

Henrico County Public Schools Local Plan for the Education of the Gifted 2016-2021



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Local Plan for the Education of the Gifted

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

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

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

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

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

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

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

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

A. Division Philosophy for the Education of Gifted Students

Students deserve educational opportunities commensurate with their needs and abilities. Henrico County Public Schools (HCPS) is committed to the use of multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds. Accordingly, the district provides a qualitatively differentiated instructional program that includes rigorous 21st Century curriculum content and innovative instructional opportunities for students in grade K-12. HCPS also recognizes the complex social and emotional needs of gifted students.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

A HCPS student is eligible for gifted education service options tailored to *general intellectual aptitude* (GIA) or *specific academic aptitude in English* (SAA- English) or *mathematics* (SAA-mathematics) if the student demonstrates readiness based upon the following criteria:

- Student readiness for gifted educational services is determined by multiple and varied criteria: parent recommendations, professional rating scale including characteristics of diverse gifted students with examples of student work, grades, observations/interviews, and nationally normed aptitude and/or achievement assessments.

A HCPS student is eligible for gifted education service options tailored to *visual and/or performing arts* (VPA) if the student demonstrates readiness for gifted programming based on placement in the Center for the Arts Specialty Center for grades 9-12.

- Student readiness for gifted visual arts and/or performing arts services is determined by: teacher recommendations, grades, nationally normed achievement assessments, portfolio/audition indicating abilities and potential requiring a specialized program.

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

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

A. Identification Goal: To provide a systematic identification process that reflects the delivery of services

Objective 1: Continue to provide clear communication about gifted program identification and placement to students and parents, with accommodations made for non-English speaking families.

Objective 2: Increase awareness of gifted program offerings in K-12 in order to facilitate equitable referrals across the division.

B. Delivery of Services Goal: Provide a comprehensive and rigorous continuum of services which address the needs of all identified gifted students

Objective 1: Increase services at secondary level

- Form a committee to investigate the development of a secondary zone center
- Secondary Gifted Resource Teachers will increase communication and provide support services to students in grades 6-12
- Increase opportunities for differentiation in advanced coursework, such as Advanced/Accelerated (6-8), Honors, Dual Enrollment, Advanced Placement.
- Ensure equitable access to advanced coursework.
- Utilize technology to provide more services at the high school level.
- Explore mentorship opportunities

Objective 2: Increase services at elementary level

- Consider additional Early Bird Math classes
- Ensure implementation of gifted curriculum, such as William and Mary Navigators and Mentoring Mathematical Minds.
- Reevaluate school based and zone center options

Objective 3: Advocate for additional staffing to ensure consistency in services K-12

C. Curriculum and Instruction Goal: Increase continuity across division by setting goals in curriculum and instruction reflective of the unique needs of gifted students.

Objective 1: Provide opportunities for collaboration between classroom teachers and gifted resource teachers in grades K-12.

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Objective 2: Explore options for measuring student progress and communicating this information to parents.

Objective 3: Ensure continuity and consistency in advanced coursework across division, including content and frequency of instruction.

- Accelerated Math (3-12)
- World Languages (6-12)
- Electives (6-12)

D. Professional Development Goal: Support K-12 teacher training in differentiation strategies and in developing tools to measure student outcomes.

Objective 1: Promote and provide teacher training in differentiated instructional strategies and student outcomes.

Objective 2: Increase availability of gifted endorsed teachers in secondary schools.

Objective 3: Promote collaboration and sharing of best practices among gifted resource teachers and classroom teachers.

E. Equitable Representation of Students Goal: Increase equitable representation of K-12 students from various backgrounds.

Objective 1: Promote importance of talent development in grades K-5.

Objective 2: Examine multiple criteria, including parent communication, to ensure 'culture-friendliness' across division.

Objective 3: 2E and ELL accommodations

Objective 4: Continue to implement and train staff on screening tools that allow for equitable representation of K-12 students from various backgrounds that include economically disadvantaged, culturally diverse, identified with a disability, and limited English proficiency.

F. Parent/Guardian and Community Involvement Goal: Identify innovative methods to communicate to parents and/or communities.

Objective 1: Provide support services for families with gifted students, with specific attention to underrepresented populations.

- Parent Resource Center
- Provide information about advanced academic pathways.

Objective 2: Explore media options to communicate with parents and community members in regards to the unique needs of gifted students.

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Objective 3: Investigate community partnerships with local universities.

Objective 4: Continue to improve the delivery of gifted program information to parents and community members, including growth measures.

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

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

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

HCPS Gifted Identification Process

HCPS's identification process is designed to allow for an equitable representation of students from various backgrounds. This includes economically disadvantaged, culturally diverse, identified with a disability, and limited English proficiency students in grades K-12.

From the first marking period through the fourth marking period of the academic school year, the identification of K-12 gifted students is a continuous process (see p. 10 for information about specific grade levels). No identification is conducted during the summer months. A student must be enrolled in HCPS and may not be referred for the gifted identification process more than once during the academic school year.

Screening Procedures for General Intellectual Aptitude and Specific Academic Aptitude in English or Mathematics

The screening process begins with a review of all student data for K-12 students who may or may not proceed to the referral process with a particular emphasis on underserved populations. The screening process requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade student annually. Screening criteria may include any of the following sources:

- Pre-Screening Checklists of Gifted Characteristics – Classroom teachers document students' gifted characteristics and behaviors, including checklists developed specifically for underrepresented populations.
- Inquiries – The school's gifted identification coordinator or gifted resource teacher receives inquiries about gifted services from parent/guardian, professional educators, community members, peers, or students.
- Nationally Norm-Referenced Tests – The school's gifted identification coordinator, gifted resource teacher, school principal, or Specialist for Gifted Education Programs reviews

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students' ability and/or achievement test scores.

- Records of Identified Transfer Students – The school's registrar and/or school counseling office notifies the school's gifted identification coordinator of students who have been identified for gifted education services in other school divisions. (Please refer to Transfer Policy on page 11).

Screening Procedures for Visual and/or Performing Arts Aptitude for Grades 9-12

Students in grades 9-12 who are accepted and enrolled in the Center for the Arts are designated as gifted in VPA.

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

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

Referral Procedures for General Intellectual Aptitude and Specific Academic Aptitude in English or Mathematics for Grades K-12

- **Individual referrals** are accepted from professional educators, parent/guardian(s), community members, peers, or students.
- **Transfer students that have been identified Gifted** in another school division may be referred in an expedited manner following the Transfer Policy.

Referrals for first semester are accepted in October (grades 3, 4, 5, 7, 8, 9, and 12), and referrals for second semester are accepted in January (grades K, 1, 2, 6, 10, and 11). Please refer to the website regarding specific dates. Students transferring into HCPS that are referred after the designated window will be considered during the following window. Current HCPS students that miss the referral window may be referred during the following school year.

Individual Referral Procedures for Grades K-12

1. Parent/Guardian(s), professional educators, community members, peers, or students must submit a written referral request for individual students to the school's gifted identification coordinator during the Fall and Spring referral windows. Any requests received after the window will be considered during the next school year.
2. If a referral request is submitted by someone other than a parent/guardian for a student, the school's gifted identification coordinator sends the permission form to the parent/guardian

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of the child for approval along with the (1) Parent/Guardian Questionnaire and (2) Referral Notification Letter. The permission form must be returned to the school within seven (7) instructional days.

3. The school's gifted identification coordinator indicates on the permission form the date the parent/guardian returns the signed form. The Parent/Guardian Questionnaire must be completed and returned two weeks prior to the ID/P Team meeting.

Transfer Policy for Identified Gifted Students

The Commonwealth of Virginia's Regulations Governing Educational Services for Gifted Students provide guidelines to be used by all school divisions in the identification of GT students. HCPS has no desire to duplicate identification criteria completed in other school divisions that are valid, reliable, and relevant to the general intellectual aptitude (GIA) or specific academic aptitude (SAA) identification process. Consequently, when students transfer into the division, every attempt is made to review information from the student's previous school division and apply the supportive criteria to HCPS's identification process. HCPS identification criteria may include:

- Professional Rating Scale of Gifted Characteristics
- Parent/Guardian Questionnaire
- Classroom grades
- Standardized test scores
- Classroom work samples
- Student observation
- Student interview

Upon registering in HCPS, parents are required to submit all gifted identification documentation to the Gifted Identification Coordinator at the school for review. The two-year time frame will not apply to test scores for previously identified gifted students

HCPS reserves the right to administer any and all relevant instruments needed for the accurate identification of students.

Referral Procedures for Visual and/or Performing Arts Aptitude for Grades 9-1A HCPS student is eligible for gifted education service options tailored to *visual and/or performing arts* (VPA) if the student demonstrates readiness for gifted programming based on placement in the Center for the Arts Specialty Center for grades 9-12

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

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

Identification Process for General Intellectual Aptitude and Specific Academic Aptitude

The identification process begins **November** for the first semester (grades 3, 4, 5, 7, 8, 9 and 12) and **February** for the second semester (K, 1, 2, 6, 10, and 11). Once parent/guardian permission has been received, HCPS has **60 instructional days** to complete the school-level process, make a recommendation on the eligibility status of each student and send the student profile to the educational specialist for Gifted Education Programs. The process includes the following:

1. The school collects relevant information needed to complete the identification process as indicated in the section Multiple Criteria Listing (8 VAC 20-40-40D.3).

Identification Process for Visual and/or Performing Arts Aptitude Grades 9 – 12

Process for identification in VPA begins with specialty center application to Center for the Arts.

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

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

General Intellectual Aptitude & Specific Academic Aptitude

The following selected criteria have been piloted, field tested or examined for validity and reliability.

- 1. Assessment of appropriate classroom student products, performance, or portfolios
English/Math: Product and student work samples completed in the classroom
- 2. Rating scale of classroom behaviors
- 3. Appropriate Parent and Teacher questionnaires
- 4. Student interview

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- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s)
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
Note: Consult technical manuals for validity/reliability. Test scores are valid for a two-year period.
- 6. Record of academic achievement (e.g., classroom grades)
- 7. Additional valid and reliable measures or procedures
Specify: Student Observation

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. The **number** of persons comprising the Identification/Placement Committee by category is shown below.

General Intellectual Aptitude & Specific Academic Aptitude

- 1 Classroom, Art, or Music Teacher--GIA, SAA
- 1 Gifted Education Resource Teacher(s) – GIA, SAA
- 1 Counselor(s) – GIA and SAA
- Psychologist(s)
- Assessment Specialist(s)

- 1 Principal(s) or Designee(s) – GIA and SAA
- Gifted Education Coordinator
- 1 Other(s) Specify: School's Gifted Identification Coordinator – GIA and SAA

- b. Type of Identification/Placement Committee

- School-level for GIA & SAA

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

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

General Intellectual Aptitude, Specific Academic Aptitude & VPA

Measure	Administered and/or completed by:	Scored and/or reviewed by:	Provided to the committee by:
Student work samples/products or portfolio (included with rating scale)	Current classroom teacher, gifted resource teacher	ID/P Team	Current classroom, gifted resource teacher
Rating scale of classroom behaviors	Current or former classroom teacher, gifted resource teacher	ID/P Team	Current classroom teacher
Parent/guardian questionnaire	Parent/guardian	ID/P Team	Parent/guardian
Student interview	Gifted resource teacher	ID/P Team	Gifted resource teacher
Student observation	Gifted resource teacher, or licensed HCPS professional*	ID/P Team	Gifted resource teacher, or licensed HCPS professional*
Nationally norm-referenced test scores <i>Note: Test scores are valid for a two-year period.</i>	Licensed HCPS professional*	ID/P Team	Licensed HCPS professional*
Student audition/portfolio (for Visual and Performing Arts Identification)	Student	Division-level ID/P Team	Student

*Designated by the school's gifted identification coordinator

Eligibility for General Intellectual Aptitude and Specific Academic Aptitude in Grades K-12

The school-level ID/P Team has **60 instructional days** to meet to determine the eligibility status of each student referred for the divisions' gifted education programs. If the student is found eligible for services, the ID/P Team will determine the appropriate educational service options for the student. For a twice-exceptional student, service options will be noted in the student's Individual Education Plan (IEP).

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During the ID/P Team meeting, the student's portfolio of multiple criteria gathered during the screening and referral process is reviewed. The Identification/Placement (ID/P) Team Summary form is completed as outlined in the HCPS Gifted Identification/Placement Procedural Manual. The data collected is shared and discussed by the school-level team. Students can be found eligible for services in:

- General Intellectual Aptitude, which is both English and Mathematics **or**
- Specific Academic Aptitude- English **or**
- Specific Academic Aptitude- Mathematics

The ID/P Team reaches a consensus and makes one of three recommendations:

1. The student is identified and found eligible for appropriate service options **or**
2. The student is placed on monitor status for the collection of additional evidence **or**
3. The student is not identified or eligible for service options at this time.

Note: No single measure, score, or criterion listed in the chart for Eligibility (8 VAC20-40-60A.3) may be used to exclude or include a child for eligibility.

After the ID/P Team meeting, the school's gifted identification coordinator sends notification of the decision home to the parents/guardians and recommendation to the educational specialist for Gifted Education Programs for review. The school's gifted identification coordinator does the following:

1. Dates and initials the ID/P Team Summary form.
Note: The date indicates the beginning of the five (5) instructional day Appeal Process timeline.
2. Places the original ID/P Team Summary form and Referral Form in the student's cumulative record.
3. Sends a copy of the ID/P Team Summary form, ID/P Team Summary Notification Letter and if applicable, copies of the Appeal Process and/or Program Permission Form/Gifted Service Options to the parent/guardian.
4. Notifies the school administrators of each student's eligibility status, and if applicable, appropriate gifted service options.
5. Places the signed Program Permission Form in the student's cumulative record if applicable.

The specialist is responsible for system-wide record-keeping regarding student identification and for promoting consistency among schools in the use of the identification procedures.

Note: Parent/guardian may review the criteria in their child's portfolio with the school's gifted identification coordinator or school administrator. No copies of any criteria or scored rubrics will be given to the parent/guardian.

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Eligibility for Visual and/or Performing Arts for Grades 9-12

Criteria for identification in VPA is outlined in the speciality center application process for Center for the Arts.

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

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

Based on multiple criteria, when a student is identified as eligible for service options, the school-level or division-level ID/P Team will determine which of the school division’s options matches the learning needs of the eligible student. Written parent/guardian permission is required for students to receive gifted services. Refer to the chart below for service options.

General Intellectual Aptitude & Specific Academic Aptitude

Grade Level & Area of Giftedness	Location	Type of Service Option	Service Provider
K – 3 GIA, SAA– E and SAA– M	Neighborhood school	<ul style="list-style-type: none"> ● Cluster grouping ● Differentiated instruction within classroom ● Collaboration model ● Pull-out services 	<ul style="list-style-type: none"> ● Professional educator ● Gifted resource teacher
Grades 4 – 5 GIA, SAA- E and SAA- M	Neighborhood school	<ul style="list-style-type: none"> ● Cluster grouping ● Differentiated instruction within classroom ● Collaboration model ● Pull-out services 	<ul style="list-style-type: none"> ● Professional educator ● Gifted resource teacher
Grades 4 – 5 GIA	Elementary zone center or school-based center option	<ul style="list-style-type: none"> ● Cluster grouping ● Differentiated instruction within classroom 	<ul style="list-style-type: none"> ● Professional educator
Grade 5 SAA– M	Designated middle school	Early Bird Math Option (selection process required)	<ul style="list-style-type: none"> ● Professional educator
Grades 6 – 8 GIA, SAA– E and SAA– M	<ul style="list-style-type: none"> ● Neighborhood school 	<ul style="list-style-type: none"> ● Cluster grouping ● Required gifted enrichment for grade 6 ● Gifted enrichment electives for grades 7 and 8 ● Collaborative model ● Consultative model 	<ul style="list-style-type: none"> ● Professional educators ● Secondary gifted resource teacher
Grades 9 – 12 GIA, SAA– E and SAA– M	<ul style="list-style-type: none"> ● Neighborhood school 	<ul style="list-style-type: none"> ● Cluster grouping ● Collaborative model ● Consultative model 	<ul style="list-style-type: none"> ● Professional educators ● Secondary gifted resource

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		<ul style="list-style-type: none"> ● Optional services from gifted resource teacher 	teacher
Grades 9 – 12 VPA	<ul style="list-style-type: none"> ● Center for the Arts* 	<ul style="list-style-type: none"> ● Cluster grouping 	<ul style="list-style-type: none"> ● Professional educators

***Note: Students in grades 9-12 who are accepted and enrolled in the Center for the Arts are designated as gifted in VPA.**

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

This section includes the procedures used for (a)-notifying parent/guardian when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parent/guardian wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

A. Notification Process for General Intellectual Aptitude & Specific Academic Aptitude

HCPS uses the following notification procedures during the gifted identification/placement process:

- Parent/guardian(s) are informed of their child's eligibility status when they receive the school-level or division-level ID/P Team Summary form reviewed and signed by members of the ID/P Team. A signed Permission for Program Services form provides permission for provision of appropriate service options for students found eligible for services.
- Parent/guardian(s) receive a copy of the Appeal Process with the paperwork, if applicable.

Appeal Process

B. School-Level Review of the Identification Outcome, Change in Placement or Program Exit

School Level Review Process: (All communication will be handled through your child's school)

1. Within **five (5) instructional days** of receiving the Identification and Placement Team Summary paperwork, parents may request in writing a School Level Review through the school.
2. Within **five (5) instructional days** of receiving the parent request, the principal will respond in writing with a date and time for the School Level Review meeting.
3. Within **ten (10) instructional days** of Principal response, a School Level Review will be held. Members of the School Level Review Team may include: gifted identification coordinator, gifted resource teacher, classroom teacher, parents/guardians, school counselor, and administration.
4. Within **five (5) instructional days** of school level review meeting, the principal will make a recommendation in writing to the parents/guardians. The recommendation will consist of one of the following:
 - a) due to the collection of additional information (new work samples, interview, observation, test scores*), a change in status is recommended
 - b) the identification process has been completed with fidelity and no further action will be taken. Parents may request a Division Appeal.

*Individual intelligence assessments administered outside of school will be accepted if conducted by a state licensed psychologist and the report is accompanied by a copy of the license. Please note

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that the results must be reported as standard age or grade national percentile scores. The following individual intelligence assessments are accepted:

- WISC -Wechsler Intelligence Scale for Children
- Stanford-Binet Intelligence Test
- Woodcock Johnson Ability Test
- Cognitive Abilities Test (CogAT); scores will not be utilized if the test is given within eight months prior or post of being administered by HCPS

Note: HCPS reserves the right to refuse test reports from non-accredited agencies or professionals

C. Division Level Appeal of the Identification Outcome, Change in Placement or Program Exit

Division Level Appeal: (All communication will be handled through the Office of Gifted Programs)

1. Within **ten (10) instructional days** of the School Level Review, it is the responsibility of the parents/guardians to produce in writing to Central Office Gifted Programs:
 - a) a formal letter stating the reason for the Division Level Appeal
 - b) additional information, if applicable, as evidence for the appeal, no more than five (5) pages in length.
2. Within **twenty (20) instructional days** of receiving the appeal request, the Division Level Appeal meeting will be held. Members of the Division Level Appeal Team may include: Director of Exceptional Education, Specialist for Gifted, Specialist for School Psychologists, Specialist for School Counselors, Specialist for English/Language Arts and/or Math, Gifted Coordinator, Gifted Identification Coordinator, Gifted Resource Teacher(s). **Parents are also invited to attend.**
3. Within **ten (10) instructional days** of the meeting, Parents/Guardians will be notified in writing of the decision made by Division Level Appeal Team. All decisions made by the Division Level Appeal Team are final.

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

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude & Specific Academic Aptitude

Procedures for Change in Instructional Services

Students who have been identified for gifted services maintain this status while enrolled in HCPS. The student, parent/guardian, counselor, teacher, or the gifted resource teacher may initiate the reevaluation of current service options if the student is not meeting performance expectations. If a

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reevaluation is initiated, the school's ID/P Team will convene to review the student's current portfolio of performance, work samples, and test scores. If change in service options or exit from a program is under consideration, parent/guardian(s) are notified in writing by the school's gifted identification coordinator of the reevaluation and invited to attend the ID/P Team meeting. The ID/P Team will meet unless the student is withdrawing at parent/guardian request. The ID/P Team evaluates the student data in the portfolio and reaches a consensus to make one of three recommendations:

1. Continuation of current program/service options **or**
2. Change in current program/service options **or**
3. Exit from a program or service option.

If in attendance, the parent/guardian signs and initials the Change in Program Placement/Exit form indicating that they were in attendance and received a copy of the HCPS Appeal Process. If the parent/guardian is not in attendance, a copy of the Change in Program Placement/Exit form signed by the educational specialist for Gifted Education Programs will be mailed to the home along with a copy of the Appeal Process.

After the meeting, the school's gifted identification coordinator sends the recommendation to the educational specialist for Gifted Education Programs for review. The change in program placement or exit is complete when the specialist signs the Change in Program Placement/Exit form. This signature ensures that the criteria have been evaluated based on Henrico County Public Schools' Local Plan for the Education of the Gifted and VDOE Regulations Governing Educational Services for Gifted Students. The school's gifted identification coordinator completes the following:

1. Dates and initials the Change in Program Placement/Exit form. The date indicates the beginning of the **five (5) instructional day** Appeal Process timeline.
2. Places the Change in Program Placement/Exit form in the student's cumulative record.
3. Sends a copy of the Change in Program Placement/Exit form to the parent/guardian, and if applicable, a copy of the Appeal Process.
4. Notifies the school administrators of each student's status, and if applicable, appropriate gifted service options.

Note: Parent/guardian may review the criteria in their child's portfolio with the school's gifted identification coordinator or school administrator. No copies of any criteria or scored rubrics will be given to the parent/guardian.

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

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

A. Service Options are Continuous and Sequential

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

The HCPS Program of Curriculum and Instruction for gifted learners is continuous and sequential. See the chart on the following page for **K – 12 Continuous and Sequential Curriculum and Instruction for GIA & SAA**.

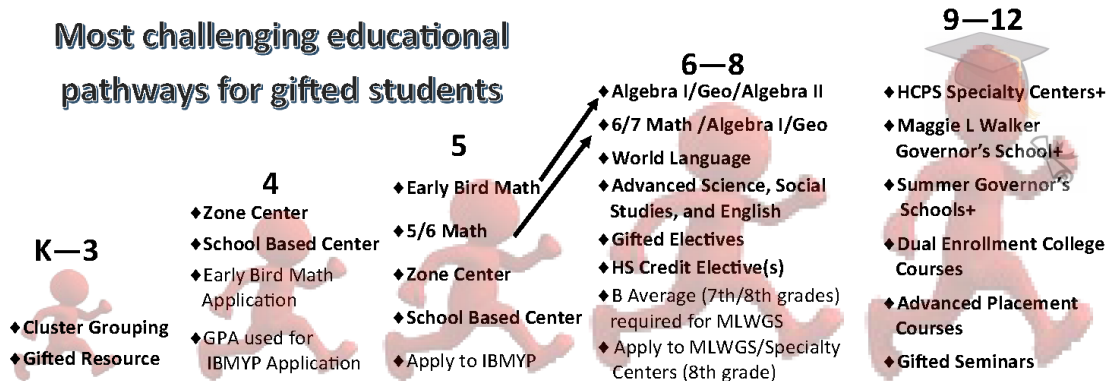
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Henrico County Public Schools Gifted Education Service Options

Grade	Service Options	Area of Identification		
		General Intellect	Language Arts	Math
K-5	Cluster Grouping	✓	✓	✓
	Advanced academic opportunities delivered by the classroom teacher/gifted resource teacher	✓	✓	✓
	Subject specific acceleration *		✓	✓
	Acceleration *	✓		
	School Based/Zone Center option (grade 4 & 5 only)	✓		
	Math Science Innovation Center Saturday Enrichment+	✓		✓
6-8	Enrichment classes/seminars	✓	✓	✓
	Cluster grouping	✓	✓	✓
	Summer Governor's School+	✓	✓	✓
	Advanced or accelerated coursework	✓	✓	✓
	Acceleration *	✓	✓	✓
9-12	Gifted Seminars	✓	✓	✓
	Cluster grouping	✓	✓	✓
	Summer Governor's School+	✓	✓	✓
	Advanced or accelerated coursework	✓	✓	✓
	Acceleration *	✓	✓	✓
	Maggie L Walker Governor's School +	✓	✓	✓
	Henrico County Public Schools Specialty Centers +	✓	✓	✓

* For additional information refer to HCPS policy P7-09-007 Acceleration of Students

+ Application process required. Refer to Specialty Center/Maggie Walker information for required pre-requisites



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

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

The HCPS instructional program allows gifted students to interact with their age-level peers during the school day and week. See the two charts below.

K – 12 Instructional Time with Age-Level Peers for GIA & SAA

Grade Level	GIA	SAA- English	SAA- Mathematics
Grades K – 3	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Summer Enrichment Programs, grade 3 	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Summer Enrichment Programs, grade 3 	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Summer Enrichment Programs, grade 3
Grades 4 – 5	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Zone/ school-based center option • Math Masters, grades 4-5 • Summer Enrichment Programs, grades 4-5 	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Summer Enrichment Programs, grades 4-5 	<ul style="list-style-type: none"> • Cluster grouping • Pull out services • Math Masters, grades 4-5 • Summer Enrichment Programs, grades 4-5
Grades 6 – 8	<ul style="list-style-type: none"> • Cluster grouping • Enrichment seminars • Summer Regional Governor’s School 	<ul style="list-style-type: none"> • Cluster grouping • Enrichment seminars • Summer Regional Governor’s Schools 	<ul style="list-style-type: none"> • Cluster grouping • Enrichment seminars • Summer Regional Governor’s School
Grades 9 – 12	<ul style="list-style-type: none"> • Cluster grouping • Maggie L. Walker Governor’s School • Specialty Centers • Summer Residential Governor's Schools 	<ul style="list-style-type: none"> • Cluster grouping • Maggie L. Walker Governor’s School • Specialty Centers • Summer Residential Governor’s Schools 	<ul style="list-style-type: none"> • Cluster grouping • Maggie L. Walker Governor’s School • Specialty Centers • Summer Residential Governor’s Schools

Note: Students in grades 9-12 who are accepted and enrolled in the Center for the Arts are designated as gifted in VPA.

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

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

The HCPS instructional strategies and content in English/language arts and mathematics allow students to have opportunities for acceleration and enrichment beyond their grade-level or course-level peers. See the two charts below.

Strategies and Content with Intellectual & Academic Peers for GIA & SAA

Grade Level	GIA	GIA, SAA- English	GIA, SAA- Mathematics
Grades K – 3	<ul style="list-style-type: none"> • Grade acceleration • Cluster grouping • Academic enrichment • Pull out services 	<ul style="list-style-type: none"> • English/language arts acceleration • Cluster grouping • Academic enrichment • Pull out services 	<ul style="list-style-type: none"> • Mathematics acceleration • Cluster grouping • Academic enrichment • Pull out services
Grade Level	GIA	GIA, SAA- English	GIA, SAA- Mathematics
Grades 4 – 5	<ul style="list-style-type: none"> • Grade acceleration • Cluster grouping • Pull out services • Academic enrichment • Zone center option • MathScience Innovation Center Saturday Enrichment 	<ul style="list-style-type: none"> • English/language arts acceleration • Cluster grouping • Pull out services • Academic enrichment • MathScience Innovation Center Saturday Enrichment 	<ul style="list-style-type: none"> • Mathematics acceleration • Cluster grouping • Pull out services • Academic enrichment • MathScience Innovation Center Saturday Enrichment
Grades 6 – 8	<ul style="list-style-type: none"> • Grade acceleration • Cluster grouping • Enrichment class/seminars • Summer Regional Governor’s School 	<ul style="list-style-type: none"> • Cluster grouping • Enrichment class/seminars • Summer Regional Governor’s School 	<ul style="list-style-type: none"> • Mathematics acceleration • Cluster grouping • Enrichment class/seminars • Summer Regional Governor’s School
Grades 9 – 12	<ul style="list-style-type: none"> • Grade acceleration • Cluster grouping • Maggie L. Walker Governor’s School • Summer Governor’s School 	<ul style="list-style-type: none"> • English acceleration • Cluster grouping • Maggie L. Walker Governor’s School • Summer Governor’s School 	<ul style="list-style-type: none"> • Mathematics acceleration • Cluster grouping • Maggie L. Walker Governor’s School • Summer Governor’s School

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D. Service Options that Provide Instructional Time to Work Independently

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

General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts

HCPS utilizes a variety of instructional strategies and program models that allow K-12 gifted learners to work independently. These strategies and models may include 21st Century Skills, problem-based learning, project-based learning, independent research projects, curriculum compacting, learning centers, pull-out groups, mentors, product choice menus, independent contracts and tiered lessons. Models and strategies are chosen based on students' needs which allow classroom teachers and gifted resource teachers to tailor curriculum and differentiate by product, interest and/or rigor. Students receive guidance or instruction from classroom teachers, art/music teachers, gifted resource teachers, school resource teachers, librarians and/or community members.

E. Service Options that Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts

During the school day and week, HCPS provides a variety of instructional strategies to foster intellectual and academic growth for identified gifted learners as outlined above in Part A-D. To foster growth, students' program placement, academic setting and program rigor are monitored by gifted resource teachers, school resource teachers, classroom teachers, art/music teachers, school counselors and administrators. Identified gifted students are recommended for program service options based on their area of academic and visual and/or performing arts strength.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts

HCPS uses a variety of procedures to assess academic growth for K – 12 gifted learners. The Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAPS) for reading comprehension and mathematics are used county-wide to show yearly growth for GIA, SAA-English and SAA-Mathematics students. In addition, classroom teachers, school resource teachers and gifted resource teachers provide additional growth assessment through student portfolios, teacher narratives, pre and post-assessments, student self-assessments, peer assessments, and product rubrics. For VPA students, portfolios and/or performances are used to

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assess student growth in their art discipline. Data collected from the various assessments is used to guide program placement and instruction.

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

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

HCPS Program of Differentiated Curriculum and Instruction

Differentiated instruction is characterized by the introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. Student choice, self-directed learning skills, peer, self, and teacher assessment are also integral parts of the program. There is a dual commitment to (1) establishing a strong foundation in the core learning objectives for all grades and (2) implementing curriculum extensions. Cluster grouping is utilized to provide for flexible instructional groups to accommodate different instructional needs within the classroom.

The two charts below indicate the K-12 advanced and accelerated differentiated curriculum offered to gifted learners.

K – 12 Advanced and Accelerated Differentiated Curriculum for GIA and SAA*

***Please refer to chart on page 22.**

Grades 9 - 12 Advanced and Accelerated Differentiated Curriculum for VPA

Grade Level	VPA
Grades 9-12	<ul style="list-style-type: none">• Honors for Grades 11 & 12• Advanced Placement• Center for the Arts Curriculum

K – 12 Advanced and Accelerated Instructional Options for GIA and SAA

Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect.

Content differentiation modifies what the students are to know, understand, and be able to do by the end of the unit of study. When modifying the content, teachers seek to move the students to the conceptual or thematic level instead of isolating information and skills. The levels of abstractness, complexity, and variety are used to determine the degree to which the core content is differentiated. Examples include Jacob's Ladder, Mentoring Mathematical Minds, William and Mary's Language Arts, Social Studies and Science Units, William and Mary's Language Arts Navigators, University of Virginia's CLEAR curriculum units.

Process differentiation modifies how the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teachers incorporate strategies and methods of student-centered instruction that seek to actively engage students in the learning process. The extent to which higher level questioning, open-endedness, research, freedom of choice, and group interaction are used determines the degree to which the processes of teaching and learning are differentiated.

Product differentiation modifies the methods students use to show evidence of their learning. When differentiating this area, teachers look first to the discipline and engage students in those products which people in the field of study would create. Product differentiation seeks to help students engage in authentic products for real audiences and allows for the transformation of information. Evaluation of differentiated products is a collaborative effort among student, teacher, and someone in the field of study whenever possible.

Learning environment differentiation encourages independence, openness, acceptance, and high mobility. Teachers who are differentiating the learning atmosphere create complex classrooms rich with resources, materials for hands-on exploration, centers, and learning stations, and student-centered patterns of interaction. Differentiation to meet students' affective needs focuses on the social and emotional characteristics of gifted learners. In order to attend to affect, teachers must first understand the varied socio-emotional needs of gifted learners and then, modify curriculum and instruction to scaffold for students as appropriate.

Grades 9 – 12 Advanced and Accelerated Instructional Options for VPA

The gifted visual arts program of study provides an advanced, sequential, and developmental curriculum. Students are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They receive intense instruction in thematically-based units of study such as color theory, three dimensional forms of expressing creative process, and creative synthesis. Drawing and graphic expression are integrated into each unit.

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In addition, the program emphasizes the following: Knowledge of media, skills, and processes, form and design (basic design elements and principles), principles of visual perception, art history and appreciation-the study of artists and their work, aesthetic development and art criticism-critical evaluation of art.

The dance education program provides a curriculum that emphasizes the following: Knowledge and concepts that guide the dancer such as anatomy, nutrition, physics, and kinesiology, creative movement that allows the students to discover their own way of moving and to focus their creative energy, dance theory that provides an understanding of dance history, dance appreciation, and dance criticism, dance technique that ensures a strong foundation for the technical skills such as correct alignment of the torso and legs, attention to details of movement, and development of style. Students develop skills in ballet, jazz, and modern dance. They have the opportunity to learn about lighting, costume, set design, and dance notation. In addition, students explore careers that are related to the performing arts and in particular, dance.

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

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

General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts

Henrico County Public Schools Policies and Procedures P6-19-021

Gifted Students

Programs and/or opportunities which challenge gifted students shall be provided according to the local Plan for the Education of the Gifted in compliance with state regulations. This plan is available in the Division of Instruction and on the Henrico County Public Schools' website.

Refer to the following Policies:

- 6-03-005, "Instructional Placement"
- 7-04-014, "MathScience Innovation Center"
- 7-06-001, "Regular Summer School "
- 7-06-002, "Enrichment Summer Programs"
- 7-08-003, "Classroom Organization"
- 7-08-005, "Honors and Advanced Placement Courses"
- 7-08-009, "Independent Studies"
- 7-09-007, "Acceleration of Students"
- 7-12, "Gifted Education Programs"

The two charts below provide the policies and procedures that allow access to HCPS programs of study and advanced courses for gifted and advanced learners. The complete description of each policy and procedure is available on the HCPS website.

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Policies/Procedures for Access to HCPS Programs and Advanced Courses for GIA & SAA

Grade Level	GIA	GIA, SAA- English	GIA, SAA- Mathematics	Access to Services
K – 3	Grade acceleration	English acceleration	Mathematics acceleration	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students
	Cluster grouping	Cluster grouping	Cluster grouping	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	Grade level enrichment	Grade level enrichment	Grade level enrichment	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	Advanced academic options	Advanced academic options	Advanced academic options	HCPS P7-08-004 Grouping of Students HCPS R7-08-004 Guidelines for Grouping of Students
Grade Level	GIA	GIA, SAA- English	GIA, SAA- Mathematics	Access to Services
4 – 5	Grade acceleration	English acceleration	Mathematics acceleration	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students
	Cluster grouping	Cluster grouping	Cluster grouping	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	Grade level enrichment	Grade level enrichment	Grade level enrichment	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	MathScience Innovation Center Saturday Enrichment Program	MathScience Innovation Center Saturday Enrichment Program	MathScience Innovation Center Saturday Enrichment Program	HCPS P7-04-014 MathScience Innovation Center Application Process
Advanced academic options	Advanced academic options	Advanced academic options	HCPS P7-08-004 Grouping of Students HCPS R7-08-004 Guidelines for Grouping of Students HCPS P6-19-021 Gifted	

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	Zone center option			Students Identification in GIA
5	Early Bird Math		Early Bird Math	HCPS P6-19-021 Gifted Students Screening and assessment
6 – 8	Cluster grouping	Cluster grouping	Cluster grouping	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	Enrichment seminars	Enrichment seminars	Enrichment seminars	HCPS P6-19-021 Gifted Students Required for grade 6 Elective for grades 7 & 8
	Summer Regional Governor’s School	Summer Regional Governor’s School	Summer Regional Governor’s School	HCPS P6-19-021 Gifted Students Application process
	Advanced academic options	Advanced academic options	Advanced academic options	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students
6 – 8	Acceleration for high school credit courses in Algebra I, Geometry, Algebra II		Acceleration for high school credit courses in Algebra I, Geometry, Algebra II	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students
	Middle Years International Baccalaureate Program	Middle Years International Baccalaureate Program	Middle Years International Baccalaureate Program	HCPS P7-04-015 Specialty Centers Application Process
9 – 12	Grade acceleration	English acceleration	Math acceleration	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students
	Cluster grouping	Cluster grouping	Cluster grouping	HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students
	Honors, Advanced Placement, Dual Enrollment	Honors, Advanced Placement, Dual Enrollment	Honors, Advanced Placement, Dual Enrollment	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students

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	Maggie L. Walker Governor's School	Maggie L. Walker Governor's School	Maggie L. Walker Governor's School	HCPS P6-19-021 Gifted Students Application process
	Summer Residential Governor's School Academies	Summer Residential Governor's School Academies	Summer Residential Governor's School Academies	HCPS P6-19-021 Gifted Students Application process
	International Baccalaureate Diploma Program	International Baccalaureate Diploma Program	International Baccalaureate Diploma Program	HCPS P7-04-015 Specialty Centers Application Process
	Specialty Centers	Specialty Centers	Specialty Centers	HCPS P7-04-015 Specialty Centers Application Process

Policies/Procedures for Access to HCPS Programs and Advanced Courses for VPA

Grade Level	VPA	Access to Services
9 – 12	Honors, Advanced Placement, Dual Enrollment Summer Residential Governor's School Academies Center for the Arts	HCPS P7-09-007 Acceleration of Students HCPS R7-09-007 Procedures for Acceleration of Students HCPS P6-19-021 Gifted Students Application process HCPS P7-04-015 Specialty Centers Application Process

Note: The Local Plan for the Education of the Gifted is available on the HCPS website. Printed copies of the plan are available at all HCPS schools.

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Part IX: Personnel 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.

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HCPS Gifted Personnel and Required Training

Currently, HCPS provides the following full-time gifted education complement personnel to support gifted education programs in the school division:

- Educational specialist for grades K-12
- Part-time coordinators for K-12
- Elementary gifted resource teachers
- Elementary zone center and school based gifted endorsed teachers
- Secondary gifted resource teachers for grades 6-12

Full-time gifted education complement personnel must meet the teacher competencies outlined in 8VAC20-542-310 by obtaining a state endorsement in gifted education within one relicensure cycle and attend yearly gifted education seminars and/or conferences. To support training in gifted education, the following incentives are provided **dependent upon funding**:

- Tuition reimbursement for graduate courses in gifted education;
- Seminar and/or conference reimbursement funds
- An hourly stipend and relicensure points for participation in summer staff development institutes in gifted education.
- Gifted cohort, as offered.

Other HCPS Personnel Professional Development Opportunities

HCPS provides all teachers working with gifted and advanced learners the following opportunities for professional development and training:

- Cohort at accredited university for teachers seeking gifted endorsement
- Characteristics of gifted students
- Differentiating instruction
- Models and strategies for teaching gifted students
- HCPS gifted identification/placement process
- Local, state and national gifted seminars/conferences

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

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

The HCPS Gifted Advisory Council shall submit an annual report to the School Board on the effectiveness of the school division's gifted education program, including any revisions to the program. The Council shall also determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the Council

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shall be provided in writing to the division superintendent and the School Board. The program shall be in compliance with the Code of Virginia and Regulations Governing Educational Services for Gifted Students.

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

Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division’s procedures for the establishment of the local advisory committee for the gifted program.

1. Composition of Local Advisory Committee (LAC)

Categories	Number Represented
Parent/guardian (2 per magisterial district & 1 each for the Maggie L. Walker Governor’s School and the Center for the Arts)	12
School Counselor and Teachers (elementary, middle & high school teachers)	4
Administrators (Executive Directors for Exceptional Education, Elementary, and Secondary, a principal, and a school board member)	4
Support Staff (Educational Specialist for Gifted Education Programs)	1
Community (representative of business, industry, arts)	1
Community (individual who is not a parent/guardian of an identified student)	1
Identified Gifted Students (optional)	2

2. Selection of Members for the Local Advisory Committee

The Gifted Advisory Council is the Local Advisory Committee and shall be composed of parents, school personnel and other community members. Selection of Council members is a function of the Council’s membership committee, which shall adhere where feasible to the membership categories stated above and shall strive to ensure the Council reflects the ethnic and demographic composition of the HCPS system. Council members shall serve a three-year term (subject to annual reappointment) and can serve more than one term. The Council will meet a minimum of five times per school year.

3. Role of the Local Advisory Committee

The Council shall review annually the HCPS Gifted Education Plan, including revisions, and determine the extent to which the Gifted Education Plan is being implemented. HCPS officials shall provide research and other assistance to the Council on request. The findings of such annual Gifted Education Plan review and recommendations for revisions thereto, or changes in the future implementation thereof, shall be submitted annually by the Council in writing to the HCPS division superintendent and School Board. The Council shall serve as

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an additional contact for corporate and community support of the HCPS gifted education programs.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent’s Signature

Printed Name

Date

Glossary of Terms

Appropriately Differentiated Curriculum and Instruction – Curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

Eligible Student – A student who has been identified as gifted by the identification/placement committee for the school division’s gifted education program.

General Intellectual Aptitude (GIA) – Students who 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.

Gifted Students – Students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

Identification – The multistage process of finding students who are eligible for service options offered through the division’s gifted education program. The identification process begins with a division wide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the school division’s identification/placement committee(s). The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student’s aptitudes and learning needs are most appropriately served through the school division’s gifted education program.

Identification/Placement Committee – The school-level or division-level committee that shall determine a student’s eligibility for the division’s gifted education program, based on the student’s assessed aptitude and learning needs. The identification/placement committee shall determine which of the school division’s service options are appropriate for meeting the learning needs of the eligible student.

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Learning Needs of Gifted Students – Gifted students need advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

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

Referral – The formal and direct process that parents/guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

Screening – The annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process.

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

Specific Academic Aptitude (SAA) – Students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English and mathematics.

Student Outcomes – The advanced achievement and performance expectations established for each gifted student, through the review of the student’s assessed learning needs and the goals of the program of study that are reviewed and reported to parents/guardians.

Visual and/or Performing Arts Aptitude (VPA) – Students who demonstrate or have potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual and/or performing arts.

Note: Glossary terms from the Virginia Department of Education Regulations Governing Educational Services for Gifted Students adopted May 27, 2010.