

<b>2005 - 2012</b> <b>Local Plan for the Education of the Gifted</b>
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(Note: State Department recommended a two-year extension of current plan in order to revise to be in compliance with the new Gifted Regulations)

*\*Two-year extension to be approved by Lancaster County School Board on October 11, 2010.*

<b>School Division</b>	<b>Lancaster County Public Schools</b>		
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<b>Superintendent</b>	<b>Susan Sciabbarrasi</b>		
<b>School Board Chair</b>	<b>Patrick McCranie</b>		
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<b>Date Submitted</b>			



## **[Lancaster County Public Schools]**

### **Part I: Vision/Mission, Philosophy, and Goal Statements**

#### **A. Division Vision/Mission Statement**

Recognizing the mutual responsibility of students, families, community and school personnel, the Lancaster County Public School Division will provide a caring environment and challenging educational programs in which all students can learn, grow and become productive citizens and contributing members of society.

#### **B. Division Statement of Philosophy for Education of the Gifted** [8 VAC 20-40-60. A. 1]

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

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### Part I, continued

#### C. **Goals** [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

##### **1. Identification:**

To identify students advanced in aptitude or conceptualization

##### **2. Delivery of Services:**

To provide differentiated learning opportunities for students with advanced aptitude or conceptualization beyond their age peers

##### **3. Curriculum Development:**

To engage in an ongoing process of curriculum development for the purpose of differentiating instruction for students with advanced aptitude or conceptualization beyond their age peers

##### **4. Professional Development:**

To have 100% of the teachers and administrators who are working with students advanced in aptitude or conceptualization prepared to provide these students with a challenging curriculum

##### **5. Parent and Community Involvement:**

To establish and implement a program which promotes an understanding of gifted services and enhances communication and support among parents, community members and school personnel.

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**Part II: Current Status of Gifted Education**

**A. Area(s) of Giftedness/Grade Levels Served in the Division**  
[8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	4-12

**Note: For all items in Part II, Section B, local plans may summarize the division's program information and may indicate the multiple areas included in each item by checking all appropriate areas of giftedness. However, if the division's processes are significantly different among the areas of giftedness, then the local plan should include separate items for the areas of giftedness served by the division.**

**B. Screening, Identification, and Placement Procedures [8 VAC 20-40-40]**

**1. Screening Procedures [8 VAC 20-40-40]**

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

**General Intellectual Aptitude**

A pool of potential candidates is created by:

- Presently (2010-2011) at Lancaster County Public Schools, the TAG staff is studying the possibility of giving an aptitude test (Otis Lennon) screening to all second grade students during the second nine weeks.
- Annually Guidance counselors at each of the schools in Lancaster County inform other teachers in their building of the characteristics of gifted children. During the second nine weeks, teachers are asked to review all records of all students

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they teach, especially minority, economically disadvantaged, culturally diverse, handicapped or LEP groups of students.

- Standardized Test Data: A review of standardized test data is completed at each grade level.

### **Visual Arts Aptitude**

A pool of potential candidates is created by:

- Teacher survey – teachers of students who are enrolled in art review all students in their classes for performance indicative of giftedness in the area of visual arts.
- All teachers, on an on-going basis, observe students' visual arts work in their classes for behaviors indicative of giftedness in the area of visual arts.
- The Visual Arts Committee is aware of the characteristics of special populations and keeps those factors in mind when screening portfolios. Evaluations are neither culturally nor racially discriminatory and are interpreted by trained art specialists.

### **Part II, continued**

#### **2. Referral of Students [8 VAC 20-40-40]**

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

### **General Intellectual Aptitude**

A student may be referred for consideration for participation in the division's Gifted and Talented program by:

- Parent/guardian
- School personnel including teachers, administrators, counselors
- Self-referral
- Classmates
- A community member familiar with the child's abilities

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Parents and others of K-12 students can obtain information and appropriate forms for the referral process by obtaining an application packet from the building level principal, gifted building contact, or guidance counselors. The referral is to be made in writing using the student referral form. The written referral is given to the building principal or guidance counselor. **Information about the gifted student referral process is communicated through** the student handbook and the local school division's website.

### **Visual Arts Aptitude**

- Students may be referred for the area of Visual Arts by any of the following: art teacher, classroom teacher, parent, self, peers, and others. Referrals will be collected by the art teacher in each school.
- The parents will be made aware of the Gifted and Talented Program and the referral process via the student handbook and the local school division's website.
- The appropriate referral packet may be obtained from and returned to the Visual Arts teacher.

### **Timeline**

- Within 10 student days of receipt of the written referral the parent/guardian authorizing the continuation of the selection process must be acquired.
- Within 20 student days of parent signature "in house" collection of data will be completed.
- Within 30 student days of parent signature the building eligibility committee will meet to determine eligibility or the need for further testing or information.
- Within 45 student days of receipt of parent signature all additional testing will be completed and the eligibility committee will reconvene.
- Within 5 student days of the committee determination of eligibility, written notice will be sent to the parent/guardian of the committee's decision.

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**Part II, continued**

**3. Multiple Criteria Listing [8 VAC 20-40-50]**

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

- 1. Assessment of student products, performance, portfolio
- 2. Record of observation of in-class behaviors
- 3. Appropriate rating scales, checklists, and questionnaires
- 4. Individual interviews
- 5. Individual or group aptitude test(s) *only for the General Intellectual Aptitude Area*

**Specify:** GENERAL = Otis-Lennon - 1992, Weschler IV Scales, Kaufman Scales, Matrix Analogies - 1985, Woodcock Johnson III Revised - 2001, Renzulli Behavioral Rating Scale - 2002

- 6. Individual or group achievement test(s) *only for the General Intellectual Aptitude Area*

**Specify:** Stanford ( - 2000 & Woodcock Johnson III- 2001

- 7. Record of previous achievements (awards, honors, grades, etc.) *only for the Visual and Performing Arts Area*

- 8. Additional valid and reliable measures or procedures

Specify: \_\_\_\_\_

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**Part II, continued**

**4. Identification/Placement Committee [8 VAC 20-40-40]**

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child. Please indicate who will serve in that capacity.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) **Specify:** VISUAL ARTS = 3 art teachers (LPS, LMS, LHS)

b. Type of Identification/Placement Committee

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

School (*General Intellectual*)

Division (*Visual Arts*)

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**Part II, continued**

**5. Eligibility [8 VAC 20-40-50]**

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Otis Lennon - 1992	Building level gifted personnel	Building level gifted personnel	Building level gifted personnel
Woodcock Johnson III - 2001	Psychologist, Sp.Ed. Teacher. Trained Counselor	Psychologist, Sp.Ed. Teacher. Trained Counselor	Psychologist, Sp.Ed. Teacher. Trained Counselor
Renzulli Behavioral Rating Scale - 2002	Classroom Teacher	Classroom Teacher	Classroom Teacher
Weshler IV Scales	Psychologist	Psychologist	Psychologist
Kaufman Scales	Psychologist	Psychologist	Psychologist
Stanford 9 - 2000	Trained Building Level Personnel	Test Company	Trained Building Level Personnel
Student products, performance, portfolio	Classroom Teacher	Classroom Teacher	Counselor
Record of observation of in class behaviors	Counselor	Counselor	Counselor
Individual Interviews	Committee of 3 teachers	Committee of 3 teachers	Committee of 3 teachers

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### **General Intellectual Aptitude**

- Any student who is referred to the gifted program goes directly into the screening process. The building level gifted representative will collect the identification procedure elements. The building level representative will administer the Otis Lennon Test to the applicants. The school district psychologist or school counselor will administer the aptitude test. The classroom teachers will complete the checklist. The eligibility committee will assess the student product. The Stanford 9 or Woodcock Johnson is administered by trained building level personnel. There is an optional parent checklist that the parent may complete. The eligibility committee chair will finalize the matrix before the committee meeting.
- A student profile will be developed using all data. This profile is evaluated by the identification/placement committee to determine if the student is eligible for program services. No single instrument may be used as the sole criterion in determining who qualifies or does not qualify for services through the program for talented and gifted students. This process will be completed within 45 working days of the initial referral.
- At least four different criterion will be reviewed on the matrix. A student must meet the criteria on at least three of the four to be considered eligible for participation in the program for gifted and talented students.
- To be considered eligible for the gifted and talented program the student must score at least two standard deviations above the mean on a group or individual ability test. This will take into account the Standard Error of Measurement.
- On an individual or group achievement test the student is to achieve at least 85% in any one of the four core subject areas: Language Arts, Math, Science, or Social Studies.

### **Visual Arts Aptitude**

The selection committee for the Visual Arts Program will review the portfolios, written and oral forms, and referral forms. The committee will consist of the art teacher from each school in the school division. Evaluation will take place prior to the end of the second semester. Students and parents will receive a letter confirming acceptance into the program. Eligibility will begin the second nine weeks of grade four.

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**Part II, continued**

**6. Determination of Services [8 VAC 20-40-40]**

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

**General Intellectual Aptitude**

Students who have been found eligible for services through the talented and gifted program are cluster grouped for instruction in appropriate classes. Placement options may include any as listed in "C. Delivery of Services". Provisions of services for students shall be re-evaluated on a yearly basis. The services will be matched to the strength of the student.

**Visual Arts Aptitude**

Students who have been identified as eligible for the program will be offered the opportunity to participate in the Visual Arts Gifted Program according to grade level. The eligibility process will be completed by the end of second semester.

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### Part II, continued

#### 7. **Notification Procedures** [8 VAC 20-40-60. A. 4]

This section includes the procedures used for (1) notifying parents/guardians when the individual identification process is initiated; (2) requesting permission for individual testing and/or collection of additional information; and (3) requesting permission for provision of services.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

#### General Intellectual Aptitude

Once the referral is initiated, notification is sent to the parents of those students in the screening pool for whom the individual process has begun. Should additional testing or data collection be necessary, parental permission is obtained.

Following determination of eligibility, parents are notified. If the student has been determined eligible, permission will be required for the placement options recommended by the identification/placement committee. If the student has been determined ineligible, parents are notified of the committee decision and the appeals process.

#### Visual Arts Aptitude

Once the screening is completed, notification is sent to the parent/guardians that the individual identification process has been initiated. Should additional testing or data collection be necessary, parental permission is obtained.

Following determination of eligibility, parents are notified. If the student has been determined eligible, permission will be requested for the placement options recommended for the identification/placement committee. If the student has been determined ineligible, parents are notified of the committee decision and the appeals process.

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**Part II, continued**

**8. Change in Instructional Services [8 VAC 20-40-60. A. 5]**

This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

**General Intellectual Aptitude**

Placement of all students is subject to periodic review. Re-evaluation procedures may be initiated by the student, parent, counselor, or classroom teacher. Additionally, each student's placement records of performance, work samples, and test scores shall be used for re-evaluation. The Identification/Placement Committee reviews the assembled data and will recommend continued placement, change in placement, or initiation of exit procedures. A change in placement is recommended when the placement is determined by an evaluation of instructional results to be inappropriate for the student. Recommendation for continued placement is followed by notification to parents/guardians. Recommendation for change in placement or initiation of the exit procedure requires parental notification and permission to proceed with change in placement. If an exit is recommended, parents are notified of the appeals process. Parents also have the option of requesting that the child be classified as inactive until a later time when the child can be reactivated to the gifted program.

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### **Visual Arts Aptitude**

Students will be admitted to the program on a trial basis. Students will be evaluated after one semester in the program. Students will continue in the program based on teacher evaluation at the end of the year. Students must also have demonstrated above average participation and attendance in the program. A semester of probation will be provided for those who are in danger of exiting the program. The Visual Arts committee may recommend that a student exit the program at any time after the probationary period if he/she:

- Does not participate and regularly produce artwork at an appropriate level
- Does not continue to progress in their development in order to continue to meet identification criteria

Students may also exit the program after written notification by the parent/guardian.

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**Part II, continued**

**9. Appeals [8 VAC 20-40-60. A. 5]**

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

General Intellectual and Visual Arts Aptitude

APPEALS PROCESS:

If the parent/guardian of a student (or if a student who has reached the age of maturity) wishes to appeal the decision of the building eligibility committee, the following process is to be utilized. All appeals must be IN WRITING. Additional data may be requested and/or presented. Data from sources outside the school division may be considered but does not have to be accepted by the division.

LEVEL ONE:

Appeals shall be directed to the school principal within fifteen days of the committee's decision. A conference shall be held within ten working days of receipt of the written appeal. Teachers and others with knowledge of the student's performance may be invited to participate by the principal or at the request of the parent. If the appeal involves visual arts the three public school visual art teachers will be included. The principal will render a decision within five working days of the conference. The decision will be in WRITING.

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### LEVEL TWO:

An appeal that is not resolved at Level One must be stated in writing within ten days of the written correspondence in level one. The appeal is to be directed to the Administrator of Gifted programs. Upon receipt of the request, the gifted program administrator will appoint a hearing committee with a majority being individuals who did NOT serve on the identification committee. The committee may include any combination of the following: Gifted administrator, principal, visual arts teacher, academic teacher(s), and the psychologist. A conference will be held within ten working days upon receiving the appeals request. The Administrator of the programs will render a determination IN WRITING within ten working days of the conference. A copy of the determination will be sent to the building principal.

### LEVEL THREE:

An appeal that is not resolved at Level One or Two may be submitted IN WRITING to the Division Superintendent or designee within ten days of the written correspondence in level two. Upon receipt of the request, the Division Superintendent will appoint a hearing committee with a majority being individuals who did NOT serve on the identification committee. The committee may include any of the following:

- a. The Superintendent or his/her designee
- b. The Administrator of the Gifted Program
- c. Director of Instruction
- d. Instructional Supervisor
- e. School Psychologist
- f. Guidance Counselor
- g. Building Administrator of the student's facility
- h. Visual Arts teachers

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

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**Part II, continued**

**C. Delivery of Services [8 VAC 20-40-60. A. 9]**

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 14 to complete this form.

<b>Levels/Grades</b>	<b>General Intellectual Aptitude (GIA)</b>	<b>Specific Academic Aptitude (SAA)</b>	<b>Practical/ Technical Aptitude (PTA)</b>	<b>Visual/ Performing Arts Aptitude (VPA)</b>
Primary Grades <u>  K-3  </u>	2a, 7b, 8a			
Elementary Grades <u>      </u>				
Middle School Grades <u>  4-8  </u>	2a, 3c, 7a, 7b, 8a, 8b, 9b, 15			7b, 8a, 8c, 15
High School Grades <u>  9-12  </u>	1, 2a, 3a, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 6, 7a, 8a, 8b, 16			7a, 7b, 8a, 9a, 16

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**Part II, continued**

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part II, C. Delivery of Services.)

1. Academic-Year Governor's School
2. Acceleration based on individual needs
  - 2a. Content area
  - 2b. Grade level
3. Advanced/Honors classes in specific content areas
  - 3a. English
  - 3b. Foreign language
  - 3c. Mathematics
  - 3d. Science
  - 3e. Social Studies
  - 3f. Other \_\_\_\_\_
4. Advanced Placement
  - 4a. English
  - 4b. Foreign language
  - 4c. Mathematics
  - 4d. Science
  - 4e. Social Studies
  - 4f. Other \_\_\_\_\_
5. Cambridge
  - 5a. English
  - 5b. Foreign language
  - 5c. Mathematics
  - 5d. Science
  - 5e. Social Studies
  - 5f. Other \_\_\_\_\_
6. Center-based program
  - 6a. Biweekly
  - 6b. Full-time
  - 6c. Weekly
  - 6d. Other \_\_\_\_\_
7. Dual enrollment
8. Guidance services addressing special needs of the gifted
  - 8a. College/career counseling
  - 8b. Small group sessions
  - 8c. Other \_\_\_\_\_
9. In-class differentiation by regular classroom teacher (cluster model)
  - 9a. Heterogeneously grouped
  - 9b. Homogeneously grouped
  - 9c. Multi-age grouped
  - 9d. Other cluster format \_\_\_\_\_
10. Independent study
  - 10a. For credit
  - 10b. Not for credit
11. International Baccalaureate
12. Mentorship program
13. Resource teacher
  - 13a. Pull-out
  - 13b. Within regular classroom
14. Special seminars
  - 14a. For credit
  - 14b. Not for credit
15. Saturday or summer services  
(May not be used as the division's single delivery of services)
16. Summer Regional Governor's School
17. Summer Residential Governor's School
18. Talent Pool, grades K-2

A list of all center-based programs should be included using the table on page 15. The type of school or program and the grades served should be noted. Divisions may not

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use 6a, 6c, 6d, 13a, 13b, or summer or weekend services as the sole services provided to students at any grade level.

**Part II, continued**

**Center Information**

<b>NAME OF CENTER</b>	<b>GRADES SERVED</b>	<b>TIME FRAME</b> (Daily, Weekly, Biweekly, Monthly)	<b>AREAS OF GIFTEDNESS SERVED</b> (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>SPECIAL PROGRAMS</b> (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)
N/A	N/A	N/A	N/A	N/A

**Part II, continued**

**D. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]**

**1. Theoretical Foundations**

This section describes the theoretical foundations that frame the division’s curricula and instruction for gifted learners.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

**General Intellectual Aptitude**

The curriculum framework is differentiated in respect to content process and product. Additionally, learning experiences will be designed to address the affective needs of identified students. Strategies and techniques that are identified in Susan Winebrenner’s book: Teaching Gifted Kids in the Regular Classroom are being used by the classroom teachers.

The primary focus of curriculum will be to provide content instruction that emphasizes academic rigor, complexity, and abstractedness. The emphasis will be on the acquisition of a conceptual understanding of subject matter, organization of learning, and the integration of new and previously learned knowledge. Topics related to core subject matter will be selected to enhance the subject matter and integrate multiple disciplines in the study of problems, issues and themes of interest to students. Independent study options will allow students the opportunity to extend the depth and breadth of their study in areas of strength or interest.

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### Visual Arts Aptitude

For the Visual Arts program, appropriate activities will be held for each eligible group in grades four through twelve throughout the year. Activities will meet program goals and objectives. Differentiated classroom activities will be used. Parallels will be drawn between other subject areas and the Visual Arts where appropriate. Resource personnel and community groups will be utilized where appropriate.

#### **2. Instructional Strategies**

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.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

### General Intellectual Aptitude

Differentiated curricula will be provided via a developmental sequence that will match the cognitive development of eligible students. Additionally, each student's ability to be a self-directed, independent learner will be emphasized. Students will learn personal organization skills, study skills, research skills and how to use primary and secondary sources in informal and formal research and data collection methods.

Open-ended tasks will be an essential element of the curricula for the program for the gifted students. Design of the product options will stress innovation, self-direction, and real world application. Students will be encouraged to develop products that create new knowledge and ideas. Additionally, students will be encouraged to use a variety of techniques, media and forms in both independent and group work.

Curriculum will be delivered in an instructional setting which is non-threatening and in which the gifted student will experience comfort in exploring his/her abilities, interest and needs. Students may be encouraged to take risks and to persist on the pursuit of lesson objectives. Opportunity will be provided for students to develop realistic expectations of themselves and an appreciation of others based on open discourse regarding the strengths, similarities and differences of their peers.

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### Visual Arts Aptitude

At each level, students will be grouped with their peers. Students will work with a variety of media and processes. They will also be encouraged to share ideas and techniques through group discussions and critiques. Problem solving skills will be utilized as a way of working through artistic problems. As appropriate, field trips may be organized to museums, galleries, and colleges for students to observe art work. Additionally, students may be enriched in demonstrations and hands-on activities.

At the middle school level, activities are designed to meet program goals and objectives.

At the high school level, students may be involved in the following:

- enrollment in advanced level art classes; Art IV and A.P. Studio Art
- have the opportunity to work on independent projects with prior teacher approval
- differentiated instruction as appropriate for students who meet course goals and objectives

### **3. Assessment Strategies**

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

### General Intellectual Aptitude and Visual Arts Aptitude

Students' work is evaluated based on the criteria established for each course of study. Students who are enrolled in honors, dual enrollment, advanced placement classes, and governor's school courses are required to perform at a higher academic level than in other courses. Students have extensive readings, research, independent study, and reports to complete. Assessment for these areas is at a higher level than that of the average student enrolled in grades K-12.

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**Part II, continued**

**E. Personnel and Required Training [8 VAC 20-40-60. A. 11]**

**1. Designation of Personnel and Training Requirements**

Teachers who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation.

Full-time teachers of the gifted are typically those persons who work predominantly during the day and/or week with identified gifted students.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<i>Ex. Four resource teachers/ grades K-4</i>	<i>GIA</i>	<i>Annual local training in curriculum differentiation and social &amp; emotional needs of gifted students</i>
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

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**Part II, continued**

Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<i>Ex. 1 first-grade teacher (cluster model)</i>	GIA	<i>Annual local training in curriculum differentiation and social &amp; emotional needs of gifted students</i>
4 Grade Level Teachers K-3 12 Grade Level Teachers 4-8 5 Subject Area Teachers 9-12	GIA	Annual local training in curriculum differentiation and social & emotional needs of gifted students
1 Visual Arts Instructor 4-8 1 Visual Arts Instructor 9-12	VISUAL ARTS	Annual local training in curriculum differentiation and social & emotional needs of gifted students

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### **Part II, continued**

#### **2. Methods of Selection**

This section includes the methods used to select teachers of the gifted.

- Training and/or experience in gifted education
- Successful classroom experience
- Superior mastery of content areas
- Broad range of knowledge and interests
- Personal flexibility and enthusiasm
- Excellent communication skills
- Good working relationships with other teachers
- Self-reliance and flexibility

#### **3. Methods of Evaluation**

This section includes methods used to evaluate teachers of the gifted.

Teachers of gifted students are evaluated by principals with input from the coordinator of the program for identified gifted and talented students.

### **Part II, continued**

#### **F. Parent and Community Involvement [8 VAC 20-40-60. A. 13]**

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

- Local Advisory Committee
- Local school division Web Page
- Newspaper Articles
- Local Radio Interviews
- Parent and Community Volunteers
- Local "Artisans" to present demonstrations to students, conduct small group workshops
- Foundation for the Arts Programs to include Theatre IV, Richmond Ballet, Missoula Children's Theatre
- Local Citizens (authors, educators, etc.) representing special topic lectures
- Mary Ball Washington Museum
- Local, Regional, State, and National Museum field trips

## **[Lancaster County Public Schools]**

### **Part III: Plan for the Education of the Gifted**

Divisions are required to indicate objectives and activities for the goals indicated in Part I, C of this document. This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

Divisions should provide the required information using Form A, page 21 of this document. Divisions should use a separate page for each goal and may duplicate the pages, as needed. Please number all pages consecutively, 21-1, 21-2, etc. Divisions may complete Form B, page 22, which is optional, to summarize the division's required activities across years and goal areas.



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<b>GIFTED PLAN COMPONENT</b>	2. Delivery of Services			
<b>GOAL STATEMENT</b>	To provide differentiated learning opportunities for Talented and Gifted students			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To provide educational experiences for each gifted student that develops intellectual aptitude and results in intellectual growth	<ul style="list-style-type: none"> <li>* Interdisciplinary study</li> <li>* Independent study</li> <li>* Enrichment opportunities during and after the school day</li> </ul>	Classroom teachers and gifted contacts	May 30	Maintenance of quality delivery of service
To provide educational experiences for each gifted visual artist	<ul style="list-style-type: none"> <li>• Visual Artists meeting, field trips, county Spring Art Festival (K-12) Reception and Awards ceremony, Regional Governor's School, student subscription to scholastic art magazine</li> <li>• Students may experience an Art Museum/Gallery on the local, state, and national level</li> </ul>	Art teachers	May 30	Students' artistic awareness and experience will have increased
Prepare and display work for local, regional, and state shows/competitions	Annual Spring Youth Art Festival, VSBA regional contest, Virginia Museum, Youth Art Show in Richmond, VA, Poster Contest	Art teachers	March 31	Students' artistic awareness and experience will have increased

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Explore art careers and understand the preparation needed	Include student participation in activities featuring professional artists, conduct workshops with great artists, visit portfolio judging held at college level	Art teachers	May 30	Students' artistic awareness and experience will have increased
Evaluation	Periodic review of differentiated curriculum and service provisions	Principals, Program Coordinator	July	Maintenance of quality delivery of services

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<b>GIFTED PLAN COMPONENT</b>	3. Curriculum Development			
<b>GOAL STATEMENT</b>	To engage in an ongoing process of curriculum development for the purpose of differentiating instruction for Talented and Gifted students.			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To provide educational experiences for each gifted student that develops intellectual aptitude and results in intellectual growth	Differentiated instruction for each identified gifted student <ul style="list-style-type: none"> <li>• Classroom teachers and the gifted contact teacher will determine instructional approaches, strategies, and assessment practices which requires higher level thinking skills, problem solving and creativity</li> <li>• Classroom teachers and the gifted contact teacher will determine curriculum and curriculum delivery options to include accelerated pacing and advanced content</li> </ul>	Gifted contact teacher	May 30	A challenging curriculum for each identified student
Evaluation	Periodic review of differentiated curriculum and service provisions	Principals, program coordinator, Director of Instruction	July	Maintenance of a quality curriculum

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<b>GIFTED PLAN COMPONENT</b>	4. Professional Development			
<b>GOAL STATEMENT</b>	To have 100% of the teachers and administrators who are working with students advanced in aptitude or conceptualization prepared to provide these students with a challenging curriculum			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To ensure professionals that work with identified gifted students are well trained	Provide comprehensive staff development including: <ul style="list-style-type: none"> <li>• Awareness information on characteristics of gifted students</li> <li>• Differentiated instruction</li> <li>• Model lessons</li> <li>• Information regarding conferences, courses, and material for gifted students</li> <li>• Information on resources and competitions for gifted students</li> <li>• Annual review of completed staff development activities, scheduled meetings with gifted contacts, and observation/evaluation by administrators</li> </ul>	Principals, Program Coordinator, Director of Instruction	May 30	Staff provided with training, knowledge, information to appropriately provide the gifted students with a challenging curriculum

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<b>GIFTED PLAN COMPONENT</b>	5. Parent and Community Involvement			
<b>GOAL STATEMENT</b>	To obtain and maintain the parental and community support of the local school division's students with advanced aptitude or conceptualization beyond their age peers			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To develop and maintain a positive relationship with parents and the community	<ul style="list-style-type: none"> <li>• Provide a local gifted advisory committee</li> <li>• Provide opportunities for parents and community education through publications, meetings, student exhibits, presentations, newsletters, yearbook, county anthology, local and regional newspapers, and billboard design</li> </ul>	Program director  Program director, principals, and teachers	July 30  May 30	An Advisory Committee  Parent and community support and participation

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**Part IV: Local Advisory Committee and Assurances**

**A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]**

**1. Composition of Local Advisory Committee**

<b>Categories</b>	<b>Number Represented</b>
Parents	<b>8</b>
Teachers	<b>5</b>
Administrators	<b>5</b>
Support Staff	<b>0</b>
Community <input type="checkbox"/> representatives of business, industry, arts	<b>4</b>
Community <input type="checkbox"/> persons who are not parents of identified students	<b>1</b>
Students (optional)	<b>0</b>

**2. Selection of Members for the Local Advisory Committee**

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

**3. Meeting Schedule of the Local Advisory Committee**

Number of times the committee is scheduled to meet annually.

\_\_\_ Monthly  3 times \_\_\_ 4 times \_\_\_ 5 times

\_\_\_ Other, specify \_\_\_\_\_

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**Part IV, continued**

**B. Assurances [8 VAC 20-40-60. A. 6 and 7]**

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

**C. Superintendent's Certification**

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
School Division Name

\_\_\_\_\_  
Superintendent's Typed  
or Printed Name

\_\_\_\_\_  
Date

**[Lancaster County Public Schools]**

**Part IV, continued**

**D. Approval by the Local School Board**

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on

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Lancaster County Public Schools offer a differentiated program of education for identified gifted students in the area of general intellectual aptitude in grades Kindergarten through twelve and grades four through twelve in visual arts.

Students identified in the gifted intellectual aptitude category are expected to receive challenging academic experiences unique to their individual abilities. In-school and out-of-school experiences are selected to address academic areas so that each gifted student may develop his/her potential. Competitions uniquely suited to gifted students are encouraged.

In grades K-3 the cluster model is used where differentiated instruction takes place in a heterogeneous classroom taught by a teacher who holds an endorsement in gifted education or has been locally trained. These classes encourage the use of higher order thinking skills and activities. ACE (Academically Challenging Endeavors) is a club organized for identified talented and gifted students in grades K-3. The ACE club is sponsored by a teacher who is endorsed in talented and gifted education. This club meets weekly.

In grades 4-8 the cluster model is used where differentiated instruction takes place in a heterogeneous classroom. In grade 8 pre-algebra and algebra classes the cluster model is used where differentiated instruction takes place in homogeneous classrooms. Higher order thinking skills and activities are encouraged in these classes. Students are selected to participate in the Northern Neck Summer Regional Governor's School.

In grades 9-12 the cluster model is used where differentiated instruction takes place in heterogeneous and homogeneous classrooms. Talented and Gifted students are enrolled in advanced placement, honors, and dual enrollment classes. Presently, there are four gifted juniors and four gifted seniors enrolled in the Chesapeake Bay Governor's School, an academic-year governor's school. These students enter the Chesapeake Bay Governor's School as juniors and exit at the end of their senior year. This school exposes the gifted students to a very rigorous and challenging curriculum, which is taught at the college level of instruction. The credit earned from this school is accepted by many four year colleges and universities. Students are selected to participate in the Virginia Summer Residential Governor's Schools.

Visual Arts Talented and Gifted students in grades four through twelve are provided quality opportunities to pursue their artistic talents through creative expression in a variety of mediums. Submissions of works to competitions throughout the region provide students with evaluative feedback. Students are encouraged to share ideas and techniques used through group discussions and critiques. Problem solving skills will be utilized as a way of working through artistic problems. Field trips may be organized to museums, galleries, and colleges to view art work and experience the contemporary art

## **[Lancaster County Public Schools]**

world. Trips will be utilized for on-site drawing/painting experiences. Visual Arts Talented and Gifted students are enrolled in advanced level art classes; Art IV, AP Art, and Studio Art. Students have the opportunity to work on independent projects with teacher approval.

A student may be referred for consideration for participation in the Talented and Gifted program by parents/guardians, school personnel, self, classmates, and community members familiar with the student's abilities. The referral is to be made in writing using the student referral form obtained from the school. One may contact the principal of the school or the school's guidance counselors to initiate the process and/or obtain further information. One may contact the schools via telephone: Lancaster Primary School (804) 435-3196, Lancaster Middle School (804) 435-1681, Lancaster High School (804) 462-5177.

Any student who is referred to the gifted program goes directly into the screening process. No single instrument shall be used as the sole criterion in determining who qualifies or does not qualify for gifted services. To be considered eligible for the gifted program the student must score at least two standard deviations above the mean on a group or individual ability test. This will take into account the Standard Error of Measurement. On an individual or group achievement test the student is to achieve at least 85% in any one of the four core subject areas: Language Arts, Math Science or Social Studies. The eligibility process will be completed within 45 working days of the initial referral.

Provisions for the gifted student are to be accomplished in the regular classroom through differentiation of instruction. In addition to regular classroom differentiation, there will be opportunities to further enhance learning through field trips, in school mini units and specific projects and workshops. To offer continuity and to avoid repetition, teachers of the gifted meet regularly to discuss their plans. Teachers of gifted students are teachers who have experience and/or background in gifted education.

Our parents and the local community are very involved in the Talented and Gifted program here in Lancaster County Public Schools. Some of them sponsor and fund various student activities. Some parents and various community organizations take part in enriching the students instructional day by actively participating in the delivery of instruction.

The local advisory committee is made up of parents, teachers, administrators and community members. Parent members are nominated (or recruited) with specific attention to representation that is balanced in respect to the geographic and ethnic

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composition of the school division. Other committee members representing the community, businesses and the arts are invited to join.

This school division continues to seek to identify gifted students from a variety of socio-economic backgrounds in grades K-12 and to provide identified students with a continuum of service options from kindergarten through graduation.\_\_\_\_\_.

_____ Board President's Signature	_____ School Division Name
_____ Board President's Typed or Printed Name	_____ Date

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### **Part V: Appendices**

The following items must be included in the appendices:

- ❑ Narrative of the division's services  
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information
- ❑ Referral form(s)
- ❑ Checklists/observation documents for parents/teachers/others
- ❑ Permission to test form
- ❑ Permission to place form
- ❑ Matrix/profile/other data collection instrument
- ❑ Letter of acceptance
- ❑ Letter denying eligibility with indication of parent's/guardian's right to appeal
- ❑ Change in placement form
- ❑ Exit form
- ❑ Appeals process document
- ❑ Professional development schedule for the current year
- ❑ Professional personnel evaluation document, if different from division's standard process
- ❑ Letter/announcement of local advisory committee meeting