

Lee County Public Schools

Local Plan for the Education of the Gifted

2012-2017

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Local Plan for the Education of the Gifted

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

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

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

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

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

Lee County Public Schools

General Information regarding the Gifted Program in *Lee 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.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	<i>K-12</i>
Specific Academic Aptitude (SAA) - English	<i>K-12</i>
Specific Academic Aptitude (SAA) - Mathematics	<i>K-12</i>
Career and Technical Aptitude (CTA)	<i>9-12</i>
<i>Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music</i>	<i>5-12</i>
<i>Visual and/or Performing Arts Aptitude (VPA) – Vocal Music</i>	<i>5-12</i>
<i>Visual and/or Performing Arts Aptitude (VPA) – Visual Arts</i>	<i>K-12</i>
<i>Visual and/or Performing Arts Aptitude (VPA) – Theatre or Dance</i>	<i>5-12</i>

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

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

The Lee County School Board recognizes pedagogical practices that foster appropriate opportunities to develop the exceptional ability of identified gifted and talented (GT) students. Teachers and administrators in Lee County Public Schools recognize that additional or different services and programs may be required for certain populations of students whose educational needs are exceptional, and they are committed to providing those services. GT students are among those students with exceptional needs. At the elementary, middle, and high school levels, gifted educational services should provide a variety of instructional enrichment opportunities for students. With over 98% of the faculty being highly qualified, services for GT students should provide appropriate learning experiences and environments that meet the academic, artistic, creative, social, cognitive, and emotional needs of these students and that develop their potential. Each student identified as gifted or talented is unique; services should be addressed for the individual as well as for the group needs. Gifted and talented students should be serviced through multiple delivery options, which should be differentiated to a degree as to be consistent with the students' interests, abilities, and needs.

Lee County's Program for the Education of the Gifted and Talented (GT Program) provides individual learning opportunities, resources, and experiences that meet the needs and promote the abilities and talents of the students in grades K-12. The program is designed to assist the GT students in reaching their greatest academic potential/cognitive needs and fulfilling their affective needs so that they may develop maximum knowledge, skills, and abilities in becoming lifelong learners and responsible citizens in a diverse and changing world.

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 and talented students require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. These can include in-class differentiation, advanced curricular offerings, and enrichment.

Lee County Schools is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Gifted and talented students are those students in kindergarten through twelfth grade who demonstrate high levels of accomplishment

Lee County Public Schools

when compared to others of the same age, experience, or environment. Their aptitudes and accomplishment are so outstanding that they require special programs to meet and challenge their educational needs. Professionally qualified individuals will identify these students with the use of multiple criteria demonstrating giftedness or talents in one or more of the following areas:

- 1. General intellectual aptitude. Students demonstrate superior reasoning, intellectual curiosity, exceptional problem solving; quick mastery of facts and concepts; and/or creative expression across a variety of disciplines, beyond their age-level peers.*
- 2. Specific academic aptitude. Students demonstrate superior reasoning, intellectual curiosity, exceptional problem solving; quick mastery of facts and concepts; and/or creative expression across a variety of disciplines, beyond their age-level peers in specific academic areas which include English or math.*
- 3. Visual and performing arts aptitude. Students demonstrate superior creative reasoning and/or imaginative expression; persistent artistic curiosity, and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts: instrumental music, voice, art, theatre, or dance.*
- 4. Career and technical aptitude. Students demonstrate superior skills, reasoning, intellectual curiosity, exceptional mastery of specific skills or technological advancements; and/or creative expression across a specific career or a special technical aptitude, beyond their age-level peers. (This includes Distributed Education Club of America (DECA) trips statewide, Future Business Leaders of America (FBLA) skilled competitions and state officers, ROTC competitions, job shadowing, and more.)*

Lee County recognizes GT children as those identified as possessing outstanding abilities that are capable of high performance, and can demonstrate achievement or potential ability, or both, in any of the following areas or in combination of any areas.

General Intellectual Aptitude and/or Specific Academic Aptitude: *Students who have been identified as needing GT services to maximize their academic growth and performance have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas.*

Career and Technical Arts Aptitude: *Students who have been identified as needing GT services to maximize their career and technical arts growth and performance have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students demonstrate or have the potential to demonstrate exceptional abilities as assessed through appropriate student products, performance, or portfolio. Other criteria will include appropriate rating scales, checklists, questionnaires, interviews, and additional valid and reliable measures*

Lee County Public Schools

or procedures. Adjudication of student's ability by an educator and/or local, regional, state, or other professional in the specific discipline is expected.

Visual and Performing Arts Aptitude: *Students who have been identified as needing gifted services to maximize their visual arts growth and performance have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students demonstrate or have the potential to demonstrate extraordinary visual arts performance capability as assessed through multiple sources of information to include teacher narratives, student work samples/portfolio, parent survey, and other evidence that supports a need for advanced visual arts services. In order to meet their needs and develop their abilities, these advanced visual artists require a differentiated visual arts curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the studies in all visual arts areas. Adjudication of student's ability by an educator and/or local, regional, state, or other professional in the specific discipline is expected.*

Lee County strives to provide a variety of enrichment options for GT students with support from the Gifted Advisory Board Committee (GABC) that meets quarterly and conducts an evaluation of the GT Program annually.

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

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

A. Identification:

Goal: will continue to evaluate the instruments used in the screening process to ensure that all children will be evaluated in a fair and non-biased manner for inclusion in the General Intellectual Aptitude, Specific Aptitude, Career and Technical Aptitude, and Visual and Performing Arts Aptitude Programs.

Objectives:

- *Further develop and formalize screening and referral procedures.*
- *Increase percentage of students identified as gifted and talented.*
- *Continue refinement of evaluation procedures.*
- *Pursue evaluation of underserved populations.*

B. Delivery of Services:

Goal: will train classroom teachers in GT education.

Objectives:

- *Offer courses and workshops to build understanding of GT education.*
- *Improve skills of entire staff in serving the needs of GT learners.*
- *Continue to provide at least one division GT Coordinator for K-12.*
- *Train classroom teachers in GT education.*

C. Curriculum and Instruction:

Goal: will develop appropriate curriculum and instructional programs to meet the needs of identified GT students; and provide resources for an SOL based differentiated curriculum for GT education.

Objectives:

- *Develop resources for a differentiated curriculum according to changing needs, which is standards-based and appropriate for instructional needs of gifted learners. This will include the development of appropriate classroom enrichment and extension materials and resources for GT students.*
- *Develop Gifted Education Plans (GEPs) for each identified student. These plans will include long and short-term performance goals to adapt the curriculum to meet the students' needs.*

Lee County Public Schools

- *Promote use of out-of-classroom resources, such as Linwood Holton Governor's School, dual enrollment, advance placement, and distance learning.*

D. Professional Development:

Goal: *will provide training for the professional staff to improve understanding of instructional needs of GT students.*

Objectives:

- *Offer teachers training on the appropriate identification of GT students.*
- *Offer workshops to train professional staff in the characteristics of GT learners.*
- *Offer in-service opportunities to help the professional staff better plan and develop appropriate differentiated instruction.*
- *Participate in the Region VII Gifted Meetings and Consortium in order to participate in the planning of the annual Speaking for Gifted event, as well as give teachers the opportunity to attend.*

E. Equitable Representation of Students:

Goal: *will make every effort possible to ensure equitable representation (will not discriminate) of students, particularly those that are economically disadvantaged, have limited English proficiency, or have a disability.*

Objectives:

- *Utilize a screening tool (Lee County Public Schools' Behavior Characteristics) which has the ability to assess students' positive and negative manifestations of gifted characteristics.*
- *Utilize a nonverbal ability test for students whose language, education, culture, and/or socioeconomic backgrounds warrant an alternative to traditional ability testing.*
- *Utilize results from special education testing and evaluations when appropriate in the identification process.*

F. Parent and Community Involvement:

Goal: *will develop programs to communicate effectively with parents about GT education; and pursue ways to increase parental and community involvement in GT education. Make school employees, parents, and community members more aware of GT education.*

Lee County Public Schools

Objectives:

- *Conduct surveys for evaluating the GT Program, GT activities, and gaining new ideas for the enhancement of GT education.*
- *Parents and community members will be encouraged to participate in and assist with various activities involving students identified as GT learners.*
- *Establish a forum for continuous communication of information about GT education to the community.*
- *Meet at least quarterly with the GABC to gather input.*

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

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

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

Screening Procedures for: General Intellectual Aptitude
 Specific Academic Aptitude – English
 Specific Academic Aptitude – Mathematics
 Career and Technical Aptitude
 VPA – Instrumental Music, Vocal Music, Visual
 Arts, and Theatre

The screening process includes an announcement to the school community that referrals to the GT Program are being sought. For example, the principal and/or the guidance counselor at each school could announce at faculty meetings that referrals are being sought along with a brief explanation of GT Program screening guidelines used to secure these referrals. A student may be placed in the nomination pool by the following methods:

- *Teachers, school staff, or administrators referral, or*
- *Parent referral.*

A pool of candidates will be developed through the screening process. Further testing and consideration will be made in order to identify those eligible to participate in the GT Program. Classroom teachers will observe students for areas of strength in general intellectual aptitude, specific academic aptitude, career and technical aptitude, and visual and performing arts aptitude, and/or GT behavioral characteristics. Any such observation may lead to a student being identified as needing differentiation in the regular classroom. The testing information along with other collected data is presented to the Identification and Placement Committee (IPC) for GT screening consideration.

Information is collected on the nominated students during the screening phase. Assessment in the areas of general intellectual ability, specific academic ability, visual and performing arts, and career and technical arts are completed based on the area for which the student is nominated.

Data collected through both objective and subjective assessments is measured against the criteria used to determine individual eligibility for the GT Program. Assessment tools include, but are not limited to, the following: achievement tests, cognitive measures, parent rating scales, teacher rating scales, observations, student interviews, and student performance assessments.

Lee County Public Schools

Developmentally appropriate quantitative and qualitative identification measures include:

Quantitative measures:

- *verbal and nonverbal cognitive measures (ability testing)*
- *standardized achievement measures in the appropriate academic areas*

Qualitative measures:

- *teacher completion of behavioral characteristics rating scale*
- *student performance samples in the appropriate academic content areas*
- *parent information and completion of behavioral characteristics rating scale*
- *observations*
- *student interview*

The screening process will be completed within 90 calendar days of the parent signing and returning the Consent for Assessment Form to the GT Coordinator.

Screenings may occur at any time subsequent to teachers having had adequate time to become familiar with students' levels of functioning.

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

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

Referral procedures for: General Intellectual Aptitude
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual
Arts, and Theatre

After teachers have completed relevant screenings, referrals are then made to the GT Coordinator. The GT Coordinator makes all the appropriate forms available to parents and classroom teachers.

Data is collected on the referred student and includes, but is not limited to, scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, project portfolios (as needed), and other

Lee County Public Schools

information as appropriate. After receiving the referral information and a signed Parent Permission to Test Form, the GT Coordinator schedules achievement (Standford-10) and ability (Otis-Lennon School Ability Test, OLSAT or Screening Assessment for Gifted Elementary and Middle School Students, SAGES) testing. The GT Coordinator organizes the tests scores, calculates the percentiles, along with all other collected data and then it is presented to the IPC for review. Multiple criteria are gathered for students demonstrating remarkable ability in a subject(s). Students are identified who demonstrate an active need for differentiation.

Multiple criteria may include the following:

- *Classroom performance*
- *Student work samples*
- *Consistent high levels of achievement, both objective and authentic*
- *Grades from class work*
- *Achievement records*
- *Assessment portfolios*
- *Anecdotal records of student motivation and achievement*
- *Competitions, contests and awards*
- *Extracurricular activities*

The determination of eligibility for GT services is always an IPC decision. The IPC is school based, and may include the principal or the guidance counselor, the referring teacher, the assessment specialist, the GT Coordinator, and others as requested by the GT Coordinator. When screening, referral, and eligibility decisions are made, it is the responsibility of the GT Coordinator to notify parents of the results of the process. If identified and parental permission for inclusion is granted, a GEP is developed and implemented for the student. The GT Coordinator is responsible for preparing the red folder for the cumulative file and providing classroom teacher(s) information about the gifted student(s) they are serving.

Students entering the Lee County Public Schools system who were placed in a GT Program in another district will be considered for placement in the GT Program by the IPC. If necessary, the student will be re-evaluated and reconsidered by the IPC.

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

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

Lee County Public Schools

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

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

General Intellectual Aptitude

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

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

Specify:

Lee County Public Schools

2. Additional identification information for:

Career/Technical Aptitude and Visual and Performing Arts

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

Specify: *Additional measures may include:*

- *testing results, which have been included in the cumulative record,*
- *adjudication of student's ability by educator and/or local, regional, state, etc. professional in specific discipline, and/or*
- *student audition*
- *Kaleidoscope*
- *State Chorus*
- *Barter Theatre workshops*
- *Art Guild*
- *Portfolio*
- *Summer Adventure Quest Program*

Lee County Public Schools

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

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

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

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

General Intellectual Aptitude
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

- Classroom Teacher(s)
 Gifted Education Resource Teacher(s)

Counselor(s)
 School Psychologist(s)
 Assessment Specialist(s)
 Principal or Guidance Counselor or Designee
 Gifted Education Coordinator
 Other(s) Specify: as needed and appropriate

- b. Type of Identification/Placement Committee

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

- School-level Division-level

Lee County Public Schools

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

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

General Intellectual Aptitude
 Specific Academic Aptitude – English
 Specific Academic Aptitude – Mathematics
 Career and Technical Aptitude
 VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Ex. Behaviors checklist	Current classroom teacher	School gifted education teacher	School division gifted education coordinator
<i>Achievement Test (Stanford-10)</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>GT Coordinator</i>
<i>Ability Test (OLSAT) or SAGES</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>GT Coordinator</i>
<i>Behavioral Characteristics Teacher Rating</i>	<i>Classroom Teacher</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>GT Coordinator</i>
<i>Behavioral Characteristics Parent/Guardian Rating</i>	<i>Parent</i>	<i>Assessment Specialist or GT Coordinator</i>	<i>GT Coordinator</i>
<i>Student Interview</i>	<i>GT Coordinator</i>	<i>GT Coordinator</i>	<i>GT Coordinator</i>

Once all the data is collected, an eligibility meeting is scheduled. The IPC meets to review the collected data and makes a decision regarding a child's eligibility and program placement status, within 90 working days of the GT Coordinator's receipt of the parental permission form. This committee reaches its decision by reviewing all available data. Minority students, students from disadvantaged environments, and students with handicapping conditions may need further consideration. An identification profile is completed for each student. The profile documents eligibility and the area of giftedness.

Multiple Referrals: *A student who is determined not to be eligible for placement in the gifted program during a given year may be referred at any time during any or all subsequent years.*

Lee County Public Schools

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

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

General Intellectual Aptitude

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

The GT Coordinator, in collaboration with the classroom teacher(s) determines the service options for all students who are eligible for the GT Program. Appropriate services are determined and reviewed annually, and a GEP is developed at the school level. The IPC determines eligibility for appropriate services following a review of all available data. Service options are as follows:

- *The student demonstrates aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her needs.*
- *The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided by the general curriculum are necessary to meet his/her needs.*

The GT Program provides students with an array of learning opportunities that are commensurate with the abilities of GT students, and that emphasize content in core academic areas, Visual and Performing Arts, and Career and Technical. Students are served not only in a heterogeneously mixed classroom but also have the opportunity to work with like-minded peers throughout the school year. Additional opportunities are provided to students throughout the school year at times outside the regular school day. Students have an opportunity to work on a variety of projects and learning activities that are appropriate for students identified as participants in the GT Program. These opportunities vary by grade and age of the students. These opportunities are provided with a continuum of learning experiences that provide students the opportunity to develop advanced-level products and/or performances. The GEP includes specific information on how the identified students are served in Lee County Public Schools through the GT Program.

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

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Notification Procedures

- *Parents are notified in writing for permission to assess for GT eligibility. They must sign and return the Consent for Assessment Form.*
- *Parents are notified in writing of the results of the assessment within ninety days following the signing of the Consent for Assessment Form.*
- *Once parent permission is signed, documentation verifying selection and placement is placed in the student's permanent cumulative folder.*
- *A parent has the right to refuse placement of their child in the gifted program. If a parent fails to sign the Permission for Placement Form, then the child will not be placed in the GT Program.*
- *Students who do not meet the district criteria for placement in the GT Program may be nominated and reassessed by the GT Coordinator during the next school year or later.*
- *When a student transfers into Lee County Public Schools and was previously identified and served in his/her former district in a GT Program, the student is referred for consideration by the IPC. If deemed necessary, re-evaluation and reconsideration for placement in the GT Program will be accomplished, using the Consent for Assessment Form. This process will be completed within six weeks of the student entering Lee County Public Schools. If the student is determined eligible then the parent must sign the Permission for Placement Form for participating in the GT Program.*

Lee County Public Schools

- *Students who were formerly identified by Lee County Public Schools' GT Program and who have withdrawn from the district, are reassessed in the same manner as a student transferring in, upon reentry into the district.*
- *When a student withdraws from the gifted program, the GT Coordinator must be notified.*
- *Parents can withdraw a student from the GT Program at any time, but withdrawals will be considered as formal exits from the program. When exit procedures are initiated by a teacher, a conference must be held with the parents concerning the reasons for the exit referral.*

Appeal:

Appeals regarding the placement in the Lee County Public Schools' GT Program can be submitted to the IPC by professional district personnel and parents. In addressing appeals, the IPC has the authority to request additional data on the student, should more information be needed in determining program placement decisions. The IPC can request any combination of the following:

- *Anecdotal records from the teacher, parent, etc.*
- *Letters from the teacher, parent, principal, and/or others supporting a decision for placement in the program*
- *Additional portfolio work - The IPC can make suggestions for additions to the student portfolio.*
- *An appeal beyond IPC appeal process will follow the standard Lee County Public Schools' process.*

An eligibility placement decision by the IPC may be appealed in writing within 10 instructional days of receipt of the ineligibility letter to GT Coordinator.

The Eligibility and Placement Appeals Committee (EPAC) shall consist of the principal/designee, the GT Coordinator, the assessment specialist, and the appropriate instructional teachers/supervisors, the majority of whom do not serve on the IPC. The GT Coordinator will inform the parents of the results by a letter.

The EPAC will consider the original assessment data and the results of any alternate aptitude and/or achievement testing. If outside data is submitted by the appellant, this may be considered in addition to the above-mentioned testing results, but not in place of them. Written documentation of the EPAC meeting to reconsider eligibility will be recorded on the Appeal Committee Record Form.

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
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Policy:

All identified GT students will be re-evaluated informally on an annual basis. This informal assessment of the area of ability under which the student was originally identified will be conducted by the classroom teacher. If the enrichment program is meeting the needs of the student, placement will continue. However, if placement is in question, a more formal re-evaluation will be conducted by the IPC. The re-evaluation will consist of a new Behavioral Characteristics Checklist being completed by the classroom teacher(s), re-assessment of pupil products or achievement, and possibly the administration of additional standardized test after parental permission to test has been acquired.

A student may be released from a placement under the following conditions:

- a. the student is determined to need a different placement;*
- b. the student is determined no longer eligible according to the identification criteria; or*
- c. the student's parents request removal from the program.*

Placement Change or Student No Longer Eligible (In the event an “a” or “b” situation should occur):

The IPC or the EPAC will make this determination based on re-evaluation data. The GT Coordinator is responsible for notifying the parents of the changes and of their right to appeal. Such a change will take effect at the beginning of the next grading period unless the parents/legal guardians and principal agree on an earlier date.

Request from Parents for Removal (in the event a “c” situation should occur):

Upon receipt of a written request from a parent/legal guardian that a student be removed from a program, the GT Coordinator will contact the parents to work out a mutually agreeable date for services to cease. Removal from a placement typically occurs at the end of a grading period.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

The GT students with a GIA or SAA are provided with appropriate classroom differentiation in grades K-12. Teachers use instructional strategies that accelerate, enrich, and extend the required tasks, activities, and processes beyond the grade-level or course expectations as indicated by the Virginia Standards of Learning. These learning activities emphasize academic rigor, complexity, abstract and multifaceted concepts through integrated content experiences as appropriate for each student's ability and areas of strength. In addition, contests, exhibitions, and other opportunities are employed to meet identified GT students' needs.

Supplemental programs that identified GIA and SAA GT students may participate include but are not limited to, Southwest Virginia Governor's School for Science, Mathematics and Technology, Emory and Henry Summer Scholars' Program, and Virginia's Summer Regional Governor's School (grades 10-12).

Lee County Public Schools

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

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

General Intellectual Aptitude
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

By virtue of students being grouped into grade levels according to their ages, there are abundant opportunities to provide appropriate instructional time with age-level peers; whole group instruction of new concepts and cooperative learning groups that focus on problem-centered and open-ended tasks are but two examples. On the rare occasions when a student might be working full-time in a classroom with older students, opportunities for instructional time with age-level peers can still be accomplished through physical education classes, exploratory classes, and elective classes as is suitable for the student.

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

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

General Intellectual Aptitude
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Lee County Public Schools' identified GT students will be provided instructional time with intellectual and academic peers. GT students in grades 8 - 10 are offered advanced classes and coursework where they are able to work with intellectual and academic peers. Students in grades 11 and 12 are given the opportunity to attend the Southwest Virginia Governor's School for Science, Mathematics, and Technology as well as participate in advanced classes, advanced placement classes, and/or dual credit courses which also provides needed instructional time with intellectual and academic peers. All of these options are designed to accelerate and enrich the content for GT learners beyond the grade level or basic course expectations for all learners.

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

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

The identified GT students will have regular opportunities in the classroom to work on independent study geared to the students' individual instructional needs. This independent study will emphasize research skills in order to synthesize new information and then make connections between the new information and previously learned concepts and information. Independent study may enrich the students' current curriculum or be geared to their individual areas of interest. It is important that any independent study will involve student choice in both topics and products.

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

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Classrooms with identified GT student clusters utilizing differentiated instruction are the foundation for our K-12 program. Bloom's Taxonomy provides the framework for planning differentiation of the instructional activities for identified students. Activities that involve the higher levels of Bloom's Taxonomy (analysis, synthesis, and evaluation) are stressed. The use of technology as an instructional tool is stressed.

Lee County Public Schools believe the above stated instructional practices for identified GT students will foster these students' intellectual and academic growth.

Lee County Public Schools

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

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

Career and Technical Aptitude

VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Teachers will verify the various forms of differentiation occurring for the identified GT students in their classrooms on the Differentiation Documentation Form. (Differentiation includes: benchmark assessments, IXL math technology, SuccessMaker technology, Flanagan assessments, Standards of Learning, math competitions, Accelerator Reader or Math, STAR Reading or Math, and implementing Bloom's taxonomy in lesson planning and instruction. Vocational technology includes Microsoft office certificates and DECA and FBLA activities/programs.) The documentation will be placed in the red cumulative folder with the GEP and a copy provided to the parents. In order to substantiate the academic growth of Lee County Public Schools' GT students, this documentation will be in the respective files and also maintained with the GT Coordinator.

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

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

General Intellectual Aptitude
Specific Academic Aptitude – English
Specific Academic Aptitude – Mathematics
Career and Technical Aptitude
VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Classrooms with identified GT student clusters utilize differentiated instruction as the foundation for our K-12 program. Bloom's Taxonomy provides the framework for planning differentiation of the instructional activities for identified students. Activities that involve the higher levels of Bloom's Taxonomy (analysis, synthesis, and evaluation) are stressed. These learning activities emphasize academic rigor, complexity, abstract and multifaceted concepts through integrated content experiences as appropriate for each student's mental age and areas of strength. Using Bloom's Taxonomy as the framework, instructional practices stress the development of skills in creative and critical thinking, problem finding and solving, logic, independent research, project development, higher level thinking skills, and divergent thinking in both group and individual work. Inquiry based processes emphasize higher order thinking skills, problem finding and solving, scientific inquiry, decision making, and research leading to original products. The use of technology as an instructional tool is stressed. Emphasis is placed on student ownership of learning. The teachers use instructional strategies that accelerate, enrich, and extend the required tasks, activities, and processes beyond the grade-level or course expectations as indicated by the Virginia Standards of Learning.

Lee County Schools has trained professionals in gifted education serving gifted and talented students. Training for Adventure Quest camp staff begins two months prior to the program. Workshops are available throughout the year. Webinars, SimpleK12, DOE Gifted Videos, and other professional development provide training for professionals working in gifted education.

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

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

- General Intellectual Aptitude
- Specific Academic Aptitude – English
- Specific Academic Aptitude – Mathematics
- Career and Technical Aptitude
- VPA – Instrumental Music, Vocal Music, Visual Arts, and Theatre

Students are provided opportunities for class selection based on prior performance and needs. In consultation with faculty and guidance, student enrollment in appropriate and specific classes is determined by grades and scores from a variety of sources, performance and portfolio evaluations, prerequisites, and appropriate recommendations.

Dual credit classes are offer in career and technology academics, English, Anatomy, Biology, Political Science, French Literature, and U.S. History. Advance placement classes are available for core curriculum classes. Governor's School is offered and includes the History of Western Civilization. Virtual learning has become a popular avenue for studying physics/robotics or Arabic.

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

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

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

Lee County Public Schools

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.

Lee County Public Schools will offer professional development to address the above listed criteria by:

- *Providing in-service opportunities to all school staff members with a particular emphasis on identification issues in the area of gifted education.*
- *Providing district-wide in-service opportunities to guidance counselors and teachers working with identified GT students.*
- *Providing access to groups and information within PD 360 pertaining to GT education instruction.*
- *Providing access to regional professional development opportunities in the area of GT education instruction, most notably the Speaking for the Gifted event sponsored by the Region VII Gifted Consortium.*
- *Providing necessary support for participation in state conference(s).*

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.

Lee County Public Schools will utilize a variety of methods to annually review the effectiveness of its GT Program. Some of these methods will include spot checks of identified GT students' Differentiation Documentation Form as well as periodic student, teacher, and parent surveys. In addition, the local advisory committee's annual report shall serve as another means to evaluate the GT Program. Finally, the approval of the Local Plan for the Education of the Gifted by the Lee County School Board can be considered a further method of evaluation.

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

Each school division shall 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.

Lee County Public Schools' procedures for the establishment of its local GABC are as follows and are as set by the bylaws for said organization:

- *Members are appointed for two-year terms. The Division Superintendent, GT Coordinator, current GABC members, local school personnel and principals, and community representatives can submit names of potential members.*
- *Members shall reflect the ethnic and geographic composition of Lee County Public Schools and be composed of parents, school personnel, students, and other community members.*
- *The School Board will approve the final appointments.*
- *Members may resign upon submission of written notification to the GT Coordinator.*

Members are expected to:

- 1. Attend meetings quarterly.*
- 2. Become knowledgeable about GT education requirements in the Commonwealth of Virginia.*
- 3. Become knowledgeable about the GT Program in Lee County Public Schools.*
- 4. Assist in the annual review of the local gifted plan.*

When a vacancy occurs, the GT Coordinator may appoint someone to fill the vacancy for the remainder of the unexpired term.

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.

Signed by Mark Carter	Mark Carter	11/29/12
Division Superintendent’s Signature	Printed Name	Date