Objectives:

- Promote and/or provide resources to classroom teachers.
- Share opportunities to attend workshops and collaborate with other professionals in the field of visual arts.

**E. Equitable Representation of Students Goal:** to continue to increase equitable representation of gifted students from various backgrounds.

Objectives:

- Screen all students that either express interest in visual arts, show evidence or high ability in visual arts, or have the potential to show evidence of high ability in visual arts.
- Provide gifted program support for all gifted students, including students who are underachieving, twice-exceptional, socioeconomically disadvantaged, underrepresented, or those who are English language learners.

**F. Parent and Community Involvement Goal:** to strengthen collaborative partnerships among the school, parents and guardians of gifted students, and the community to advocate the needs of all gifted students.

Objectives:

- Foster and maintain partnerships with a variety of community organizations.
- Disseminate information on a regular basis via parent/guardian emails or other appropriate modes of communication.



### **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 candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening is the annual process of creating a pool of candidates from kindergarten through twelfth grade using multiple criteria through the review of current assessment data or information from other sources. Screening is the active search for students who may be then referred for the formal identification process, including students for whom accurate identification may be affected because they are from an underrepresented group, economically disadvantaged, have limited English proficiency, or have a disability.

#### **General Intellectual Aptitude (TAG):**

The general screening process requires instructional personnel to annually review current assessment data to create a pool of potential candidates for further evaluation. Some data used in the screening process may be incorporated into multiple criteria reviewed by the designated Talented and Gifted Identification and Placement committee to determine eligibility, but those data shall not replace norm-referenced aptitude or achievement test data.

Students may enter the pool of candidates through general screening or through direct referral by parents/guardians, teachers/staff, professionals, community members, students, peers, self, or others who may have knowledge or expertise in the area to make such a referral.

The Gifted Instructional Coordinator actively searches for potential candidates by reviewing files of all students new to the school division, and monitoring students who were recognized as potential candidates by the division's identification and placement committee or other persons having knowledge of the students' skills or abilities.

All LCPS second and fifth grade students are screened with the Naglieri Nonverbal Test of Ability-Third Edition (NNAT3), which is a nonverbal measure of general ability for students. This research-based test is accessible to students with limited educational experiences, those who come from diverse cultural, socioeconomic, or linguistic backgrounds, and those who have language disabilities, Autistic Disorder, or are deaf or hard of hearing. Students scoring in the 90<sup>th</sup> percentile or higher may be considered for further evaluation. Students scoring between the 85<sup>th</sup> - 89<sup>th</sup> percentile may be monitored as potential candidates for further evaluation.

Screening processes are reviewed annually to monitor effectiveness, including the encouragement of referrals from underrepresented populations.

### **Visual Arts Aptitude (TAG Visual Arts):**

Screening students for gifted education services in grades 4-12 is conducted on an ongoing basis through teacher observation and the review of student art work and/or portfolios.

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

This section should provide referral procedures for each area of giftedness identified and served by the division. These procedures should 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 is the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self or others use to request that a student be assessed for gifted education program services.

### **General Intellectual Aptitude (TAG):**

Original Referrals: Any kindergarten through twelfth grade student enrolled in LCPS may be referred for gifted services by parents/guardians, teachers/staff, administrators, professionals, community members, students, peers, self, or others who may have knowledge or expertise in the area to make such a referral. Referral forms are available upon request from the LCPS Gifted Instructional Coordinator. Referrals are accepted anytime throughout the school year until March 31st. All referral forms must be returned to the Gifted Instructional Coordinator.

The referral process is designed to consider the entire school population. The process of identifying gifted students in LCPS begins with screening and/or referral. Once a student is referred, the parents/guardians are provided a consent form authorizing LCPS to collect multiple criteria (i.e. work products, testing information, rating scales, etc.) to use as part of a holistic case study to evaluate the student's eligibility to receive gifted services. After signed permission is received from parents/guardians, the formal identification process is initiated.

An eligibility decision will be made within 90 instructional days of the school division's receipt of the parent or legal guardian's consent for evaluation.

Universal Screener Referrals: The Naglieri Nonverbal Ability Test - Third Edition (NNAT3) is administered to all 2nd and 5th grade students as a universal screener. Students scoring in the 90<sup>th</sup> percentile or higher may be considered for a referral for further evaluation. Students scoring between the 85<sup>th</sup> - 89<sup>th</sup> percentile may be monitored as potential candidates for further evaluation.

Transfer Students: Students who transfer into LCPS may be considered for immediate gifted services. The Gifted Instructional Coordinator will review the records of transfer students who have been identified as gifted in a previous school division. The review will determine whether similar valid and reliable measures from the previous identification may substitute for those used in the LCPS eligibility process. If there is insufficient data or if the measures do not meet the standards used in the LCPS eligibility process, the student may be monitored and/or referred for reevaluation.

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/guardians, teachers, and administrators. In an effort to minimize the emotional trauma of repetitive evaluation, it is imperative to understand the process and the performance expectations of eligible students. Students who have been referred and do not meet the criteria must wait one year from the date of the division's identification and placement committee's decision to be referred again.

### **Visual Arts Aptitude (TAG Visual Arts):**

Original Referrals: Any fourth through twelfth grade student enrolled in LCPS may be referred for gifted services in visual arts by parents/legal guardians, teachers/staff, administrators, professionals, community members, students, peers, self, or others who may have knowledge or expertise in the area to make such a referral. Referral forms are available upon request from the student's art teacher, and are accepted anytime throughout the school year. All referral forms must be returned to the student's art teacher.

The referral process is designed to consider the entire school population. The process of identifying gifted students in visual arts begins with screening and/or referral. Once a student is referred, the parents/guardians are provided the referral which includes information regarding the program, portfolio requirements, and consent authorizing LCPS to collect multiple criteria to use as part of a holistic case study to evaluate the student's eligibility to receive gifted services. The formal identification process is initiated after the signed referral is received from parents/guardians.

Once consent has been received, the student's art teacher will facilitate the collection of the art portfolio. The student will be required to submit a portfolio containing varied samples of art to use as part of a holistic case study to assess the student's eligibility to receive gifted services.

An eligibility decision will be made within 60 instructional days of the art teacher's receipt of the portfolio.

Transfer Students: Any student who transfers into LCPS will need to request a new referral form. Parents/guardians are provided the referral which includes information regarding the program, portfolio requirements, and consent authorizing LCPS to collect multiple criteria to use as part of a holistic case study to evaluate the student's eligibility to receive gifted services. The formal identification process is initiated after the signed referral is received from parents/guardians.

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

This section should provide 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. (SAA and CTA are not applicable to Lancaster County Public Schools.)

Identification is a multi-staged process of finding students, including students for whom accurate identification may be affected because they are from an underrepresented group, economically disadvantaged, have limited English proficiency, or have a disability, who are eligible for service options offered through the division's gifted education program. The identification process begins with a division-wide screening component that may be followed by a referral component. The identification process includes the review of valid and reliable student data based on multiple criteria established and applied consistently by the school division. The process includes the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program. The process concludes with the determination of eligibility by the school division's identification and placement committee.

**General Intellectual Aptitude (TAG):**

**1. Multiple Criteria Listing (8VAC20-40-40D.3)**

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. The 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.

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

**2. Additional identification information for General Intellectual Aptitude (TAG)**

Students who score in the 85th percentile on the nationally norm-referenced achievement test (Woodcock-Johnson IV or equivalent) and/or in the 90th percentile on the nationally norm-referenced aptitude test (NNAT-3 or equivalent) may be considered for further evaluation. However, all identification information is carefully reviewed by the division's identification and placement committee, which uses a holistic, case study approach to determine the need for gifted services. No single instrument or criteria shall be used to deny or guarantee access to gifted programs.

### **Visual Arts Aptitude (TAG Visual Arts):**

#### **1. Multiple Criteria Listing (8VAC20-40-40D.3)**

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. The 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.

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

#### **2. Additional identification information for Visual Arts Aptitude (TAG Visual Arts)**

All identification information is carefully reviewed by the division's identification and placement committee, which uses a holistic, case study approach to determine the need for gifted services. No single instrument or criteria shall be used to deny or guarantee access to gifted programs.

**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.

Placement is the determination of the appropriate educational options for each eligible student.

The identification and placement committee is composed of building-level or division-level personnel that determines a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs.

**General Intellectual Aptitude (TAG):**

**1. Talented and Gifted Identification and Placement Committee (8VAC 20-40-40D):**

a. This section includes the **number** of persons comprising the Talented and Gifted Identification and Placement Committee by category.

- (1) Classroom Teacher(s)
- (1) Gifted Instructional Coordinator
- (1) School Counselor or Special Education Teacher
- ( ) School Psychologist
- ( ) Assessment Specialist(s)
- (1) Principal(s) or Designee(s)
- ( ) Other(s)

b. Type of Talented and Gifted Identification and Placement Committee

- School-level                       Division-level

**Visual Arts Aptitude (TAG Visual Arts):**

**1. Talented and Gifted Identification and Placement Committee (8VAC 20-40-40D):**

a. This section includes the **number** of persons comprising the Talented and Gifted Identification and Placement Committee by category.

- (2) Classroom Teacher(s)
- (1) Gifted Instructional Coordinator
- ( ) Counselor(s)
- ( ) School Psychologist
- ( ) Assessment Specialist(s)
- ( ) Principal(s) or Designee(s)
- ( ) Other(s)

b. Type of Talented and Gifted Identification and 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 parents/guardians’ consent for evaluation.

An eligible student is a student who has been identified as gifted by the identification and placement committee for the school division’s gifted education program.

**General Intellectual Aptitude (TAG):**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Evaluated by</b>	<b>Provided to the Committee by</b>
Naglieri Nonverbal Ability Test, Third Edition (NNAT-3)	Gifted Instructional Coordinator	Gifted Instructional Coordinator	Gifted Instructional Coordinator
Woodcock-Johnson IV Test of Achievement	Special Education Teacher or Trained School Counselor	Special Education Teacher or Trained School Counselor	Special Education Teacher or Trained School Counselor
Renzulli Scales	Classroom Teacher	Gifted Instructional Coordinator	Gifted Instructional Coordinator
Student work samples and/or portfolio	Classroom Teacher	Gifted Instructional Coordinator	Gifted Instructional Coordinator
Grades	Classroom Teacher	Gifted Instructional Coordinator	Gifted Instructional Coordinator
Relevant Student Performance Assessments such as: Standards of Learning (SOL), Phonological Awareness Literacy Screening (PALS), Scholastic Reading Inventory (SRI)	Classroom Teacher	School Administrator/ Classroom Teacher/ Gifted Instructional Coordinator	Gifted Instructional Coordinator
Other intelligence testing data (as needed)	School Psychologist	School Psychologist	School Psychologist



### **Eligibility Timeline:**

#### Referral

- The referring party fills out and dates the referral form, and returns it to the Gifted Instructional Coordinator.

#### Parent/Guardian Consent

- The Gifted Instructional Coordinator will provide information to the parent/guardian, including a consent for evaluation form. No other data is collected without parent/guardian consent.
- Once parent/guardian consent is received, a Talented and Gifted Student Eligibility Profile sheet is created to organize all data and information used in the decision-making process.
- An eligibility decision will be made by the division's identification and placement committee within 90 instructional days of receiving parent/guardian consent for evaluation.

#### Collection of Multiple Criteria

- The division's identification and placement committee uses a holistic, case study approach to determine the need for gifted services.
- The Gifted Instructional Coordinator will facilitate the collection of data and record the information on the Talented and Gifted Student Eligibility Profile Sheet.
- The Gifted Instructional Coordinator will ask the student's teacher to complete the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli scales)
- The student's teacher will submit work samples/portfolio and anecdotal evidence that support gifted behaviors.
- The Gifted Instructional Coordinator will submit a recent report card, scores from relevant student performance assessments, and other pertinent information deemed appropriate.
- The Gifted Instructional Coordinator will administer the Naglieri Nonverbal Ability Test, 3<sup>rd</sup> Edition (NNAT-3).
- The School Counselor or Special Education Teacher will administer the Woodcock-Johnson IV.
- The School Psychologist may administer the Wechsler Intelligence Scale for Children (WISC-V) or other intelligence test, as needed.

#### Identification and Placement Committee

- The division's identification and placement committee will review and discuss the components of the Talented and Gifted Student Eligibility Profile Sheet.
- The committee will seek evidence that the student demonstrates or has the potential to demonstrate several of the following characteristics beyond their age-level peers: advanced thinking and reasoning; persistent intellectual curiosity; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; or creative and imaginative expression across a broad range of intellectual disciplines.

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- The committee will seek evidence that the student demonstrates high levels of achievement or who shows the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background.
- The committee will seek evidence that the student's aptitudes and potential for achievement are so outstanding that they require special programs to meet their special needs.
- At least four different areas/criteria will be reviewed. A student must meet the criteria on at least three of the four to be considered eligible for participation in the Talented and Gifted program:
  - Area 1 - Aptitude Testing: Naglieri Nonverbal Ability Test-Third Edition (NNAT-3)  
*\*Other Intelligence Testing Data in Area 1 may be given by the School Psychologist, as needed.*
  - Area 2 - Achievement Testing: Woodcock Johnson IV Test of Achievement (WJ-IV)  
*\*Other Intelligence Testing Data in Area 2 may be given by the School Psychologist, as needed.*
  - Area 3 – Rating Scales: Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)
  - Area 4 - Assessment of Student Products, Performance and/or Portfolio
- An eligibility decision will be made within 90 instructional days of the school division's receipt of parent/guardian consent for evaluation.
- 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.

### Parent/Guardian Notification

- The Gifted Instructional Coordinator will send written notification to parents/guardians regarding the decision made by the division's identification and placement committee.
- If the student is found eligible, a form is sent home requesting consent for LCPS gifted services. The form must be signed and returned to the Gifted Instructional Coordinator before initial or change in service options can occur.
- Parents/guardians wishing to appeal an eligibility decision must file written notification to the Gifted Instructional Coordinator *no later than 10 instructional days* of receiving the notification of ineligibility. Reasons for the appeal should be clearly and thoroughly indicated. The appeals committee will meet within 10 instructional days of the receipt of the appeal to review the information presented. The appeals committee shall decide to uphold the original eligibility decision or determine the student eligible to receive gifted services. The decision of the appeals committee is final. Parents/Guardians will be notified of the decision in writing.
- The originals of all eligibility documents will be filed in the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations.
- The Gifted Instructional Coordinator will update the division's data to reflect the student's eligibility determination.

**Visual Arts Aptitude (TAG Visual Arts):**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the Committee by</b>
Student work samples/portfolio	Art Teacher	All LCPS Art Teachers	Building-Level Art Teacher
Performance Tasks	Art Teacher	Building-Level Art Teacher	Building-Level Art Teacher

**Eligibility Timeline:**

Referral

- The student receives a referral form from the art teacher. The referral includes information regarding the program, portfolio requirements, and parent/guardian consent for evaluation.

Collection of Multiple Criteria

- The division’s identification and placement committee uses a holistic, case study approach to determine the need for gifted services.
- Once the signed consent has been received, the student’s art teacher will facilitate the collection of the art portfolio.
- The student will submit a portfolio of work samples that support gifted behaviors.
- A Visual Arts Portfolio Review Form is initiated to organize all data and information used in the decision-making process.

Identification and Placement Committee

- The division’s identification and placement Committee will review and discuss the components of the Visual Arts Portfolio Review Form.
- The committee will seek evidence that the student demonstrates or has the potential to demonstrate several of the following characteristics beyond their age-level peers in visual arts: an advanced creative reasoning and imaginative expression; persistent artistic curiosity; or advanced acquisition and mastery of techniques, perspectives, concepts and principles.
- The committee will seek evidence that the student demonstrates high levels of achievement or who shows the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background.
- The committee will seek evidence that the student’s aptitudes and potential for achievement are so outstanding that they require special programs to meet their special needs.
- The Committee will complete the Visual Arts Portfolio Review Form, indicating the eligibility decision.

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- An eligibility decision will be made within 60 instructional days of receiving the portfolio.
- 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.

### Parent/Guardian Notification

- The student's art teacher will send written notification to parents/guardians regarding the decision made by the division's identification and placement committee.
- If the student is found eligible, a form is also sent home requesting consent to participate in TAG Visual Arts. The form must be signed and returned to the student's art teacher before initial or change in service options can occur.
- If the student is found ineligible, the student will be encouraged to resubmit a portfolio at any time for further review.
- The Gifted Instructional Coordinator will update the division's data to reflect the student's eligibility determination.

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

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

### **General Intellectual Aptitude (TAG):**

Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration experiences, and other extension opportunities.

#### **Elementary School (Grades K-7)**

At the elementary school level, standard services are recommended by the Talented and Gifted Identification and Placement Committee at the time eligibility is determined. Standard services may include cluster grouping, differentiation, pull-out, individualized options, and acceleration (as appropriate).

Identified gifted students in fourth and fifth grade have the option to apply to Jacob's Ladder. Identified gifted students in fourth through seventh grade may apply to the Northern Neck Regional Governor's School.

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

#### **High School (Grades 8-12)**

At the high school level, all students have multiple options for challenging curriculum. Services will be determined based on eligibility data and course availability. The School Counselor will assist with class placement, course selection, and acceleration (as appropriate).

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Students may participate in Honors or Virtual Virginia online courses, or apply to enroll in Dual-Enrollment (DE) courses, the Early College Academy (ECA), Chesapeake Bay Governor's School (CBGS), or the Northern Neck Technical Governor's STEM Academy.

Identified gifted students may also apply to the Summer Residential Governor's School.

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

### **Visual Arts Aptitude (TAG Visual Arts):**

Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment, or acceleration experiences, and other extension opportunities in the visual arts.

#### **Elementary School (Grades 4-7)**

At the elementary school level, gifted services for TAG Visual Arts are provided through differentiated instruction and supplemental programming, as well as school-based and county-wide activities.

Students who are identified as gifted may also apply to the Northern Neck Regional Governor's School (4th - 7th grade).

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

#### **High School (Grades 8-12)**

At the high school level, gifted services for TAG Visual Arts are provided through differentiated instruction and supplemental programming, as well as school-based and county-wide activities.

Identified juniors and seniors may apply for Summer Residential Governor's School for Visual and Performing Arts.

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

#### **All Grade Levels**

At all grade levels, school staff supports enrichment and extension opportunities for students whose readiness, strengths and interests meet the criteria of potential local, state, and national contests/competitions.



#### **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 (TAG):**

#### **A. Notifying Parents/Guardians when the Individual Identification Process is Initiated**

When a student is referred, parents/guardians are provided a consent letter authorizing LCPS to collect multiple criteria (i.e. work products, testing information, rating scales, etc.) to use as part of a holistic case study to assess the student's eligibility to receive gifted services. After the signed permission is received, the formal identification process is initiated.

#### **B. Permission for Individual Testing and/or Collection of Additional Information**

When a student is referred, parents/guardians are provided a consent form authorizing LCPS to collect multiple criteria (i.e. work products, testing information, rating scales, etc.) to use as part of a holistic case study to assess the student's eligibility to receive gifted services. No individual testing and/or collection of additional information will proceed without consent.

#### **C. Requesting Permission for Provision of Appropriate Service Options**

The division's identification and placement committee will meet to review the student profile and determine the student's eligibility status.

Identified Students: When a student is found eligible for formal identification, written notification is provided to the parents/guardians requesting consent for LCPS gifted services. The consent form must be signed and returned to the Gifted Instructional Coordinator before initial or change in service options can occur. The originals of all eligibility documents are filed in the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations. The Gifted Instructional Coordinator will update the division's data to reflect the student's eligibility determination.

Ineligible Students: When a student is found ineligible for formal identification, written notification is provided to the parents/guardians informing them of the decision. The student will continue to receive support and differentiated instruction in the general education classroom. Appeals may be made in writing to the Gifted Instructional Coordinator within 10 instructional days of notification of ineligibility.

The originals of all eligibility documents are filed in the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations.

**D. Parent/Guardians Wishing to File an Appeal of the Identification Outcome, Change in Placement, or Exit Decision**

Appeal Process: Parents/guardians who have initial questions regarding an eligibility decision shall contact the LCPS Gifted Instructional Coordinator. Concerns can usually be resolved at this level.

If the concerns are not resolved, parents/guardians of a student found ineligible for gifted services may appeal the decision of the division's identification and placement committee. All appeals must be stated in writing and the reason for appeal should be presented thoroughly and clearly. Appeals must be received by the Gifted Instructional Coordinator no later than 10 instructional days after the parents/guardians are informed of the eligibility decision.

The appeals committee then meets to review all information used in determining student eligibility from the Student Profile and considers the factors and concerns raised in the letter of appeal to arrive at a decision. The appeals committee shall decide to uphold the original eligibility decision or recommend placement in gifted services. Decisions rendered by the appeals committee are final. The appeals committee provides written notification of its decisions to parents/guardians and school-level personnel within 10 instructional days after the committee's decision.

Change in Placement: Changes in placement or service options may be requested at any time by the Gifted Instructional Coordinator, parents/guardians, or by the student. Parents/guardians shall contact the LCPS Gifted Instructional Coordinator to schedule a meeting. Changes in gifted services will be notated in writing. Appropriate notice will be given to the student's classroom teachers and annotated in the student's cumulative file.

Exit Decision: The student or parents/guardians may decline the continuation of gifted services at any time by submitting a written request to the Gifted Instructional Coordinator. Once this written request is received, the request will be honored immediately, and the students will be placed on inactive status. Appropriate notice will be given to the student's classroom teachers and annotated in the student's cumulative file.

Exit from gifted services may be determined by the LCPS Gifted Instructional Coordinator for the following reasons:

- when the student's behavior interrupts or prevents the learning of others, or when the student's behavior interrupts or prevents the student's own learning
- when the student is perceived to have either social/emotional, behavioral, or academic difficulties that warrant removal
- when the student does not participate in program activities
- when the student's needs are no longer being met

If it is determined by the LCPS Gifted Instructional Coordinator that the student would benefit from exiting gifted services, a conference with parents/guardians may be scheduled. Program changes will be notated in writing. Appropriate notice will be given to the student's classroom teachers and annotated in the student's cumulative file.

An exit from gifted services will not remove a student's identification as a gifted learner.

### **Visual Arts Aptitude (TAG Visual Arts):**

#### **A. Notifying Parents/Guardians when the Individual Identification Process is Initiated**

The student receives a referral form from the art teacher. The referral includes information regarding the program, portfolio requirements, and parent/guardian consent for evaluation.

#### **B. Permission for Individual Testing and/or Collection of Additional Information**

The student receives a referral form from the art teacher. The referral includes information regarding the program, portfolio requirements, and parent/guardian consent for evaluation. Once the signed consent is received, the identification process is initiated.

#### **C. Requesting Permission for Provision of Appropriate Service Options**

The student will submit a portfolio of work samples that support gifted behaviors. The student's art teacher will facilitate the collection of the art portfolio. A Visual Arts Portfolio Review Form is initiated to organize all information used in the decision-making process, and a holistic case study is used to assess the student's eligibility to receive gifted services. The division's identification and placement committee will meet to review the Visual Arts Portfolio Form and determine the student's eligibility status.

Identified Students: When a student is initially found eligible for formal identification, written notification is sent home to the parents/guardians requesting consent to participate in the school's TAG Visual Arts program. The form must be signed annually and returned to the student's art teacher before initial or change in service options can occur.

Ineligible Students: When a student is found ineligible for formal identification, written or verbal communication is provided to the parents/guardians informing them of the decision. The student will be encouraged to resubmit a portfolio at any time for further review.

#### **D. Parent/Guardians Wishing to File an Appeal of the Identification Outcome, Change in Placement, or Exit Decision**

Appeal Process: Parents/guardians who have initial questions regarding an eligibility decision shall contact the student's art teacher. Concerns can usually be resolved at this level. Students will be encouraged to resubmit a portfolio at any time for further review.

Change in Placement/Exit Decision: Each year, identified students may elect to participate in the school's TAG Visual Arts program. Students may opt out at any time. Appropriate notice will be given to the student's classroom teachers.





**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 (TAG):**

Policy for Written Notification to Parents/Legal Guardians of Identification and Placement Decisions

- A. **Identification and Placement of Eligible Students:** The Gifted Instructional Coordinator will provide written notification to parents/guardians regarding the decision made by the division's identification and placement committee. A form will be sent home requesting consent for LCPS gifted services. The form must be signed and returned to the Gifted Instructional Coordinator before initial or change in service options can occur. Once a student is identified for gifted services, the student retains gifted identification for as long as the student is enrolled in Lancaster County Public Schools. The originals of all eligibility documents will be filed in the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations.
- B. **Identification and Placement of Ineligible Students:** The Gifted Instructional Coordinator will provide written notification to parents/guardians regarding the decision made by the division's identification and placement committee. The student will continue to receive support and differentiated instruction in the general education classroom. If a student is found ineligible for gifted services and placed on monitor status, parents/guardians will receive written notification informing them of the decision. Parents/guardians who have initial questions regarding an eligibility decision shall contact the LCPS Gifted Instructional Coordinator. Concerns can usually be resolved at this level. If the concerns are not resolved, parents/guardians of a student found ineligible for gifted services may appeal the decision of the Talented and Gifted Identification and Placement Committee. All appeals must be stated in writing and the reason for appeal should be presented thoroughly and clearly. Appeals must be received by the Gifted Instructional Coordinator no later than 10 instructional days after the parent/guardian is informed of the eligibility decision.
- C. **Changes in Placement:** Placement of students into the TAG program may be subject to periodic review and evaluation. A change in program services is recommended when it is determined that the student's needs are no longer being met. If the decision is made for a change in services, a conference may be held with the parents/guardians. Changes in gifted services will be notated in writing. TAG is a dynamic and fluid program based on student readiness levels, interests, and learning profiles. The Gifted Instructional Coordinator may remain in contact with the student and parents/guardians to make service modifications and disseminate program information, as needed.

- D. **Exit Policy:** The student or parents/guardians may decline the continuation of gifted services at any time by submitting a written request to the Gifted Instructional Coordinator. Once this written request is received, the request will be honored immediately, and the student will be placed on inactive status. Appropriate notice will be given to classroom teachers.

Exit from gifted services may also be determined by the LCPS Gifted Instructional Coordinator for the following reasons:

- when the student's behavior interrupts or prevents the learning of others, or when the student's behavior interrupts or prevents the student's own learning
- when the student is perceived to have either social/emotional, behavioral, or academic difficulties that warrant removal
- when the student does not participate in the program activities
- when the student's needs are no longer being met

If it is determined by the LCPS Gifted Instructional Coordinator that a student would benefit from exiting gifted services, a conference with parents/guardians may be scheduled. Changes in gifted services will be notated in writing. Appropriate notice will be given to the student's classroom teachers and annotated in the student's cumulative file.

An exit from gifted services will not remove a student's identification as a gifted learner.

### **Visual Arts Aptitude (TAG Visual Arts):**

Policy for Written Notification to Parents/Legal Guardians of Identification and Placement Decisions

- A. **Identification and Placement of Eligible Students:** The art teacher will send written notification to parents/guardians regarding the decision made by the division's identification and placement committee. A letter will be sent home requesting consent to participate in the TAG Visual Arts program. The form must be signed and returned to the student's art teacher before initial or change in service options can occur. Once a student is identified for gifted services, the student retains their identification *only* for as long as the student is enrolled in at the current school and elects to participate in TAG Visual Arts.
- B. **Identification and Placement of Ineligible Students:** The art teacher will provide written or verbal communication to parents/guardians regarding the decision made by the division's identification and placement committee. If a student is found ineligible for gifted services, the student will be encouraged to resubmit a portfolio for reassessment. Parents/guardians who have initial questions regarding an eligibility decision shall contact the student's art teacher. Concerns can usually be resolved at this level.

- C. **Changes in Placement:** Placement of students into the TAG Visual Arts program may be subject to periodic review and evaluation. A change in program services is recommended when it is determined that the student's needs are no longer being met. If the decision is made for a change in services, a conference may be held with the parents/guardians. Changes in gifted services will be notated in writing.

When an identified student transitions from elementary school to high school, the student must resubmit a portfolio for reassessment.

- D. **Exit Policy:** The student or parents/guardians may decline the continuation of gifted services at any time by submitting a written request to the student's art teacher. Once this written request is received, the request will be honored immediately, and the student will be placed on inactive status. Appropriate notice will be given to classroom teachers and annotated in the student's cumulative file.

Exit from gifted services may also be determined by the student's art teacher for the following reasons:

- when the student's behavior interrupts or prevents the learning of others, or when the student's behavior interrupts or prevents the student's own learning
- when the student is perceived to have either social/emotional, behavioral, or academic difficulties that warrant removal
- when the student does not participate in the program activities
- when the student's needs are no longer being met

If the student's art teacher determines that a student would benefit from exiting the TAG Visual Arts program, a conference with parents/guardians may be scheduled. Changes in gifted services will be notated in writing. Appropriate notice will be given to the student's classroom teachers and annotated in the student's cumulative file.



## **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.

Service options include the instructional approaches, settings, and staffing selected for the delivery of appropriate service or services provided to eligible students based on their assessed needs in their areas of strength.

### **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. (SAA is not applicable to LCPS.)

## **General Intellectual Aptitude (TAG):**

LCPS TAG provides challenging learning experiences that are designed to meet the unique abilities, interests, learning profiles, and educational needs of gifted students. Learning experiences are presented through differentiated curriculum and instruction, enrichment or acceleration experiences, and other extension opportunities. Students who are twice exceptional (2e) are provided with accommodations or modifications through a special education Individual Education Plan (IEP), a 504, or accommodations and support provided by the classroom teachers in response to their individual needs.

### **Elementary School**

At the elementary school level, all students have multiple options for challenging curriculum including:

#### Cluster Grouping (Grades K-7)

Services for students identified as General Intellectual Aptitude (GIA) in grades K-7, include cluster groupings in otherwise heterogeneous classes. Cluster grouping allows for purposeful planning and delivery of differentiated instruction to meet the unique needs of gifted students.

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### Differentiation (Grades K-12)

Curriculum and instruction is 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. Differentiation is 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. Differentiation may occur through content, process, product or learning environment.

### Pull-Out Delivery Model (Grades K-7)

Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, extension or enrichment opportunities from the Gifted Instructional Coordinator, which are provided primarily through a pull-out delivery model. This program includes a flexible and student-driven curriculum that provides differentiated and interdisciplinary opportunities. Learning experiences are based on student readiness level, interests, and learning preferences and incorporate critical thinking, creativity, communication, collaboration, and citizenship.

### Individualized Options (Grades K-12)

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

### Acceleration (Grades K-12)

Gifted services *may* include the strategy of single subject acceleration by progressing through a single subject at a rate faster than age-level peers, or it *may* include the strategy of whole grade acceleration by advancing a student one or more grade levels. The use of whole grade acceleration will be a collaborative decision made by the division's identification and placement committee, the student's classroom teacher(s), the Gifted Instructional Coordinator, the student's principal or designee, and the student's parent/guardian.

### The National Junior Beta Club (Grades 7-8)

Junior Beta Club is an honor organization that recognizes outstanding academic achievement, promotes strong moral character and social responsibility, encourages service to others, fosters leadership skills, and provides settings to develop strong interpersonal skills.

### Jacob's Ladder (Grades 4-5)

Students who are identified as gifted may apply to Jacob's Ladder, which offers a year-round enrichment and advocacy program, Bolstered by a summer enrichment camp, middle school students receive support to foster their intellectual, social, emotional, and physical development. The high school advocacy program provides mentoring to assist with challenges, course selections, scholarship opportunities, and the college application process.

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### Northern Neck Regional Governor's School (Grades 4-7)

Students who are identified as gifted may apply for the Northern Neck Regional Governor's School (NNRGS). This competitive program seeks to bring together students with similar interests and aptitudes. There are opportunities for students to grow academically, socially, and emotionally. NNRGS offers a multidisciplinary curriculum that provides enrichment for the individual's varying roles in a global, technological community and the natural world. Courses offered include Art I and Art II, Media Design, Natural Patterns, Creative Expressions, Technology, and STEM.

### After School Options

If applicable, students may also engage in a multitude of after school extension activities to provide engaging, enriching, and challenging opportunities.

### **High School**

At the high school level, all students have multiple options for challenging curriculum including:

#### Differentiation (Grades K-12)

Curriculum and instruction is 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. Differentiation is 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. Differentiation may occur through content, process, product or learning environment.

#### Individualized Options (Grades K-12)

Additional options may be considered based on the specific needs of individual students and the identified population at each school.

#### Acceleration (Grades K-12)

Gifted services *may* include the strategy of single subject acceleration by progressing through a single subject at a rate faster than age-level peers, or it *may* include the strategy of whole grade acceleration by advancing a student one or more grade levels. The use of whole grade acceleration strategies will be a collaborative decision made by the division's identification and placement committee, the student's classroom teacher(s), the Gifted Instructional Coordinator, the student's principal or designee, and the student's parent/guardian.

#### The National Junior Beta Club (Grades 7-8)

Junior Beta Club is an honor organization that recognizes outstanding academic achievement, promotes strong moral character and social responsibility, encourages service to others, fosters

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leadership skills, and provides settings to develop strong interpersonal skills. (7th-8th grade students)

### National Honor Society (Grades 10-12)

The National Honor Society is a nationwide organization for high school students in the United States and outlying territories, which consists of many chapters in high schools. Selection is based on four criteria: scholarship, leadership, service, and character.

### Honors Courses (Grades 9-12)

Honors Courses are offered to students who wish to have a more rigorous and challenging course of study. These courses prepare students for dual enrollment (DE) courses that are offered to juniors and seniors. Students enrolled in these courses are expected to be able to work independently, with initiative, and with the understanding that an increased workload is required.

### Virtual Virginia (Grades 8-12)

Virtual Virginia is a program of the Virginia Department of Education that provides flexible digital education opportunities to students throughout the Commonwealth of Virginia.

### Dual Enrollment (DE) (Grades 11-12)

Dual enrollment courses meet both high school and college course requirements. Students receive college credit through Rappahannock Community College (RCC) and high school credit at Lancaster High School.

### Early College Academy (ECA) (Grades 11-12)

Early College Academy provides a pathway for qualifying juniors and seniors to complete requirements for a high school diploma and concurrently earn an Associate's Degree through Rappahannock Community College. An Early College Academy student receives two years of college education, and the RCC course credits transfer to many Virginia colleges. Admission is competitive and based on previous core courses, teacher recommendations, standardized achievement testing, writing skills, and honors. Students may apply for admission during their sophomore year.

### Chesapeake Bay Governor's School (CBGS) (Grades 10-12)

CBGS provides high-ability students from the Northern Neck and Middle Peninsula with a rigorous curriculum through enrichment, exploratory, investigative, and career awareness experiences. Through the integration of math, science, technology, and research, woven with marine and environmental science, students have the opportunity to foster an appreciation and respect for environmental issues. In addition, students may earn dual enrollment credits for each course through Rappahannock Community College (RCC). Admission is competitive and is based on previous math and science courses, teacher recommendation, standardized achievement testing, science/math activities, writing skills, and honors. Students may apply for admission during their freshman year. Student selection is determined by each participating school system. The selection committee reviews standardized test scores, academic achievement, and demonstrated interest in science and mathematics.

Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies (Grades 11-12)

This program provides courses through the Northern Neck Technical Center Governor's STEM Academy in engineering and technology, agriculture, and marine service technology. These classes are part of Project Lead the Way (PLTW), the leading provider of rigorous and innovative science, technology, engineering, and math (STEM) education programs used in high schools across the United States. Students accepted into the academy may receive dual high school and college credits, participate in hands-on problem solving activities, project based learning experiences, and receive meaningful, real world instruction that will prepare them for high wage/high skill careers.

Programs offered may include Auto Body, Auto Technology, Carpentry, Cosmetology, Computer Systems, Culinary Arts, Electricity, Engineering/STEM, Horticulture/STEM, Landscaping/STEM, Marine Service Technology/STEM, or Nurse Aide.

Summer Residential Governor's School (Grades 11-12)

Identified high school juniors and seniors may apply for Summer Residential Governor's School. This highly-competitive program provides high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering.

Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

**Visual Arts Aptitude (TAG Visual Arts):**

Gifted services for visual arts may be provided through school-based and county-wide activities. Gifted services address the unique abilities, interests, learning profiles, and needs of gifted students through differentiated curriculum and instruction, enrichment, or acceleration experiences, and other extension opportunities in the visual arts. Students who are twice exceptional (2e) are provided with accommodations or modifications through a special education Individual Education Plan (IEP), a 504, or accommodations and support provided by the classroom teachers in response to their individual needs.

Northern Neck Regional Governor's School (Grades 4-7)

Students who are identified as gifted may apply for the Northern Neck Regional Governor's School (NNRGS). This competitive program seeks to bring together students with similar interests and aptitudes. There are opportunities for students to grow academically, socially, and emotionally. NNRGS offers a multidisciplinary curriculum that provides enrichment for the



individual's varying roles in a global, technological community and the natural world. Courses offered may include Art I and Art II, Media Design, and Technology.

Summer Residential Governor's School (Grades 11-12)

Identified high school juniors and seniors may apply for Summer Residential Governor's School for Visual and Performing Arts. This highly-competitive program provides high school juniors and seniors with intensive educational experiences in visual and performing arts.

Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

At all levels, school staff supports enrichment and extension opportunities for students whose readiness, strengths and interests meet the criteria of potential local, state, and national contests/competitions.

**B. Service Options Provide Instructional Time to Work 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 (TAG):**

At the elementary (Grades K-7) and high school (Grades 8-12) levels, students have multiple opportunities to work with their age-level peers during the school day and week. Students in LCPS are typically placed in academic classes with their age-level peers. Identified students interact with their age-level peers in core content areas, resource or elective classes, and non-instructional times (lunch, clubs, extracurricular, sports, etc.).

**Visual Arts Aptitude (TAG Visual Arts):**

At the elementary (Grades K-7) and high school (Grades 8-12) levels, students have multiple opportunities to work with their age-level peers during the school day and week. Students in LCPS are typically placed in academic classes with their age-level peers. Identified students interact with their age-level peers in core content areas, resource or elective classes, and non-instructional times (lunch, clubs, extracurricular, sports, etc.).

**C. Service Options Provide Instructional Time to Work 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 (TAG):**

At the elementary level (Grades K-7), students have multiple opportunities to work with intellectual and academic peers during the school day and week. All students are provided opportunities for challenging work through differentiated instruction. Gifted students are cluster-grouped within the classroom, as appropriate for instruction. The pull-out delivery model provides instructional time to address the unique abilities, interests and needs of gifted students. Content or grade acceleration *may* be an option to meet the student's needs. All students (Grades K-5) are grouped with intellectual and academic peers during English/ Language Arts.

At the high school level (Grades 8-12), students have multiple opportunities to work with intellectual and academic peers during the school day and week. Students are counseled and encouraged to take or apply to classes with challenging and rigorous curriculum such as Honors courses (Grades 9-10), Chesapeake Bay Governor's School (Grades 11-12), Northern Neck Technical Governor's STEM Academy (Grades 11-12), Dual-Enrollment courses (Grades 11-12), or Early College Academy (Grades 11-12). Grade acceleration *may* be an option to meet the student's needs. All students are provided opportunities for challenging work through differentiated instruction.

**Visual Arts Aptitude (TAG Visual Arts):**

At the elementary (Grades 4-7) and high school (Grades 8-12) levels, students have multiple opportunities to work with intellectual and academic peers during the school day and week. All students are provided opportunities for challenging work through differentiated instruction. Students may elect to participate in TAG Visual Arts, which provides instructional time to address the unique abilities, interests and needs of gifted students.

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

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

**General Intellectual Aptitude (TAG):**

At the elementary (Grades K-7) and high school (Grades 8-12) levels, students have multiple opportunities to work independently during the school day and week. All students are provided opportunities for challenging work through differentiated instruction. Differentiation recognizes and values gifted learner variance, which may result in independent work.

### **Visual Arts Aptitude (TAG Visual Arts):**

At the elementary (Grades 4-7) and high school (Grades 8-12) levels, students have multiple opportunities to work independently during the school day and week. All students are provided opportunities for challenging work through differentiated instruction. Differentiation recognizes and values gifted learner variance, which may result in independent work.

#### **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 (TAG):**

The following is a list of various diverse instructional strategies and service options that may be used in the division to foster intellectual and academic growth. They may include, but are not limited to:

- Acceleration (as appropriate)
- After School Enrichment
- Choice
- Coding
- Collaboration
- Community Resource Collaborations
- Content Compacting
- Communication
- Competitions/Challenges
- Creativity
- Critical Thinking
- Curriculum Compacting (as appropriate)
- Differentiation
- Engineering Design Process
- Experimentation
- Flexible Assignments
- Higher-Level Questioning/Thinking
- Independent Inquiry Projects
- Learning Menus/Choice Boards
- Life and Career Lessons
- Media Literacy
- Multiple Intelligence-Based Choices
- Problem-Based Learning (PBL)
- Problem Solving
- Scientific Method
- STEM or STEAM Instruction
- Student Inquiry
- Technology
- Tiered Assignments
- Virtual Learning
- Work Portfolios

### **Visual Arts Aptitude (Visual Arts):**

The following is a list of various diverse instructional strategies and service options that may be used in the division to foster intellectual and academic growth: They may include, but are not limited to:

- Choice
- Competitions/Contests
- Creative Problem Solving
- Differentiation
- Enrichment Opportunities
- Work Portfolios

**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 (TAG):**

LCPS closely monitors academic growth through continuous classroom formative and summative assessments, division-wide assessments, report cards, and annual formal test results. The measurement of growth for gifted students also includes various non-traditional assessments including portfolios, rubrics, performance based assessments, project based learning, essays, independent research projects, student reflection, and other formative and summative tools which are deemed appropriate.

**Visual Arts Aptitude (Visual Arts):**

Student growth is measured by an increasing ability to demonstrate imaginative expression, creative reasoning, mastery of technique, and advanced acquisition.



## **Part VII: Program of Differentiated Curriculum and Instruction**

### **(8VAC2040-60A.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 (TAG):**

“Appropriately differentiated curriculum and instruction” means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. LCPS TAG provides challenging curriculum, instructional strategies, and learning experiences that are designed to meet the unique abilities, interests, learning profiles, and educational needs of gifted students. The state-required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may mean delivering lessons at varying levels of difficulty to meet the needs of each student. Differentiation may occur through content, process, product or learning environment:

- Content differentiation-modifies the content to adjust the degree of complexity. Activities may be designed to include various levels of Bloom's Taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.
- Process differentiation-modifies the learning experiences that are designed to help students make sense of, understand, and use the content they are learning. Strategies can be incorporated to actively engage students in the learning process. Activities may be designed to include higher level thinking and questioning, open-endedness, research, and choice boards.

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- Product differentiation-modifies the methods students use to demonstrate evidence of their knowledge, understanding, and skills. Products allow students to apply what they can do, extend their knowledge and skill, become involved in critical and creative thinking, and reflect on what they have learned.
- Learning environment differentiation-considers student learning and “environmental” preferences. Students learn differently. For example, some students need a lot of work space, some prefer materials for hands-on exploration, some prefer learning centers, some like to engage in discussion, some prefer to work alone, etc. The conditions for optimal learning include both physical and psychological elements and should be flexible to accommodate the students’ needs.

### **Visual Arts Aptitude (TAG Visual Arts)**

At elementary and high school levels, gifted students will receive advanced and differentiated opportunities for exploration that further enrich their acquisition of art.



**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.

File: IGBB

**PROGRAMS FOR GIFTED STUDENTS**

The Lancaster County 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 provides 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 division superintendent and the school board.

Adopted: October 8, 1996  
Revised: July 1, 1999  
Revised: August 14, 2002  
Revised: June 21, 2004  
Revised: October 13, 2008  
Revised: April 11, 2011  
Revised: November 2, 2012  
Revised: August 8, 2022

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-253.13:1  
8 VAC 20-40-40  
8 VAC 20-40-55  
8 VAC 20-40-60

Cross Ref.: BCF Advisory Committees to the School Board  
IKEB Acceleration

## 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 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 request 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

Revised: July 10, 2018

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-53.13:3

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



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

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**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 different 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 Talented and Gifted 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

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

The LCPS Gifted Instructional Coordinator shall hold a K-12 gifted endorsement and may attend conferences and training by the Virginia Association for the Gifted, Virginia Consortium of Gifted Education Administrators, and the National Association for Gifted Children. In addition, the Gifted Instructional Coordinator will attend quarterly Regional Gifted Coordinator meetings and trainings.

Teachers in Lancaster County Public Schools are encouraged to pursue gifted endorsement in gifted education or participate 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



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

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

The Gifted Instructional Coordinator will annually review the gifted plan and gifted program, including the screening, referral, identification, and program procedures. The annual review may include multiple criteria and sources of information that focus on:

- Procedures for Equitable Referral and Identification of Students
- Review of Student Outcomes
- Academic Growth of Gifted Students



**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.

During the 2012 General Assembly, House Bill 1295 and Senate Bill 679 were passed, revising the language in *Regulations*, which eliminated the requirement of a local advisory committee. LCPS has elected not to establish a Local Advisory 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

Jessica Davis

Printed Name

9.13.23

Date