

Loudoun County Public Schools
 21000 Education Court
 Ashburn, Virginia 20148

Local Plan for the Education of the Gifted 2019-2020

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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.

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.

General Information Regarding the Gifted Program in Loudoun 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.

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

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

All students benefit from instruction that challenges them to reach meaningful academic goals. Loudoun County Public Schools (LCPS) is dedicated to providing the educational opportunity for each student to reach his/her full potential. Our mission is to identify students who are intellectually gifted and need academic challenge, and to provide advanced and challenging learning experiences to meet their academic and emotional needs. Through our continuum of gifted education services from K-12 we promote and facilitate continuous academic growth, self-esteem, self-discipline, and critical and creative thinking skills. Loudoun County Public Schools are committed to the use of multiple criteria for identifying eligible students from all cultural and socio-economic backgrounds for gifted services.

All students benefit from gifted programs because these programs emphasize differentiation in the regular classroom, identification of the strengths of all students, and school wide focus on higher-order thinking skills. Yet it is critical to recognize that gifted students benefit from programs that are designed for highly adept individuals or for rapid-paced learners with rigorous curriculum content and innovative instructional opportunities. Educational programs or services provided for gifted students should be based on the aptitude, achievement, and academic needs of individual students. Teachers of the gifted and their students combine as part of the total learning team. Collaboration between gifted education staff, classroom teachers, counselors, and administrators provide gifted students with enrichment, extension, and acceleration of the core curriculum in a variety of learning settings.

It is Loudoun County Public Schools' belief that each student's educational needs must be addressed as an integral part of the regular curriculum. Therefore, we are committed to providing educators with ongoing staff development to assure a quality-differentiated program for identified gifted students.

B. Division Operational Definition of Giftedness

LCPS defines gifted students as those with exceptional performance in general intellectual aptitude. Such 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 across a broad range of intellectual disciplines beyond their age-level peers. Evidence of a student's need (readiness) for gifted education services includes evaluation of gifted behaviors as determined by teacher and parent rating scales, superior academic performance on norm referenced aptitude tests, and prescribed performance tasks and products. LCPS does not allow any single criterion to deny or guarantee eligibility for gifted education services.

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

- **Identification:** Review current gifted identification procedures and practices, particularly for the primary grades and underrepresented populations, for possible program improvements including screenings and identification of potentially gifted students.
- **Delivery of Services:** With an emphasis on primary and middle school programs, provide multiple programs and a continuum of services for grades K-12 that are appropriately differentiated for gifted students and enhance the quality of instruction for all students.
- **Curriculum and Instruction:** With an emphasis on primary and middle school programs, provide gifted students in grades K-12 with learning opportunities that consist of differentiated curricular offerings, varied instructional approaches, and the use of a variety of resource materials.
- **Professional Development:** Provide training in recognizing and understanding the characteristics and behaviors of gifted students as well as provide training to classroom teachers.
- **Equitable Representation of Students:** Continue to increase access to gifted services for students from historically underrepresented populations through EDGE in elementary school and open enrollment in all honors and Advanced Placement (AP) courses in secondary schools.
- **Parent and Community Involvement:** Improve communication between gifted staff, parents, and community in order to enhance parent and community awareness and understanding of gifted services in Loudoun County Public Schools.

Program Services (Grades 3-8):

FUTURA Program: In January, the test data for all third graders from the CogAT (Cognitive Abilities Test) administered in the spring of the second grade, and NNAT2 (Naglieri Non-verbal Ability Test), administered in the fall of the third grade are reviewed. Scores from the subtests of the CogAT and the score from the NNAT2 are used to create a pool of candidates to be screened for the FUTURA program. Any 3rd grade student who is not in the pool and students in grades 4 and 5 may be referred for the FUTURA program by parents, legal guardians, teachers, and administrators. Students may self-refer. Referrals for students new to LCPS are accepted on a continuous basis. All other referrals are due in October for spring semester, and March for the fall semester.

SPECTRUM Program: Students selected for the FUTURA program are eligible for the SPECTRUM Program when they enter middle school. Each year during September and February, SPECTRUM teachers survey the classroom teachers for student recommendations and referrals for gifted services. Students in grades 6-8 may also be referred for the SPECTRUM program (Level 3) by parents, teachers, or students. Referrals for the first semester should be submitted in March, and for the second semester, in October. The time line for referrals is posted on the web site and in school newsletters.

Students may select honors level instruction and Advanced Placement classes at the high school level. Thomas Jefferson High School for Science and Technology**, an Academic-Year Governor's School, and The Academy of Science, an advance program in the sciences in Loudoun County Public Schools, administer separate screening and selection processes.

**Information concerning the screening and eligibility process is posted on the LCPS web site, in school newsletters, and in brochures available at each elementary school. Presentations explaining the process and time line are given at Gifted Information Nights scheduled throughout the year.*

*** Upon approval of the School Board, eighth grade students are eligible to apply to Thomas Jefferson High School for Science and Technology (TJHSST).*

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

Referral procedures for General Intellectual Aptitude

Elementary students in LCPS have access to SEARCH (Level-1 services) in grades K-3. Parents or guardians, professional educators, or students may refer students for Differentiated Classroom Instruction (Level-2 services, grades 1-5) from August through mid-June of the academic school year. Kindergarten students may be referred for Differentiated Classroom Instruction (Level-2) starting in January of the kindergarten year.

A student may not be referred for identification and placement more than once a year. Schools are responsible for accepting referrals for transferring students moving into their school boundaries once enrolled and attending a Loudoun County Public School. Beginning with the receipt of the referral and signed permission to evaluate form, the Identification/Placement committee will have 90 days to determine the eligibility for Differentiated Classroom Instruction (DCI).

Referrals for the Level 3 programs, FUTURA (grades 4-5) and SPECTRUM (grades 6-8) are accepted on the following timeline.

August –May	Local schools receive referrals for Differentiated Classroom Instruction (Level 2 services) for grades 1-5. Screening and Referrals for Differentiated Classroom Instruction (Level 2) services for Kindergarten will not be accepted until January.
October & May	Screening for Differentiated Classroom Instruction by school staff and SEARCH teacher.
October & March	Deadlines for submitting referral for FUTURA and SPECTRUM (Level 3 services) in grades 3-8.
March –May	Middle and High school students self select honors level instruction and AP classes.

Admission information and timelines for Thomas Jefferson High School for Science and Technology are posted on their webpage. *Attendance at Thomas Jefferson High School for Science and Technology is subject to approval of the School Board.*

Information regarding the referral and identification process is included in the Gifted Program Brochures, on the LCPS Gifted web page, and in other print materials distributed through the Parent Resource Center and at individual schools. Student referral forms are available from, and may be submitted to each elementary SEARCH teacher for grades K-5. For middle school students, the referrals are available and may be submitted to the SPECTRUM teacher. For high school, forms are available from the guidance office, and should be submitted to the office of the Supervisor of Gifted Education. Any questions relating to gifted referrals at the high school level may be referred to the Supervisor of Gifted Education.

The gifted education resource teacher provides the parent/guardian with the referral form. The permission form must be signed by the parent/guardian and returned to the resource teacher before the identification process is initiated. Once written permission is obtained, the gifted education resource teacher will develop the student profile within 90 days.

Upon approval of the School Board, eighth grade students are eligible to apply to Thomas Jefferson High School for Science and Technology (TJHSST). Applications are available from the liaison counselor in each middle school. Information is available from the SPECTRUM teacher in each middle school. It is also available on the admissions website: <http://information.tjhsst.edu/admissions>.

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

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

General Intellectual Aptitude

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

Specify:

2. Additional identification information for General Intellectual Aptitude

Each elementary and middle school has a local Identification/Placement committee that decides school level differentiated services (DCI) for K-2. In addition, there is a division level Identification/Placement committee that makes eligibility decisions for the center based FUTURA Program (elementary) and the SPECTRUM Program (middle school). Students found eligible for the FUTURA center based services are eligible for SPECTRUM Program services in grades 6-8. Both the school level and division level Identification/Placement committees use the same criteria listed above.

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

- 2 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
Gifted Education Coordinator
- 1 Other(s) Specify:

b. Type of Identification/Placement Committee

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

School-level

Division-level

Each elementary and middle school has a local Identification/Placement committee that decides school level differentiated services for K-8. In addition, there is a Division level Identification/Placement committee that makes eligibility decisions for the center based FUTURA Program (elementary) and the SPECTRUM Program (middle school). Students found eligible for FUTURA center based services are eligible for SPECTRUM Program services in grades 6-8. Both the school level and Division level Identification/Placement committees consist of the same professionals listed above.

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Scales for the Identification of Gifted Students=School Form</i>	<i>Current classroom teacher and other professionals who work with the student</i>	<i>Gifted Resource teacher</i>	<i>Gifted Resource teacher</i>
<i>Parent/guardian questionnaire-Scales for the Identification of Gifted Students=Home Form</i>	<i>Parents/guardians</i>	<i>Gifted Resource teacher Identification/Eligibility Placement Committee</i>	<i>Gifted Resource teacher</i>
<i>Student Portfolio - Performance based writing, math, and nonverbal assessments</i>	<i>Gifted Resource teacher</i>	<i>District-level Identification/Eligibility Placement Committee and Gifted Resource teachers</i>	<i>Gifted Resource teacher</i>
<i>Student work samples/products</i>	<i>Classroom teacher, Gifted Resource teacher, and/or parent/guardian, or student</i>	<i>Identification/Eligibility Placement Committee</i>	<i>Gifted Resource teacher</i>
<i>Standardized test data; CogAT, (Grades 2-8)</i>	<i>Classroom teachers; Gifted Resource teachers</i>	<i>Testing Services</i>	<i>Gifted Resource teacher</i>
<i>NNAT2 (Grades 3-8)</i>	<i>Gifted Resource teachers</i>	<i>Gifted Resource teachers</i>	<i>Gifted Resource teacher</i>
<i>K-BITS (Grades K-2)</i>	<i>Gifted Resource Teachers</i>	<i>Gifted Resource Teachers</i>	<i>Gifted Resource teacher</i>
<i>Observation/ Student Response Interview</i>	<i>Gifted Resource teacher</i>	<i>Identification/Eligibility Placement Committee</i>	<i>Gifted Resource teacher</i>

General Intellectual Aptitude identification data are collected by the SEARCH resource teachers for grades K-5, by the SPECTRUM resource teacher for grades 6-8 and high school gifted resource teacher and/or guidance counselors for grades 9-12. Measures collected include the following:

- Classroom teacher observations and response to *Scales for Identification of Gifted Students*
- Student Profile folder (parent questionnaire *Scales for Identification of Gifted Students-Home*), student response interview and application, portfolio of performance tasks, student work submitted by teacher or parent)
- Ability test

Differentiated Classroom Instruction (DCI)

LCPS maintain school level Identification/Placement Committee for each elementary school. A Gifted Education Services/Eligibility Summary Form is completed by the school's gifted education resource teacher for each student referred for gifted Identification/Placement in Level 2 (DCI). The student profile folder is read and evaluated by the Division Identification/Placement committee to insure equity. The school committee, to determine if the student meets the eligibility requirements, reviews the data collected, evaluated, and noted on the eligibility form. No single instrument, score, or criterion may be used to exclude or include a child for eligibility.

The committee indicates their decision on the form which is forwarded to the Supervisor for Gifted Education. The Supervisor of Gifted Education is responsible for system-wide record keeping regarding student identification and for promoting consistency among schools in the use of identification guidelines. The identification process is complete when the Supervisor of Gifted Education signs the Eligibility form to indicate to the school and the parents that the criteria have been evaluated correctly. The information is placed in the countywide computer data base. A copy of the form is returned to the school and the school places this copy in the student's cumulative record. The school principal sends a letter of notification to the parent/guardian.

If found eligible for General Intellectual Aptitude services Level 2, DCI, the student will be enriched through classroom projects and strategies, or grade advanced work in grades K-5. Classroom teachers work with the SEARCH teacher to differentiate instruction for the identified student(s). Students in grades 6-12 have honors level instruction or instruction differentiated in depth, pace, and complexity to meet the needs of the gifted learner. If students are not found eligible, they may still request access to Honors and AP courses with parent/guardian permission. High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses.

Program Level

For the center based programs (Level 3), FUTURA for grades 4-5, and the middle school program, SPECTRUM, the division Identification/Placement Committee reads and evaluates the Student Profile folder to insure equity of access across the division. The student profile Folder including the Student Portfolio, the Scales for the Identification of Gifted Students (School and Home) and submitted student work, is read by members of the division Identification/Placement committee until 4 readers agree that the evidence in the Profile Folder is supporting or non-supporting of the need for gifted education services. Each Profile Folder is evaluated by the readers using a holistic method where all of the information is considered together.

The local school committee, to determine if the student meets the eligibility requirements, reviews the evaluated Profile Folder, and testing data noted on the Eligibility Summary Form. No single instrument, score, or criterion may be used to exclude or include a child for eligibility. The committee indicates their decision on the Eligibility Summary Form which is forwarded to the Instructional Supervisor for Gifted Education, who reviews the decision and officially notifies parents of the committee's decision. The supervisor also enters the status of the referral in the Student Information System. If a student is found ineligible for program level services (Level 3) he or she may be considered for Differentiated Classroom Instruction (Level 2) services.

Within 90 school days* of receiving written permission from the parent or guardian,

- The student is identified and is eligible for services.
- or
- The student is not identified or eligible for services at this time.

If a referred student is found ineligible for Level 2 or 3 services, the parent may appeal in writing within 10 school days. The school system will respond within 20 school days to this appeal.

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

General Intellectual Aptitude

Following the determination of eligibility, appropriate instructional services are determined by the individual school's Identification/Placement Committee through a review of the student's profile and of available placement options. The Identification/Placement Committee will study the strengths of the student and determine what instruction is appropriate for the student. Parents are informed of the recommendation of the committee and appeal procedures. Written parental permission is required prior to placement.

Loudoun County Public Schools is committed to providing services in settings that encourage differentiation of instruction. Gifted services are provided through school-based activities which comply with LCPS School Board and state objectives. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, or other extension activities. School-based services are based on county-wide objectives for gifted education and are delivered in the following ways:

- In the regular classroom setting, students are instructed based on readiness, interest, and/or learning style. Students are cluster grouped within the classroom with gifted endorsed teacher when available.
- In the regular classroom setting, it is the building administrator's responsibility to accelerate students based on individual needs. The Gifted Department may provide assistance to building administrators by administering the Iowa Acceleration Scale to collect data to inform acceleration decisions.

- In a collaborative resource model, the gifted resource teacher supports the classroom teacher. Working together, these teachers develop and present appropriately differentiated learning experiences for students eligible for gifted services within the regular classroom.
- High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses.

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

All eligibility information is available to the public in our gifted program brochures. In addition, information on the identification process is on the LCPS website under *Gifted and Talented*.

- a. Parents are notified at the beginning of every school year of the ongoing individual identification process through school newsletter articles. Each year in September, parents of 3rd graders receive a letter explaining the Naglieri Non-verbal Ability Test (NNAT2) will be given in October/November (see time line). In addition, at annual informational meetings parents are informed that all students are screened annually for possible identification for gifted services and/or placement in gifted programs. These are announced through school and LCPS web sites and flyers sent home. Each school cluster holds an informational meeting in January or February to further explain the referral and identification processes for gifted services and programs.
- b. In February, a letter explaining the creation of the pool of students for screening and possible Identification for program based gifted services (FUTURA, grades 4 and 5) is sent to parents of 3rd grade students whose scores on the NNAT2 or two sub-tests of the Cognitive Abilities Test (CogAT) are 97% or higher. A request for permission to evaluate the student for eligibility for gifted services and permission to collect additional information is sent to the parents/guardian(s) of each student in the district screening pool. The same request is sent to parents of students not in the pool who are referred for gifted services.
- c. Parents receive written notification of all Identification/Placement committee decisions. Permission for placement must be given in writing before students are placed in gifted programs and/or services. The Supervisor of Gifted Education sends all parents the initial letter to seek such permission for placement. The permission forms are returned to the local school principals for placement in the students' files. Students will not be placed in programs or transported on school buses without signed permission (placement form signature) on file in the gifted education office.
- d. If a parent or teacher wishes to appeal a gifted placement decision regarding eligibility or program placement, he/she must contact the Supervisor of Gifted

Education in writing within 10 days of the receipt of the letter notifying the parents of the eligibility or placement decision. Appeals must contain new information (not in the original screening file). Specifications will be listed in the Appeals notice. This may include students' original work samples, letters from adults who know of the child's advanced abilities, and/or individual intelligence testing. If parents include intelligence testing from outside the school division, it must be administered by a private Virginia licensed psychologist. Upon receipt of the request for appeal, the Supervisor of Gifted Education Programs must respond in writing within 20 working days to the person making the request explaining that an appeals committee will review the case. The Appeals Committee will be chaired by the Supervisor of Gifted Education (non-voting) and consist of at least three voting members: a gifted resource teacher, a guidance counselor/or school psychologist, and an administrator. No member of the appeals committee will have served on the original Identification/Placement committee. The appeals committee will meet within 30 working days of receipt of the initial letter.

It is the responsibility of the parent/guardian to ensure that the results and/or data from any outside testing or additional information are received by the appeal committee's meeting date. There are no grounds for delaying the appeal review meeting date beyond the thirty instructional day time period. The committee may request any additional information needed to resolve the identification or placement decision. The committee will respond to parents within 10 working days of the decision of the committee. The decision of the Appeals Committee will be final.

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

It is not within the framework of Loudoun County's philosophy to re-evaluate the giftedness of its students. Students and parents must sign a withdrawal form to leave any gifted services or program and may return the following school year or in a future school year. LCPS does not remove students from programs without a meeting of teachers, administration, parents, student, and guidance. Students and parents sign a statement of agreement for any change of gifted services that stem from such a meeting.

Parents may initiate a change in placement through a written note to the local school. The form is forwarded to the gifted education resource teacher for the services or program in which the student is placed and to the Supervisor of Gifted Education. This request remains in force unless parents inform the school, again in writing, of a desire to reverse the placement change. A change in placement can only occur once per school year. Additional requests within the school year must be directed to the Supervisor of Gifted Education for review. The request of a parent/guardian to have a student removed from participation in gifted services or programs is always honored. Loudoun County students do not lose their placement in gifted programs.

When a classroom or program teacher requests a change in placement, the parents will be notified. Building level staff and the Supervisor of Gifted Education will hold a conference with the parent. No change in placement will be made without the consent of the parent; an exception will be made in cases where, after a counseling session and a meeting with parents, the student

continues to disrupt the learning process. In such cases, parents will be notified in writing within 10 days of the decision that the child will be removed from the program for just cause. This will be done only after the student and parents have received a previous written warning outlining the possible removal from the program.

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

GIFTED SERVICES PLAN

	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
GIFTED PROGRAM OFFERINGS	Level 1: SEARCH-45 minute lessons every other week for students in grades 1-3 and 30 minutes for kindergarten students.		
	Level 2 DCI (Differentiated Classroom Instruction) for identified students K (2 nd semester)-5 th grade: SLIC* will assign a DCI plan for each identified student. Classroom teacher will be responsible for delivery of service with support from GRT**.	Level 2 DCI Services for Identified Students: Classroom teacher will be responsible for delivery of service with support from GRT.	High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses.
	Level 3 FUTURA (Program Services) for District identified students, grades 4-5: Center program one day a week OR school based services, either Pilot/In-house model with service time equivalent to center program, delivered in 3 blocks during the week.	Level 3 SPECTRUM for identified students in grades 6-8. Services delivered by GRT during one-half of resource block time. Differentiated Classroom Instruction/SPECTRUM Curriculum/Independent Study	
GENERAL SCHOOL OFFERINGS	<ul style="list-style-type: none"> • Cluster Grouping • Differentiated Instruction within the classroom • Collaboration Model • PTA Enrichment after-school offerings 	<ul style="list-style-type: none"> • Honors level instruction • Accelerated Math Enrollment • Differentiated Instruction within the classroom 	<ul style="list-style-type: none"> • Honors level instruction • AP Classes • Differentiated Instruction within the classroom
DISTRICT INITIATIVES SUPPORTING DIFFERENTIATED INSTRUCTION	<ul style="list-style-type: none"> • STEM (Science, Technology, Engineering, Math) • Critical Thinking Initiative • Acceleration 	<ul style="list-style-type: none"> • School-sponsored opportunities • Differentiation 	<ul style="list-style-type: none"> • Extra-curricular offerings • Elective courses in Arts, Foreign Languages, etc. • Dual enrollment opportunities

*SLIC—School Level Identification Committee

**GRT—Gifted Resource Teacher

A. Service Options are Continuous and Sequential

General Intellectual Aptitude

Loudoun County Public Schools offers a continuum of gifted education services that meets the unique needs of the gifted learner. Through various options, students are offered complex thinking skills in preparation for challenging and rigorous coursework of honors level and AP level classes. Support and accommodations are provided for identified twice exceptional students.

SEARCH Grades K-3

SEARCH teachers provide model lessons in thinking skills to all students in grades K-3. Classroom teachers work with the SEARCH teacher to screen students for referral and identification for gifted services.

Empowering Diversity in Gifted Education (EDGE) Grades K-5

A program designed to nurture and challenge students with potential from historically underrepresented populations beginning in kindergarten (second semester). Enrichment and challenges are provided by the SEARCH teachers in collaboration with the classroom teacher. This may include students from culturally or linguistically diverse or low socioeconomic backgrounds or students who have disabilities (twice exceptional).

Differentiated Classroom Instruction is provided for early identified students in grades K-1. SEARCH teachers collaborate and plan with classroom teachers to differentiate instruction for the identified student or students to meet the needs of the gifted learner(s). Instruction includes adding complexity, rigor, and depth to the content; adding advanced resources; and providing instructional grouping within the classroom.

Program Services are provided on a part time basis for identified students.

FUTURA is a pull out program where identified students in grades 4 and 5 receive enrichment and challenge one day a week in a center at another school. Some students receive services in their own school through the In-House Model or Pilot Program.

SPECTRUM provides services for identified students in grades 6-8. SPECTRUM is scheduled for a half block on a rotating day basis. The program is designed to meet the needs of gifted learners with an emphasis on higher level thinking skills, problem solving, and decision making. The program provides students with opportunities for self-assessment and reflection on the demands and responsibilities of the gifted learner.

SIGNET provides identified high school students with opportunities to continue developing their higher level thinking skills through seminars, independent study/research, and problem solving challenges.

HONORS LEVEL INSTRUCTION

Honors level instruction is available to all students who seek academic challenge and rigor. Offered in the core academic subjects, honors level instruction extends the regular curriculum with depth and complexity. This level of instruction helps students develop critical and creative thinking skills in preparation for future advance academic work.

ADVANCED PLACEMENT CLASSES

Advanced Placement (AP) classes are open to all students and serve those students who demonstrate high achievement, interest, or potential to achieve in the advanced college level coursework. Students may qualify for college credit through AP examinations. Most Advanced Placement courses are not available to students before they are in the 11th grade.

ACADEMIES OF LOUDOUN

The Academies of Loudoun combines three programs: the Academy of Science, the Academy of Engineering and Technology, and the Monroe Advanced Technological Academy. These are high-caliber STEM programs for Loudoun County students.

Thomas Jefferson High School for Science and Technology (TJHSST) Grades 9-12

TJ is a regional academic year governor's school that provides an innovative, specialized learning environment for highly motivated students who have an interest and high potential in the biological, physical, mathematical and computer sciences. It offers students a very comprehensive college preparatory program in science, mathematics, and technology. Attendance at Thomas Jefferson High School for Science and Technology is subject to approval of the School Board.

DUAL ENROLLMENT

Offered in conjunction with local community colleges, colleges, and universities, these courses provide opportunities for the advanced student to seek additional challenges and earn college credit while still in high school.

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

All programs are part time and the student spends time in the regular classroom where opportunities to learn with age level peers is provided through such collaborative activities as presentations and group projects.

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

DCI and Program level services provide identified students both enrichment and accelerated opportunities with other gifted students. These opportunities include acceleration and extensions of the LCPS *Program of Studies* provided by the differentiated strategies of honors level instruction and AP courses. Enrichment as well as challenges, competitions, and extracurricular activities are provided in the part time services of the FUTURA, SPECTRUM, and SIGNET programs.

D. Service Options Provide Instructional Time to Work Independently

An extension of the SEARCH thinking lessons, each classroom (grades K-3) is provided with centers for students to work independently to develop skills in research and self-assessment. Independent research is an integral part of the FUTURA program. It is an optional part of the SPECTRUM and SIGNET program.

E. Service Options Foster Intellectual and Academic Growth

During the school day and week, LCPS provides a variety of instructional strategies to foster intellectual and academic growth for identified gifted students. Those strategies may include problem based learning, inquiry based learning, independent research projects, curricular compacting, project based learning, learning centers, tiered lessons, mentors, cluster grouping, seminars, and push-in model lessons. To foster growth, students' program placement, and program rigor are monitored by gifted resource teachers, classroom teachers, counselors, and administrators. Gifted students are identified based on their academic strengths and service options are differentiated to foster growth in those academic areas.

Students identified for the FUTURA and SPECTRUM programs will be provided with a sequential and differentiated curricula meeting the goals of the Gifted Education Programs. High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses. SIGNET may be implemented as an after-school club for gifted-identified and other interested high school students. SIGNET may include seminars, independent studies, and/or service projects.

F. Procedures for Assessing Academic Growth in Gifted Students

Students eligible for gifted services will be assessed for academic growth in accordance with Loudoun County Public Schools division policy and procedures.

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

Differentiation in the regular classroom based on the works of Carol Tomlinson, Robyn Jackson, and Sandra Kaplan is the service model used by gifted resource teachers in LCPS to meet the needs of the identified gifted learners. The curricula are based on *Virginia Standards of Learning*, but modified with extensions, acceleration, and enrichment to provide the complexity, depth, and rigor needed to support the continued academic growth of the gifted learner. Teachers differentiate by content, process, product, and learning environment according to students' readiness, interest, or learning profile. Rigorous, challenging curriculum units are designed by

classroom teachers in collaboration with gifted resource teachers to meet the unique cognitive needs of identified gifted students. Drawing from the work of Marzano and Costa, the continuum of services for identified gifted services strives for three program goals:

Gifted Education Program Goals K-12:

1. To become divergent creative thinkers who recognize problems and solve them.
2. To construct personal meaning and understanding of others and of the world around them.
3. To develop the capacity for self assessment (ownership of the learning).

These goals will be benchmarked and outcomes assessed for growth from K-12.

With a focus on issues, themes, and ideas within and across areas of study, the FUTURA and SPECTRUM programs provide sequential curricula and assessments that support and measure growth in accomplishing these program goals.

LCPS gifted services also incorporate programming standards (1.3, 3.1.4 and 3.4) from the National Association for Gifted Children Pre-K –Grade 12 Gifted Programming Standards (2010).

1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.

1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.

3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.

a. *Instructional Strategies.* Students with gifts and talents become independent investigators.

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

In differentiating curriculum for gifted learners, the following instructional strategies may be used to provide content beyond grade level or course expectations for all learners.

Acceleration and Advanced Reading Materials:

Students may be accelerated in the course levels during middle school and high school. As part of the differentiation, gifted students may be given reading materials and texts more suited to their higher reading skills and vocabulary.

Competitions:

Competitions, such as Continental Math, that promote higher level thinking, creativity, or problem solving skills may be used in gifted programs.

Concept based lessons:

Units of study based on themes or concepts are used to increase student understanding of content areas connected through interdisciplinary concepts such as the Structures curriculum in FUTURA.

Independent Research:

Students explore areas of interest or questions with guidance from a mentor teacher.

Inquiry-Based Instruction:

Using a variety of resources, students generate and explore questions and/or problems.

Problem Finding (analysis) and Problem Solving:

Based on one the gifted program goals, students learn to identify a problem using task analysis.

Service and Outreach Projects:

Service learning activities are available to middle school and high school students through opportunities provided by the individual schools.

Simulations:

Students through role playing gain experiences in solving real world problems, issues, and scenarios.

Socratic Seminars:

Students explore ideas and apply complex thinking skills in dialogues that also encourage reflection, acceptance, and deeper understanding.

Synectics:

A method of increasing creativity and deeper meaning through metaphors, analogies, and similes.

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

Students are encouraged to plan a course of study that will prepare them to meet their academic and career goals. Opportunities for identified gifted students to select advanced coursework at the pace and sequence commensurate with their learning needs increase as students progress from elementary to middle school and to high school. In high school honors and Advanced Placement courses are designed for students who wish to accelerate their course of study to include courses that may be taken for college credit. Honors and Advanced Placement courses are available to all students. Most Advanced Placement courses are not available to students before they are in the 11th grade.

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.
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.

Loudoun County Public Schools employs licensed instructional personnel qualified in their assigned subject areas. The gifted resource teacher is required to meet Virginia Gifted Endorsement standards within 3 years of employment.

All teachers will receive local in-service training and staff development. On-going, research-supported training opportunities that address the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and social and emotional needs of students eligible for gifted services may be made available through building level in-service, division-wide in-service, study groups, online or electronic communities, as well as opportunities to attend workshops and seminars conducted by experts in the field of gifted education. Administrators provide resources needed for professional development in gifted

education such as release time, funding for continuing education, substitute support, webinars, or mentors. Gifted resource teachers may provide in-service training to classroom teachers by consultation, collaboration, co-planning, shadowing, and team teaching. Gifted resource teachers also provide assistance to classroom teachers by promoting the awareness of professional organizations and publications relevant to gifted education. Graduate-level coursework toward the gifted endorsement is also encouraged.

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

The Loudoun County Public Schools Gifted Advisory Committee as required by the Regulations Governing Educational Services for Gifted Students (8 VAC 20-40-10 et. seq.) reviews annually the *Loudoun County Public Schools' Local Plan for the Education of the Gifted*, evaluates division-wide needs, establishes priorities, monitors implementation, and submits an annual report containing findings of program effectiveness and recommendations to the Division Superintendent and to the School Board.

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

Advisory Committee for Gifted Education
Loudoun County Public Schools
BYLAWS

I. NAME

The name of this organization shall be the Advisory Committee for Gifted Education (hereinafter referred to as the Committee).

II. COMPOSITION AND PURPOSE

- A. In accordance with the Virginia Board of Education Regulations Governing the Educational Program for Gifted Students, the school division shall establish a local advisory committee composed of parents, school personnel, and other community members. This committee shall reflect the ethnic and geographical composition of the school division.
- B. The purpose of the committee shall be to advise the school board through the division superintendent of the educational needs of all gifted students in the division, in accordance with the Virginia Board of Education regulations.
- C. The committee shall review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented.

- D. The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board.

III. MEMBERSHIP

- A. Committee members shall be appointed to represent each of the 12 high school clusters of the Loudoun County Public Schools. Each educational level (elementary school, middle school, and high school) is represented. The committee is balanced to reflect the demographic composition of the school division.

- 1. Categories of Membership

- a. Parents or guardians of students identified as gifted and who are enrolled in Loudoun County Public Schools and/or in an Academic-Year Governor's School.
- b. Gifted Education resource teachers and classroom teachers who have identified gifted students in their classes.
- c. School Administrators.
- d. Guidance Counselors.
- e. Individuals serving on other current instructional advisory councils and committees that represent instruction, special education, and vocational education.
- f. Individuals representing Loudoun County civic and community organizations.

- 2. Number of Members.

- a. The Advisory Committee shall consist of no more than 15 voting members.
- b. Members may represent concurrently more than one category of membership.

- 3. Alternate Members. Alternate members are not appointed to the Committee.

B. Selection Criteria and Procedure for Members.

All members are appointed for a two-year term by the School Board with the advice and recommendation of the Division Superintendent.

C. Tenure of Members.

- 1. Terms begin on December 1 or as openings occur.
- 2. Terms of Members. Membership is not limited to one term.
- 3. Resignations. Members may resign upon submission of written notification to the Chairman. When a vacancy occurs, the Superintendent may fill the vacancy for the remainder of the unexpired term under the procedure described for the selection of members.

D. Responsibilities of Members.

1. Become knowledgeable about gifted education requirements in the Commonwealth of Virginia.
2. Become knowledgeable about the Gifted Education Program in Loudoun County Public Schools.
3. Attend meetings regularly.
4. Participate actively as a member of a subcommittee, task force, or study group when asked by the Chairman or when determined by the Superintendent that it is necessary for the efficient operation of the Committee. Work to improve effective community support for the Gifted Education Program.
5. Conflict of Interest. Committee members shall be free from actual or potential conflicts of interest between their individual job responsibilities and their role as a member on the Committee. The Superintendent shall determine if any actual or potential conflict of interest exists and may make the appropriate recommendations to the School Board for membership changes.

IV. OFFICERS

A. Officers.

1. The officers shall consist of a Chairman, Vice Chairman, and Secretary.
2. Any committee member may serve as an officer. No member shall hold more than one office at a time.
3. The officers are elected by the membership of the committee at the December meeting of each school year to provide continuity during the summer. The Supervisor of Gifted Education conducts the election of the Chairman, who then conducts the subsequent election of the Vice Chairman and Secretary. The term of office is for one year, which begins on January 1.
4. Officers may serve consecutive terms in the same or different positions. Members may relinquish their roles as officers without giving up their membership. Vacancies require a new election by the membership of the component to fill the unexpired term.

B. Duties of Officers.

1. Chairman
 - a. Presides at all meetings of the committee.
 - b. Coordinates with the Gifted Education Supervisor in preparing the meeting agenda in advance of each meeting.

- c. Insures a copy of the agenda is sent to each member at least one week prior to each regularly scheduled meeting.
 - d. Appoints subcommittee, task force, and study group chairmen and members.
- 2. Vice Chairman shall perform the duties of the chairperson in the latter's absence.
- 3. Secretary
 - a. Prepares meeting agendas.
 - b. Maintains attendance records of the Committee
 - c. Takes notes and prepare minutes of all meetings.
 - 1. Distributes meeting agendas, minutes of meetings, and copies of other needed documents to Committee members
 - 2. Maintains a file, including meeting minutes, plans, reports, and a current copy of the By-Laws.

V. MEMBER RESPONSIBILITY

- A. Become knowledgeable about gifted education requirements in the Commonwealth of Virginia.
- B. Become knowledgeable about the Gifted Education Program in Loudoun County Public Schools.
- C. Attend meetings regularly.
- D. Participate actively in the work of the committee and serve on subcommittee, task force, or study group when asked by the chairman.
- E. Work to keep the focus of the committee on division wide issues and the local plan for the education of the gifted.
- F. Committee members should encourage participation by all members of the group, respecting diversity of opinion.
- G. Work to improve effective community support for the Gifted Education Program.
- H. The responsibilities of the Supervisor of Gifted education shall include:
 - 1. Serve as secretary to the Committee.
 - 2. Consult with the chairman in preparation of meeting agendas.

3. Make arrangements for all meetings.
4. Notify Committee members of meeting times and locations.
5. Obtain data or information as necessary for the work of the Committee.
6. Work with the chairman to prepare the annual report to the School Board.

VI. MEETINGS

- A. Quorum. A quorum consisting of a majority of all members must be present to hold meetings, conduct business, hold elections, or make any decisions. In the event of a lack of a quorum, the meeting will be postponed until the following month or a special meeting is called.
- B. Location. The Committee meets in the School Administration Building, 21000 Education Court, Ashburn, VA 20148
- C. Frequency. A calendar of meetings is established not later than the second meeting of each year. A copy of the calendar is posted on the LCPS website.
- D. Time. Meetings begin and end promptly. (7 p.m. – 8:30p.m.)
- E. Special Meetings. Special meetings are called at the discretion of the Supervisor of Gifted Education and/or Chairman
- F. Meeting Notification. The Supervisor of Gifted Education /or the chairman will send notifications of meetings.
- G. Meeting Attendance. All meetings are open to the public.
- H. Inclement Weather. If Loudoun County Public Schools are closed or students are dismissed early due to inclement weather on a scheduled meeting date, then the meeting is cancelled automatically.
- I. Rules of Order. The rules contained in the latest edition of Robert's Rules of Order are used as a parliamentary guide and shall govern the Committee in all instances to which they are applicable and in which they are not inconsistent with the By-Laws of the Committee and any other special rules the Committee shall adopt.
- J. Eligibility to Vote and Seek Consensus. All members are eligible to vote and participate in seeking a consensus. A majority of members present and voting is necessary to approve a motion. The only exception is an amendment to the By-Laws, which requires a two-thirds majority vote of those members present and voting.

VII. AMENDMENTS

- A. Annual Review, Revision, and Adoption of Changes. The Committee annually shall review the By-Laws and shall revise and adopt changes to the By-Laws as appropriate and necessary. The annual review shall be conducted not later than December of each year.
- B. Procedures to Amend the By-Laws. The By-Laws may not be suspended, but can be amended. Any Committee member may make an oral or written proposal to amend the By-Laws at any time. Robert's Rules of Order serves as the parliamentary guide. Any change requires a two-thirds majority vote of those members present and voting at a meeting of the Committee. The Superintendent must approve the recommended By-Laws before the document becomes official.
- C. Amendments. Amendments must be submitted and read one meeting in advance of when action is taken.

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.

**Local Plan for the Education of the Gifted
2019 – 2020
Addendum**

1. The purpose of this addendum is to update the Local Plan for the Education of the Gifted (2012-2017) and extend the plan through June 30, 2020.
2. The following updates should be made to the plan:
 - a. On pages 5 and 6 (Part III), in reference to students applying to Thomas Jefferson High School for Science and Technology, add the following statement, “Upon approval of the School Board.”
 - b. On page 7 (Part III, Section B), in reference to the eligibility of eighth grade students to apply to Thomas Jefferson High School for Science and Technology, add the following statement, “Upon approval of the School Board.”
 - c. On page 7 (Part III, Part B), in reference to referral procedures for high school students, delete the sentence, “An information meeting for parents about the gifted identification process and the gifted services is held for each of the school clusters throughout the year.” Insert the following sentence, “Any questions relating to gifted referrals at the high school level may be referred to the Supervisor of Gifted Education.”
 - d. On page 11 (Part III, Section D), under the Differentiated Classroom Instruction section, delete the following sentence, “Students in high school can also take AP coursework.” Add the following sentence, “High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses.”
 - e. On page 12 (Part III, Section E), in reference to acceleration, add the following statement, “The Gifted Education Department may provide assistance to building administrators by administering the Iowa Acceleration Scale to collect data to inform acceleration decisions.”
 - f. On page 13 (Part IV, Section a), change the statement to read, “Each year in September, parents of 3rd graders receive a letter explaining the Naglieri Nonverbal Ability Test (NNAT2) to be given in October/November.”
 - g. On page 13 (Part III, Section E), delete the fourth bullet and add this statement, “High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses.”
 - h. On pages 16-19, delete SIGNET as a school-day option for gifted-identified high school students. On page 19 (Part VI, Section E), add “High school students can self-select advanced level course work including honors level courses, Advanced Placement courses, Dual Enrollment courses, independent studies, and Virtual Loudoun courses. SIGNET may be implemented as an after-school club for gifted-identified and other interested high school students. SIGNET may include seminars, independent studies, and/or service projects.”

- i. On page 16 (Part VI, Chart, Elementary, Level 1), add the following statement: “Level 1 SEARCH – 45 minute lessons every other week for students in grades 1-3 and 30 minutes for kindergarten students.”
 - j. On page 17, after the first sentence under the Empowering Diversity in Gifted Education (EDGE) Grades K-5 section, add the following sentence, “This may include students from culturally or linguistically diverse or low socioeconomic backgrounds or students who have disabilities (twice exceptional).”
 - k. On page 18 (Part VI, Section A), under the Advanced Placement section, add the following sentence, “Most Advanced Placement courses are not available to students before they are in the 11th grade.”
 - l. On page 18 (Part VI, Section A), in reference to Thomas Jefferson High School, add the following statement: “Attendance at Thomas Jefferson High School for Science and Technology is subject to approval of the School Board.”
 - m. On page 18 (Part VI, Section A), add the following description of the Academies of Loudoun, “The Academies of Loudoun combines three programs: the Academy of Science, the Academy of Engineering and Technology, and the Monroe Advanced Technological Academy. These are high-caliber STEM programs for Loudoun County students.”
 - n. On page 22 (Part VIII), add the following sentence, “Most Advanced Placement courses are not available to students before they are in the 11th grade.”
3. In response to findings from the 2016 gifted program review and feedback from stakeholders including parents, teachers, community members, and students, the Gifted Education Department is in Phase 2 of a new model for the delivery of services for students who are identified as needing gifted services. This transition will take place over the course of the next three years in an effort to ensure that services are delivered continuously and sequentially for students as required by the Virginia Department of Education. The new delivery model provides gifted services for students at their base schools.