

# Henrico County Public Schools

## Local Plan for the Education of the Gifted 2021-2026



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| <b>LEA#</b>                                       | <b>041</b>                                  |  |  |
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| <b>Date Approved by<br/>School Board</b>          | <b>September 12, 2021</b>                   |  |  |

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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](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.

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**General Information regarding the Gifted Program in Henrico County Public Schools**

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

| <b>Area of Giftedness Identified by Henrico County Public Schools</b> | <b>Grades Served</b> |
|---|----------------------|
| 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) - Visual Arts            | 9-12                 |
| Visual and/ Performing Arts Aptitude (VPA) - Musical Theatre          | 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 Statement of Philosophy for the Education of Gifted Students**

Students deserve educational opportunities commensurate with 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 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.

Gifted students are those K-12 students who demonstrate a high level of accomplishment as well as those students who show the potential for a high level of accomplishment beyond their age/grade level peers of similar experience or environment. A gifted student's achievement and/or demonstrated potential for achievement in English, Mathematics, or the performing arts is so outstanding that the student requires a special program to meet their educational needs. Students who are identified as gifted and talented have the demonstrated potential to achieve significantly high levels of accomplishment that need to be recognized and supported. In order to meet their potential, these students require gifted education services.

HCPS students may be identified as Gifted and Talented in General Intellectual Aptitude (GIA), Specific Academic Aptitude in English (SAA- English) or Specific Academic Aptitude in Mathematics (SAA-Mathematics) by the school's Gifted Identification Placement Team. The team consists of the school's Gifted Identification Coordinator, Gifted Resource Teacher, school administrator/designee, classroom teacher, and school counselor. Members of the team review the student portfolio which consists of evidence of a student's readiness for gifted services and make an identification recommendation. The student portfolio contains a parent questionnaire, a professional rating scale of student behaviors and characteristics of diverse gifted students, examples of student work, student grades, nationally normed aptitude and/or achievement assessments, and/or a student observation or interview if needed.

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Students may be identified in the area of Visual and/or Performing Arts (VPA) if the student is found eligible for placement in the Center for the Arts Specialty Center for grades 9-12 based upon an examination of the following criteria: teacher recommendations, grades, student resume, a portfolio/audition, and a performance-based task related to the area of interest.

**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:** HCPS Gifted Programs provides a systematic identification process that reflects the delivery of services in areas of giftedness (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12).

**Objective 1:** Increase school and community awareness of gifted program offerings for K-12 students to facilitate an increased number of referrals of underrepresented students including: Black, Hispanic, economically disadvantaged, Multilingual Learners (ML), and students with identified disabilities across the division.

**Objective 2:** Review and refine the gifted identification process to ensure consistency of practice across the school division.

**Objective 3:** Stay informed of best practices in the identification of gifted students.

- B. Delivery of Services Goal:** HCPS Gifted Programs provides continuity and consistency in the implementation of gifted curriculum for identified students (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12).

**Objective 1:** Provide equitable access to advanced academic and enrichment opportunities and materials by ensuring that all gifted complement and school based gifted teachers have appropriate resources and training. The Office of Gifted Programs will offer training and workshops on the use of advanced curriculum materials and pedagogy and ensure equitable distribution of resources and materials to schools.

**Objective 2:** Enhance secondary gifted support services in grades 9-12 through seminar opportunities, workshops, and consultative services with a Gifted Resource Teacher or Gifted Lead Teacher.

**Objective 3:** Advocate for additional staffing to ensure consistency in the delivery of services division wide to better meet students' needs.

**Objective 4:** Evaluate the elementary Zone Center and School Based Center gifted programs to ensure that program models are in alignment with HCPS division goals and equitably meet the needs of HCPS students.

- C. Curriculum and Instruction Goal:** HCPS Gifted Programs provides a rigorous and enriching curriculum that is reflective of the unique needs of identified students (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12).

**Objective 1:** Investigate ways to include culturally responsive content and practices when developing and teaching rigorous and enriching lessons for gifted learners.

**Objective 2:** Ensure opportunities for collaboration between classroom teachers and Gifted Resource Teachers to support classroom instruction for identified gifted students.

**Objective 3:** Develop and implement a common and rigorous grade level gifted resource curriculum for grades K-8.

**D. Professional Development Goal:** HCPS Gifted Programs will provide appropriate and engaging professional development to school staff (e.g., teachers, school counselors, teacher assistants, school administrators, learning coaches, librarians, Gifted Resource Teachers (GRTs), and Gifted Identification Coordinators (GICs) on research-based best practices for the identification and education of diverse gifted and talented students (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12).

**Objective 1:** Strengthen the training sessions for Gifted Resource Teachers (GRTs), and Gifted Identification Coordinators (GICs), and classroom teachers regarding the gifted screening and identification process to include characteristics of underrepresented students.

**Objective 2:** Expand access and opportunities for professional development on instructional models and strategies supporting best gifted education practices for classroom teachers and staff.

**Objective 3:** Promote collaboration and sharing of instructional practices and resources among gifted complement, zone center and school-based staff.

**E. Equitable Representation of Students Goal:** HCPS Gifted Programs will increase equitable representation of K-12 students (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12) including Black, Hispanic, Multilingual Learners (ML), students with identified disabilities, and economically disadvantaged students so that the number of students referred for gifted identification and the number of students receiving services more closely aligns with district demographics.

**Objective 1:** Increase collaboration and consultation between Gifted Resource Teachers and other specialized staff (Language Instruction Educational Program teachers (LIEP), Instructional Learning Coaches (ILC), School Counselors, Library, Art, Music, PE teachers, etc.) when screening students and when planning lessons.

**Objective 2:** Explore gifted identification screening tools designed to recognize strengths in students from various backgrounds including economically disadvantaged, culturally diverse, students identified with a disability, and multilingual students.

**Objective 3:** Develop/refine targeted K-2 instruction in the form of research-based talent development/response lessons to extend critical thinking and academic growth with a focus on underserved schools.

**F. Parent and Community Involvement Goal:** HCPS Gifted Programs will provide strong communication and engagement with parents and community members that strengthens

the identification, enrichment, and academic support for identified gifted (GIA K-12, SAA English K-12, SAA Mathematics K-12, VPA 9-12) and high potential students.

**Objective 1:** Utilize a variety of communication platforms and media to provide equitable and universal community access to program information and opportunities.

**Objective 2:** Explore ways to ensure parent/guardian awareness of the Gifted Identification Process as well as understanding of the varied pathways of academic progression for advanced HCPS students in grades K-12.

**Objective 3:** Explore additional ways to promote/use digital communication as a source of up-to-date information for parents concerning identification, social, emotional, and academic needs of gifted students.

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

#### **HCPS Gifted Identification Process**

The HCPS 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 Multilingual (ML) students in grade 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. 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.

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

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

#### **Screening Procedures for GIA and SAA English and/or SAA Mathematics**

The screening process begins with a review of student data for K-12 students. The screening process requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth grade student as the data becomes available. Screening criteria may include any of the following:

**Pre-Screening Checklists of Gifted Characteristics** – Classroom teachers document students' gifted characteristics using anecdotal records and checklists designed specifically for this purpose. A Gifted Characteristics Checklist and/or the USTARS Student Observation Checklist are available to all HCPS staff K-12. Training on the

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recognition and documentation of characteristics of gifted students is provided to classroom teachers and staff each fall.

**Inquiries** – The school’s Gifted Identification Coordinator or Gifted Resource Teacher accepts inquiries about gifted services from the parent/guardian, a professional educator, community member, peer, or student in grades K-12. Inquiries are formal or informal discussions between a teacher and a parent concerning the possibility of moving a child into the referral process. Discussions are often held between Gifted Resource Teachers, administrators, interventionists, Title I staff, learning coaches, librarians, Language Instruction Educational Program (LIEP) teachers, and special education teachers.

**Nationally Norm-Referenced Tests** – The school’s Gifted Identification Coordinator, Gifted Resource Teacher, School Administrator, Gifted Lead Teachers, and/or the Gifted Education Specialist review Henrico County Public Schools students’ ability and/or achievement test scores as they become available. A nationally normed ability test is given to all HCPS second grade students. Scores from this test are reviewed as part of the screening process. Students in grades K-1 and those in other grades who do not have recent ability or achievement test data are given a nationally normed ability and/or achievement test after a formal referral request has been made.

**Records of Identified Transfer Students** – The school’s registrar and/or school counseling office notifies the school’s Gifted Identification Coordinator of military connected and other transfer students who have been identified for gifted education services in other school divisions

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

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

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

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

#### **Referral procedures for GIA and SAA English and/or SAA Mathematics**

Individual referrals are accepted in writing from a professional educator, parent/guardian, community member, peer, or a student. Referrals are accepted once each academic year. Specific dates for a referral window are communicated to staff, parent/guardian, and

community members each year via the HCPS web page, individual school web pages, classroom teacher newsletters, and principal messages.

Transfer students who were identified gifted in another school division may be referred in an expedited manner following the Transfer Process. Students transferring into HCPS who 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**

A professional educator (classroom teacher, Gifted Resource Teacher, administrator, or other faculty member such as an interventionist, Title I staff member, Instructional Learning Coach, librarian, Language Instruction Educational Program teacher, special education teacher), parent/guardian, community member, peer or student must submit a written referral request stating the referred student's name and area(s) of referral to the school's Gifted Identification Coordinator during the referral window. Any requests received after the referral window will be considered during the next school year.

The school's Gifted Identification Coordinator sends the following to the parent/guardian: The Academic Referral Form (permission form), Parent/Guardian Questionnaire and the Referral Notification Letter. The Academic Referral Form and the Parent Questionnaire must be returned to the school within seven (7) instructional days.

The school's Gifted Identification Coordinator indicates on the Academic Referral Form the date the parent/guardian returns the signed permission form. The Parent/Guardian Questionnaire and the Academic Referral Form must be completed and returned to the Gifted Identification Coordinator at the school within seven (7) instructional days.

### **Transfer Process 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 gifted 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 previously identified gifted 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

- Student Products
- Student Observation

**Upon registering in HCPS, a parent/guardian is 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 for Henrico's gifted programs.

### **Referral Procedures for Visual and/or Performing Arts Aptitude for Grades 9-12**

A 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.

### **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 English or Mathematics Grades K-12**

The identification process is an ongoing process during the academic school year. Specific dates for a referral window are communicated to staff, parents, and community members each year via the HCPS web page, individual school web pages, classroom teacher newsletters, and principal messages. Once parent/guardian permission has been received, HCPS has **90 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 Gifted Education Specialist. The process includes the following:

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).

In an effort to identify students from special population groups, HCPS conducts faculty training at all elementary schools in the fall of each year. This training includes information on how gifted traits may present in underserved student populations. An ability test is given each year to all second-grade students as a universal screener.

**Multiple Criteria Listing for General Intellectual Aptitude and Specific Academic Aptitude English or Mathematics Grades K-12 (8 VAC 20-40-40D.3)**

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

**General Intellectual Aptitude and Specific Academic 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 (grades)
- 7. Additional valid and reliable measures or procedures

Specify: Student Observation

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

The process of identification for Visual and/or Performing Arts aptitude follows the HCPS Specialty Center Application and Notification Timeline. Students in grades 8-11 are eligible to apply to the Center for the Arts.

The identification process begins with the submission of a specialty center application to the Center for the Arts. Each student who applies will meet with an ID/P team which may consist of content area teachers, specialists, and community experts for their specific area of interest (Visual Arts, Dance, Musical Theatre, Theatre). At this meeting, the ID/P team members will review the student's resume, teacher recommendations, and student grades. The student's portfolio (for visual arts) or audition (for performing arts) will be scored using a rubric. Each student is provided with a performance task to be completed as part of the team assessment. Performance tasks are scored using a rubric specific to the area of interest (visual art, dance, music theatre, or theatre). Students who are

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accepted have two weeks from notification to either accept or decline participation in the Center for the Arts.

**Visual Performing Arts**

- 1. Assessment of student portfolio and/or performance
- 2. Performance based assessment
- 3. Teacher recommendations
- 4. Records of previous achievements (grades)
- 5. Student resume including activities and grades

**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 and Specific Academic Aptitude**

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

**b. Type of Identification/Placement Committee**

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

- School-level for GIA &SAA
- Division-level

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**Visual Performing Arts Identification/Placement Committee**

The Division-level Identification/Placement Committee for VPA may consist of Center for the Arts teachers, HCPS educational specialists, and guest judges who are experts in the visual/performing arts area being evaluated.

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

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

**Criteria for General Intellectual Aptitude, Specific Academic Aptitude**

| Measure  | Administered and/or completed by:   | Scored and/or reviewed by: | Provided to the committee by:   |
|--|---|----------------------------|---|
| **Student products or portfolio  | Current Classroom Teacher, Gifted Resource Teacher, Licensed Teacher                    | ID/P Team                  | Current Classroom Teacher, Gifted Resource Teacher, Licensed Teacher                    |
| **Rating scale of classroom behaviors  | Classroom Teacher, Gifted Resource Teacher, LIEP Teacher, Exceptional Education Teacher | ID/P Team                  | Classroom Teacher, Gifted Resource Teacher, LIEP Teacher, Exceptional Education Teacher |
| Grades   | Classroom Teacher(s)  | ID/P Team                  | Classroom Teacher/Gifted Resource Teacher or GIC  |
| **Parent /Guardian Questionnaire   | Parent/Guardian   | ID/P Team                  | Parent/Guardian   |
| **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   |

\*The Licensed HCPS Professional is designated by the Gifted Identification Coordinator.

\*\*Work samples, student products, rating scales, questionnaires, and observations may be used to recognize both potential and advanced student achievement.

**Eligibility General Intellectual Aptitude and Specific Academic Aptitude K-12**

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The school-level Identification/Placement (ID/P) Team has **90 instructional days** to meet to determine the eligibility status of each student referred for the division's 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).

During the ID/P Team meeting, the student's portfolio of multiple criteria gathered during the Screening and Referral Process is shared and discussed. The Identification/Placement (ID/P) Team Summary Form is completed. 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:

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

**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 a placement recommendation to the Gifted Educational Specialist for review. Following a Division Review of the placement recommendations, the Gifted Identification Coordinator sends a notification of the placement decision to the parent/guardian. The school's Gifted Identification Coordinator does the following:

- Dates and initials the ID/P Team Summary Form. This date begins the ten (10) instructional day Appeal Process Timeline.
- Places the original ID/P Team Summary Form and the Academic Referral Form in the student's cumulative record.
- 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/Gifted Service Options Form to the parent/guardian.
- Notifies the school administrator of each student's eligibility status, and if applicable, appropriate gifted service options.
- Places the signed Program Permission Form in the student's cumulative record if applicable.

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The HCPS Gifted Educational Specialist is responsible for system wide record keeping regarding student identification and for ensuring consistency among schools in the use of the identification procedures.

A parent/guardian may review the criteria in their child’s portfolio with the school’s Gifted Identification Coordinator, Gifted Resource Teacher, or school administrator.

**Criteria for Visual and/or Performing Arts for Grades 9-12**

| <b>Measure</b>                | <b>Administered and/or completed by:</b> | <b>Scored and/or reviewed by:</b> | <b>Provided to the committee by:</b>           |
|-------------------------------|--|-----------------------------------|--|
| Student portfolio or audition | student                                  | ID/P Team                         | student  |
| Performance Based Task        | ID/P Team administers-student completes  | ID/P Team                         | student (at time of portfolio review/audition) |
| Teacher Recommendations       | classroom teachers                       | ID/P Team                         | classroom teachers                             |
| Student resume                | student                                  | ID/P Team                         | student  |
| Grades                        | classroom teachers                       | ID/P Team                         | classroom teachers                             |

The guidelines for applying to a HCPS Specialty Center contain additional information.

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

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

**General Intellectual Aptitude and Specific Academic Aptitude**

Upon identification, the school level ID/P Team will determine which of the school division’s service options match the learning needs of the eligible student. Service options are determined by the type (GIA, SAA English, or SAA Mathematics) of identification made.

Written parent/guardian permission is required for a student to receive Gifted Services. In addition to the Gifted Services noted in the chart on the next page, gifted students often participate in programs such as Middle Years International Baccalaureate (IB), Gifted Young Scholars Academy (GYSA), Advanced Placement Courses, High School IB, Specialty Center Programs, and the Maggie L. Walker Governor’s School.

**Service Options**

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| Grade Identified | GIA  | SAA- English  | SAA-Mathematics  | Service Provider  |
|------------------|--|---|--|---|
| Grades K-5       | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Pull-out Enrichment Services</li> </ul>   | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Pull-out Enrichment Services</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Pull-out Enrichment Services</li> </ul>   | <ul style="list-style-type: none"> <li>• Professional Educator</li> <li>• Gifted Resource Teacher</li> </ul>  |
| Grades 1-5       | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Cluster Grouping (1-3)</li> <li>• Pull out Enrichment grades 1-3</li> <li>• Accelerated Math 5/6</li> <li>• *Zone or School Based Center Option (Grades 4&amp;5)</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Cluster Grouping (1-5)</li> <li>• Pull-out Enrichment grades 1-5</li> </ul>  | <ul style="list-style-type: none"> <li>• Differentiated Instruction within classroom</li> <li>• Collaboration Model</li> <li>• Cluster Grouping (1-5)</li> <li>• Pull-out Enrichment grades 1-5</li> <li>• Accelerated Math 5/6</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Educator</li> <li>• Gifted Resource Teacher</li> <li>• School Based or Zone Center 4<sup>th</sup>/5<sup>th</sup> Grade Classroom Teacher</li> </ul> |
| Grades 6-8       | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Required Gifted Enrichment course for grade 6</li> <li>• Gifted Enrichment Electives for grades 7-8</li> <li>• Collaborative Model</li> </ul>   | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Required Gifted Enrichment for grade 6</li> <li>• Gifted Enrichment Electives for grades 7-8</li> <li>• Collaborative Model</li> </ul> | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Required Gifted Enrichment for grade 6</li> <li>• Gifted Enrichment Electives for grades 7-8</li> <li>• Collaborative Model</li> </ul>                                | <ul style="list-style-type: none"> <li>• Professional Educator</li> <li>• Gifted Resource Teacher</li> </ul>  |

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|  |   |   |   |  |
|--|---|---|---|--|
|  | <ul style="list-style-type: none"> <li>• Consultative Model</li> <li>• *GYSA</li> </ul>   | <ul style="list-style-type: none"> <li>• Consultative Model</li> </ul>  | <ul style="list-style-type: none"> <li>• Consultative Model</li> </ul>  |  |
| Grades 9-12  | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Collaborative Model</li> <li>• Consultative Model</li> <li>• Optional Services from Gifted Resource Teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Collaborative Model</li> <li>• Consultative Model</li> <li>• Optional Services from Gifted Resource Teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• Collaborative Model</li> <li>• Consultative Model</li> <li>• Optional Services from Gifted Resource Teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Educator</li> <li>• Gifted Resource Teacher</li> </ul> |
| <p><b>VPA Grade Identified (8th)</b><br/>         Students identified gifted in VPA in grades 9-12 are taught by professional educators at the Center for the Arts</p> |   |   |   |  |

\*Fourth and fifth grade Zone Center and School Based Center Programs as well as the sixth through eighth grade GYSA program are provided at central locations. Zone Center, School Based Center Programs, and GYSA are whole day academic programs. All other K-8 academic programs and enrichment services are provided at the neighborhood schools.

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

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

**Notification Process for General Intellectual Aptitude and Specific Academic Aptitude**

HCPS uses the following notification procedures during the Gifted Identification/Placement Process:

- The parent/guardian is notified of the initiation of the Individual Identification Process when they receive a Referral Notification Letter and the Academic Referral Form (permission form). The signed Academic Referral Form grants permission to gather portfolio items including additional standardized testing if needed.
- The parent/guardian is informed of their child’s eligibility status when they receive the ID/P Team Summary Form completed 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.
- The parent/guardian receives a copy of the Appeal Process with the paperwork, if applicable.

**Notification Process for VPA**

VPA students are notified of acceptance into the Center for the Arts following the timeline and process established by HCPS for specialty centers.

**School Level Review of the Identification Outcome and Parent Appeal Process for GIA and SAA**

A copy of the Appeal Process is sent to the parent/guardian along with the ID/P Team Summary form for those students who were found not eligible in one or both areas.

The Appeal Process has two parts.

**School Level Review Process**

The School Level Review is an opportunity for the parent/guardian to review information in the student portfolio that was evaluated by the ID/P Team.

All communication will be handled through the student’s school.

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- Within ten (10) instructional days of receiving the ID/P Team Summary paperwork, a parent/guardian may request a School Level Review. The written request should be sent to the school's administrator.
- Within five (5) instructional days of receiving the parent request, the school administrator will respond in writing with a date and time for the School Level Review meeting.
- Within ten (10) instructional days of the administrator's response, a School Level Review will be held. Members of the School Level Review Team may include: Gifted Identification Coordinator, Gifted Resource Teacher, school administrator or designee, classroom teacher, parents/guardian, school counselor.
- Within five (5) instructional days of the School Level Review meeting, the school administrator will make a recommendation in writing to the parent/guardian.
- Based on the recommendation of the School Level Review Team, the parent/guardian may request a Division Level Appeal.

### **Division Level Appeal Process**

A parent/guardian wishing to request a Division Level Appeal should communicate directly with the Gifted Education Specialist. All communication will be handled through the Office of Gifted Programs.

- Within ten (10) instructional days of the School Level Review, it is the responsibility of the parent/guardian to produce in writing to the HCPS Gifted Educational Specialist:
  - 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.
- 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, Director of Teaching Learning and Innovation, Gifted Educational Specialist, Gifted Lead Teacher(s), Specialist for School Psychologists, Specialist for School Counselors, Specialist for English/Language Arts and/or Mathematics, Gifted Identification Coordinator, Gifted Resource Teacher(s). **The parent/guardian is invited to attend.**
- Within ten (10) instructional days of the meeting, the parent/guardian will be notified in writing of the decision made by the Division Level Appeal Team. All decisions made by the Division Level Appeal team are final.

Additional evidence may include outside nationally norm referenced testing. Individual intelligence assessments administered outside of school will be accepted if conducted by  
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a state licensed psychologist and the report is accompanied by a copy of the license. 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 considered if the test is given within eight months prior or post of being administered by HCPS.

***HCPS reserves the right to refuse test reports from non-accredited agencies or professionals.***

**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.

**Procedures for Change in Instructional Services for General Intellectual Aptitude and Specific Academic Aptitude**

Students who have been identified for gifted services maintain this status while enrolled in Henrico County Public Schools. The student, parent/guardian, counselor, teacher, or the Gifted Resource Teacher may initiate the re-evaluation of current service options if the student is not meeting performance expectations.

**A parent/guardian may initiate a change in service by talking with the Gifted Identification Coordinator at their child's school and completing the Change in Gifted Service Options/Exit Form.**

If a reevaluation is initiated by the school, the School ID/P Team will convene to review the student's current portfolio of performance, work samples, and test scores. If a change in service option or exit from a program is under consideration, the parent/guardian will be notified by the Gifted Identification Coordinator of the reevaluation, in writing.

The parent/guardian is 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:

- Continuation of current program/service options **or**
- Change in current program/service options **or**
- Exit from a program or service option

If in attendance, the parent/guardian will sign the Change in Program Placement/Exit form indicating that they were in attendance. The parent/guardian will initial the form to show that they have received a copy of the HCPS Appeal Process if applicable.

After the meeting, the school's Gifted Identification Coordinator sends the Change in Program Placement/Exit Form with the recommendation to the Gifted Educational Specialist for review. The change in program placement or exit is complete when the Gifted Education Specialist signs the Change in Program Placement/Exit Form. This signature ensures that the criteria has been evaluated based on the HCPS Local Plan for the Education of the Gifted and VDOE Regulations Governing Educational Services for Gifted Students.

A copy of the Change in Program Placement/Exit Form signed by the Gifted Educational Specialist will be sent to the school's Gifted Identification Coordinator.

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The school's Gifted Identification Coordinator completes the following.

- Dates and initials the Change in Program Placement/Exit Form. The date indicates the beginning of the five (5) instructional day Appeal Process timeline.
- Places the Change in Program Placement/Exit Form in the student's cumulative record.
- Sends a copy of the Change in Program Placement/Exit Form to the parent/guardian, and if applicable, a copy of the Appeals Process.
- Notifies the school administrator of the student's status, and if applicable, appropriate gifted service options.

The parent/guardian may review the items in their child's portfolio with the school's Gifted Identification Coordinator, Gifted Resource Teacher and/or school administrator.

### **Procedures for Change in Instructional Services for VPA Students**

Students accepted to the Center for the Arts Specialty Center may withdraw from the program at any time. However, once withdrawn, the decision is final, and the student is not eligible to re-apply. Students are expected to maintain academic grade requirements established by the Center for the Arts in both specific visual or performing arts classes as well as overall GPA requirements.

**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.

HCPS Curriculum and Instruction for Gifted Learners is continuous and sequential. See the chart below for K-12 Continuous and Sequential Instruction for GIA and SAA.

**Henrico County Public Schools Gifted and Advanced Programs Options**

GIA: Identified Gifted in both English and Math SAA: Identified Gifted in English or in Math

|            |   |
|------------|---|
| Grades K-3 | <p><b>Cluster Grouping</b><br/>GIA and SAA</p> <p><b>Differentiated Instruction</b><br/>Gifted Identification not required</p> <p><b>Gifted Resource Support</b><br/>GIA and SAA</p> <p><b>Grade or Subject Acceleration*</b><br/>GIA and demonstrated student need</p>   |
| Grades 4-5 | <p><b>Cluster Grouping</b><br/>SAA Language/SAA Math</p> <p><b>Differentiated Instruction</b><br/>Gifted Identification not required</p> <p><b>Gifted Resource Support</b><br/>GIA and SAA</p> <p><b>Zone Center / School Based Class</b><br/>GIA</p> <p><b>Accelerated Math</b><br/>SAA Math</p> <p><b>Grade or Subject Acceleration*</b><br/>GIA and demonstrated student achievement</p> |

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|                    |   |
|--------------------|---|
| <p>Grades 6-8</p>  | <p><b>Differentiated Instruction</b><br/>         Gifted Identification not required<br/> <b>6th Gifted TAG Enrichment Course</b><br/>         GIA and SAA<br/> <b>7th/8th Gifted TAG Elective Courses</b><br/>         GIA and SAA<br/> <b>Gifted Young Scholars Academy</b><br/>         Application and Lottery Process for GIA students<br/> <b>Middle Years International Baccalaureate</b><br/>         Application Process Gifted Identification not required<br/> <b>Accelerated Math Courses</b><br/>         SAA Math or Demonstrated Student Achievement<br/> <b>World Language Options</b><br/>         Identification not required<br/> <b>Advanced Core Courses</b><br/>         Gifted Identification not required<br/> <b>Summer Regional Governor’s School</b><br/>         Application Process, Gifted Identification required</p>  |
| <p>Grades 9-12</p> | <p><b>Gifted Resource Support</b><br/>         GIA and SAA<br/> <b>Gifted Student Schoology Group</b><br/>         GIA and SAA<br/> <b>Differentiated Instruction</b><br/>         Gifted Identification not required<br/> <b>Gifted Seminars</b><br/>         GIA and SAA<br/> <b>High School International Baccalaureate Program</b><br/>         Application Process, Gifted Identification not required<br/> <b>HCPS Specialty Centers</b><br/>         Application Process, Gifted Identification not required<br/> <b>Advanced Placement Courses</b><br/>         Gifted Identification not required<br/> <b>College Courses</b> (in area of strength)<br/>         Gifted identification not required<br/> <b>Dual Enrollment Courses</b><br/>         Gifted identification not required<br/> <b>CodeRVA Regional High School</b><br/>         Application and Lottery Process, Gifted Identification not required<br/> <b>Maggie L. Walker Governor’s School</b><br/>         Application Process, Gifted Identification not required<br/> <b>Summer Residential Governor’s School</b><br/>         Application Process Gifted Identification required</p> |

\*For additional information, refer to HCPS Policy P7-09-007 Acceleration of Students

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

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

**General Intellectual Aptitude and Specific Academic Aptitude**

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

**K-12 Instructional Time with Age-Level Peers for GIA & SAA (English or Mathematics)**

| Grade Level | GIA  | SAA-English  | SAA-Mathematics  |
|-------------|--|--|--|
| Grades K-3  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Summer Enrichment Programs grade 3</li> </ul>  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Summer Enrichment Programs grade 3</li> </ul>  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Summer Enrichment Programs grade 3</li> </ul>  |
| Grades 4-5  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Zone Based /School Based Center option</li> <li>Summer Enrichment Programs grades 4-5</li> </ul> | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Summer Enrichment Programs grades 4-5</li> </ul>   | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Pull out services</li> <li>Summer Enrichment Programs 4-5</li> </ul>  |
| Grades 6-8  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Gifted Young Scholars Academy</li> <li>Summer Regional Governor’s School</li> </ul>   | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Summer Regional Governor’s School</li> </ul>  | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Summer Regional Governor’s School</li> </ul>  |
| Grades 9-12 | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Maggie L. Walker Governor’s School</li> <li>Specialty Centers</li> <li>Summer Residential Governor’s Schools</li> </ul>     | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Maggie L. Walker Governor’s School</li> <li>Specialty Centers</li> <li>Summer Residential Governor’s Schools</li> </ul> | <ul style="list-style-type: none"> <li>Cluster Grouping</li> <li>Maggie L. Walker Governor’s School</li> <li>Specialty Centers</li> <li>Summer Residential Governor’s Schools</li> </ul> |

Students in grades 9-12 who are accepted and enrolled in the Center for the Arts are designated as gifted in VPA. Students participate in Center for the Art Courses with age level peers.

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

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

HCPS instructional strategies and content in English/Language Arts and Mathematics allows students to have opportunities for acceleration and enrichment beyond their grade level or course level peers.

**Strategies and Content with Intellectual & Academic Peers  
GIA, SAA-English, SAA Mathematics**

| Grade Level | GIA   | GIA, SAA-English  | GIA, SAA-Mathematics  |
|-------------|---|---|---|
| Grades K-3  | <ul style="list-style-type: none"> <li>• Grade Acceleration</li> <li>• Cluster Grouping</li> <li>• Academic Enrichment</li> <li>• Pull-out Service</li> </ul>   | <ul style="list-style-type: none"> <li>• English/Language Arts Acceleration</li> <li>• Cluster Grouping</li> <li>• Academic Enrichment</li> <li>• Pull-out Service</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Mathematics Acceleration</li> <li>• Cluster Grouping</li> <li>• Academic Enrichment</li> <li>• Pull-out Service</li> </ul>   |
| Grades 4-5  | <ul style="list-style-type: none"> <li>• Grade Acceleration</li> <li>• Cluster Grouping</li> <li>• Pull-out Service</li> <li>• Academic Enrichment</li> <li>• Zone Center Option</li> </ul>   | <ul style="list-style-type: none"> <li>• English/Language Arts Acceleration</li> <li>• Cluster Grouping</li> <li>• Pull-out Service</li> <li>• Academic Enrichment</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Mathematics Acceleration</li> <li>• Cluster Grouping</li> <li>• Pull-out Service</li> <li>• Academic Enrichment</li> </ul>   |
| Grades 6-8  | <ul style="list-style-type: none"> <li>• Grade Acceleration</li> <li>• Cluster Grouping</li> <li>• 6th Grade Enrichment Course</li> <li>• 7th &amp; 8th Grade Elective Enrichment Courses</li> <li>• GYSA</li> <li>• Summer Regional Governor’s School</li> </ul> | <ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• 6th Grade Enrichment Course</li> <li>• 7th &amp; 8th Grade Elective Enrichment Courses</li> <li>• Summer Regional Governor’s School</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics Acceleration</li> <li>• Cluster Grouping</li> <li>• 6th Grade Enrichment Course</li> <li>• 7th &amp; 8th Grade Elective Enrichment Courses</li> <li>• Summer Regional Governor’s School</li> </ul> |

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|               |  |  |  |
|---------------|--|--|--|
| Grades 9 - 12 | <ul style="list-style-type: none"> <li>• Grade Acceleration</li> <li>• Cluster Grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s School</li> </ul> | <ul style="list-style-type: none"> <li>• English Acceleration</li> <li>• Cluster Grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s School</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics Acceleration</li> <li>• Cluster Grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s School</li> </ul> |
|---------------|--|--|--|

HCPS provides enrichment and instruction which are continuous and sequential based on the National Association for Gifted Children (NAGC) curriculum standards, the Henrico Learner Profile goals, as well as goals from the HCPS Strategic Plan Destination 2025. Advanced curricula resources provide critical and creative thinking, problem-finding and problem-solving, research, and writing opportunities for students participating in the K-5 gifted resource program and the grades 6-8 TAG elective courses. Additionally, HCPS Gifted Programs provides Mentoring Mathematical Minds units to elementary staff. These rigorous K-5 units are used in Zone and Center Based classrooms and in the elementary gifted resource program. William and Mary’s Center for the Education of the Gifted’s Navigator literature units support a wide variety of English language arts novel studies that are available for grades 2-12. These units are aligned to national standards on each grade level and two to three grade levels above. The curricula also focus on analyzing and interpreting literature, issue-based research skills, vocabulary development and analysis, and persuasive writing. The Gifted Young Scholars (GYSA) program curriculum is built upon key concepts, themes, and generalizations within and across disciplines. This advanced instructional program is designed around the cognitive characteristics and learning styles of gifted children, providing an integrated curriculum incorporating focused reflection, interaction, and discussion.

VPA students take courses with intellectual and academic peers at the HCPS Center for the Arts.

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

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

**General Intellectual Aptitude and 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 problem-based learning, project-based learning, concept-based units, 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, visual arts/performing arts teachers, Gifted Resource Teachers, librarians, Instructional Learning Coaches, professional educators, and/or community members.

**E. Service Options Foster Intellectual and Academic Growth**

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

**General Intellectual Aptitude, Specific Academic Aptitude & 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, classroom teachers, visual art/performing arts 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(s).

**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 students. Classroom teachers and Gifted Resource Teachers provide growth assessment through student portfolios, teacher narratives, pre- and post- assessments, student self-assessments, peer assessments, and product rubrics.

The parent/guardian of a gifted student in grades K-1 receives updates on student academic progress approximately every four weeks through interim reports and nine-week report cards. The parent/guardian of a student in grades 2-12 has access to student grades in academic subjects through a Parent Portal. This includes students participating in Zone or Center Based 4<sup>th</sup> and 5<sup>th</sup> grade classes as well as GYSA students in grades 6-8 participating in whole day academic programs for gifted students identified as GIA.

Students in grades K-5 who participate in gifted resource services receive an Enrichment Group Progress Report at the end of each semester providing information about units of study and indicating the student's level of participation and progress. Enrichment group (K-5) activities/units are developed following the Gifted Curriculum Framework which is aligned with National Association for Gifted Children (NAGC) and the Henrico Learner Profile Goals. Students participating in middle school enrichment courses receive quarterly grades reflecting their performance in the TAG elective course.

Portfolios and/or performances are used in HCPS to assess student growth for VPA students 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.

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

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 groups that accommodate different instructional needs within the classroom. The section below indicates the K-12 advanced and accelerated differentiated curriculum offered to gifted learners.

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 abstraction, 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, and 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 Curriculum for VPA**

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

**The CFA 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. 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 CFA Dance 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 dance notation. In addition, students explore careers that are related to the performing arts in particular dance.

**The CFA Musical Theatre Program** focuses on a physical and verbal knowledge of vocal production, including sight-reading, music theory, music history, composition, and arranging. The program contains an acting component as well, including an exploration of character studies and personal development, script and scene analysis, staging, vocabulary, improvisation, and history. Dance is also integral to the CFA Musical Theatre program and students will acquire physical and verbal knowledge of ballet, jazz, tap, variety dances, vocabulary, choreographic concepts, and history. The CFA Musical Theatre program focuses on ensemble work where students gain through group work knowledge of musical production, repertoire, evaluation techniques, performance, demonstration of choreographic principles, processes, and structures. The performance element of the CFA Musical Theatre program results in student expertise gained by sharing knowledge and skills resulting from classroom curriculum, preparation process for performance, and performance experience.

**The CFA Theatre Program** has a concentration in acting which includes stage vocabulary, personal identification, monologues, contemporary scene study, staging, character studies, and vocal development. A foundation in movement is integral to the CFA Theatre program, which includes a knowledge of the physical areas of the stage, the use of the body in characterization, vocabulary, dance techniques, warm-up routines, and an understanding of how the body functions as a tool for the actor. Improvisation is another focus area which deals with an exploration of the actor's personal identification with the factors of space and environment, development of qualities unique to his/her own being, ensemble work, development of creativity and movement, pantomime, slow motion, sound projection and simple staging. Creative Writing is part of the CFA Theatre program where students have the opportunity to focus on the process of creative writing for use on the stage, promotional materials, critiques, monologues, and ensemble theatre pieces. A survey of dramatic literature from Greek drama to the present day, various reading selections, and critical theory is also a component of the CFA Theatre program. Emphasis will be placed on preparation process and performance experience.

**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 HCPS website. Paper copies are available upon request.

Also refer to *Henrico County Public Schools Policies and Procedures*

- 6-03-005, "Instructional Placement"
- 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 charts below provide the policies and procedure references 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.

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

| <u>Grade Level</u> | <u>GIA</u>         | <u>SAA English</u>                 | <u>SAA Mathematics</u>   | <u>Access to Services</u>  |
|--------------------|--------------------|------------------------------------|--------------------------|--|
| <u>K-3</u>         |                    |                                    |                          |  |
|                    | Grade Acceleration | English/Language Arts Acceleration | Mathematics Acceleration | HCPS P7-09-007<br>Acceleration of Students<br>HCPS R7-09-007<br>Procedures for<br>Acceleration of Students |
|                    | Cluster Grouping   | Cluster Grouping                   | Cluster Grouping         | HCPS P7-08-004<br>Grouping in Instruction<br>HCPS R7-08-004  |

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|     |                           |                                    |                           |   |
|-----|---------------------------|------------------------------------|---------------------------|---|
|     |                           |                                    |                           | Guidelines for Grouping of Students   |
|     | Grade Level Enrichment    | Grade Level Enrichment             | Grade Level Enrichment    | HCPS P7-08-004<br>Grouping in Instruction<br>HCPS R7-08-004<br>Guidelines for Grouping of Students      |
|     | Advanced Academic Options | Advanced Academic Options          | Advanced Academic Options | HCPS P7-08-004<br>Grouping of Students<br>HCPS R7-08-004<br>Guidelines for Grouping of Students         |
| 4-5 |                           |                                    |                           |   |
|     | Grade Acceleration        | English/Language Arts Acceleration | Mathematics Acceleration  | HCPS P7-09-007<br>Acceleration of Students<br>HCPS R7-09-007<br>Procedures for Acceleration of Students |
|     | Cluster Grouping          | Cluster Grouping                   | Cluster Grouping          | HCPS P7-08-004<br>Grouping in Instruction<br>HCPS R7-08-004<br>Guidelines for Grouping of Students      |
|     | Grade Level Enrichment    | Grade Level Enrichment             | Grade Level Enrichment    | HCPS P7-08-004<br>Grouping in Instruction<br>HCPS R7-08-004<br>Guidelines for Grouping of Students      |
|     | Advanced Academic Options | Advanced Academic Options          | Advanced Academic Options | HCPS P6-19-021 Gifted<br>Henrico County Public Schools  |
|     | Zone Center Option        |                                    |                           | HCPS P6-19-021 Gifted<br>Students Identification in<br>GIA  |

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| <b><u>Grade Level</u></b> | <b><u>GIA</u></b>  | <b><u>SAA English</u></b>                        | <b><u>SAA Mathematics</u></b>  | <b><u>Access to Services</u></b>  |
|---------------------------|--|--|--|---|
| 6-8                       |  |  |  |   |
|                           | Cluster Grouping   | Cluster Grouping                                 | Cluster Grouping   | HCPS P7-08-004 Grouping in Instruction HCPS R7-08-004 Guidelines for Grouping of Students         |
|                           | Academic Enrichment TAG Course   | Academic Enrichment TAG Course                   | Academic Enrichment TAG Course   | 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<br>HCPS R7-09-007 Procedures for Acceleration of Students |
|                           | 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<br>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  |
|                           | Gifted Young Scholars Academy (GYSA)   |  |  | P 7-12 Gifted Education Programs  |

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| <b><u>Grade Level</u></b> | <b><u>GIA</u></b>                              | <b><u>SAA English</u></b>                      | <b><u>SAA Mathematics</u></b>                  | <b><u>Access to Services</u></b>   |
|---------------------------|--|--|--|--|
| 9-12                      |  |  |  |  |
|                           | Grade/Course Acceleration                      | English Acceleration                           | Math Acceleration                              | HCPS P7-09-007<br>Acceleration of Students<br>HCPS R7-09-007<br>Procedures for<br>Acceleration of Students |
|                           | Cluster Grouping                               | Cluster Grouping                               | Cluster Grouping                               | HCPS P7-08-004 Grouping<br>in Instruction HCPS R7-<br>08-004 Guidelines for<br>Grouping of Students        |
|                           | Honors, Advanced Placement, Dual Enrollment    | Honors, Advanced Placement, Dual Enrollment    | Honors, Advanced Placement, Dual Enrollment    | HCPS P7-09-007<br>Acceleration of Students<br>HCPS R7-09-007<br>Procedures                                 |
|                           | Maggie L. Walker Governor's School             | Maggie L. Walker Governor's School             | Maggie L. Walker Governor's School             | HCPS P6-19-021 Gifted<br>Students Application<br>Process   |
|                           | Summer Residential Governor's School Academies | Summer Residential Governor's School Academies | Summer Residential Governor's School Academies | HCPS P6-19-021 Gifted<br>Students Application<br>Process   |
|                           | International Baccalaureate Diploma Program    | International Baccalaureate Diploma Program    | International Baccalaureate Diploma Program    | HCPS P7-04-015 Specialty<br>Centers Application<br>Process   |
|                           | Specialty Centers                              | Specialty Centers                              | Specialty Centers                              | HCPS P7-04-015 Specialty<br>Centers Application<br>Process   |

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**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    | HCPS P7-09-007 Acceleration of Students<br>HCPS R7-09-007 Procedures for Acceleration of Students |
|             | Summer Residential Governor’s School Academies | HCPS P6-19-021 Gifted Students Application Process  |
|             | Specialty Center for the Arts                  | HCPS P7-04-015 Specialty Centers Application Process  |

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.

**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.

### **HCPS Gifted Personnel and Required Training**

Currently, HCPS provides the following gifted education complement personnel to support gifted education programs in the school division as resources allow:

- Gifted Educational Specialist for grades K-12
- Gifted Lead Teachers / Coordinators
- GYSA Administrator and Part time Coordinator
- GYSA Teachers, School Counselor, and instructional staff, grades 6-8
- Elementary Gifted Resource Teachers
- Secondary Gifted Resource Teachers (who also serve as the Gifted Identification Coordinator at each middle school grades 6-8)
- Elementary Zone Center and School Based Teachers

Full-time gifted education complement personnel must meet the teacher competencies outlined in 8VAC20-542-310 and participate in yearly training which may include gifted education courses, 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
- Gifted endorsement cohort, as offered

## **HCPS Personnel Professional Development Opportunities**

HCPS provides professional development and training for instructional staff through in-service opportunities such as workshops, faculty meetings, professional learning communities, discussion of professional publications (articles and books)

Topics include:

- Characteristics of diverse gifted students
- HCPS gifted identification/placement process
- Social and emotional needs of gifted learners
- Differentiating instruction for high achieving and gifted learners
- Models and strategies for teaching gifted students
- Local, state, and national gifted seminars/conferences

In addition, HCPS often supports a cohort supported by an accredited university for teachers seeking gifted endorsement (as offered).

### **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 Education Advisory Council shall submit an annual report to the School Board on the effectiveness of the school division's Gifted Education 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 shall be provided in writing to the HCPS 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 may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division’s procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

**Composition of the Gifted Education Advisory Council**

| <b>Categories</b>   | <b>Number Represented</b> |
|---|---------------------------|
| Parent/guardian (2 per magisterial district)  | <b>10</b>                 |
| Administrators (elementary administrator, secondary administrator)  | <b>2</b>                  |
| At Large (community members, students, other professionals)   | <b>8</b>                  |
| Non-voting members include: <ul style="list-style-type: none"> <li>• Gifted Educational Specialist</li> <li>• School Board member</li> <li>• Director of Teaching, Learning and Innovation</li> <li>• Chief Learning Officer</li> <li>• Chief of School Leadership</li> </ul> |                           |

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

The Gifted Education 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. The Gifted Education Advisory Council shall reflect the ethnic and geographical composition of the school division. 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 four times per school year.

### **Role of the Gifted Education Advisory Council**

The purpose of the Gifted Education Advisory Council is:

- To review annually the HCPS Local Plan for the Education of Gifted Students, including revision.
- To determine the extent to which the plan for the previous year was implemented.
- To submit annually the Council's findings and recommendations concerning the effectiveness of the HCPS Local Plan for the Education of Gifted Students to the Division Superintendent and the School Board.
- To advise the School Board in matters relevant to the education of gifted students in HCPS.
- To improve relations among parents, communities, and schools at large regarding gifted education by fostering better communication between the school system and community.
- To address the needs and concerns of gifted students.
- To work directly with the Superintendent and HCPS staff on issues pertaining to educational opportunities for gifted students.

**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.

|   |                 |           |
|---|-----------------|-----------|
|  | Amy E. Cashwell | 10/6/2021 |
| Division Superintendent’s Signature   | Printed Name    | Date      |

## Glossary of Terms

**Appropriately Differentiated Curriculum and Instruction**\* is 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.

**Cluster Grouping** means an educational process where similar students are grouped and assigned to an otherwise heterogeneous class where the teacher has training, talent, and/or interest in differentiating for the needs of this type of student. A teacher who has a cluster of gifted students is required to receive training in characteristics and needs of gifted learners, as well as differentiation strategies. Training options include appropriate coursework, division and site-based professional learning.

**Eligible Student**\* means a student who has been identified as gifted by the identification and placement committee for the school division's gifted education program.

**Equitable Representation**\* means the identification and development of all students who are capable of high levels of achievement when compared to others of the same age, experience, environment, or cultural background. A commitment to equitable access requires an examination of student representation for all groups of learners, especially underrepresented groups, economically disadvantaged students, multilingual (ML) students, and students with disabilities, and the diverse ways giftedness manifests itself, as well as meeting the needs of gifted students at their advanced levels of achievement to develop their potential through gifted programs or acceleration.

**General Intellectual Aptitude (GIA)**\* means 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 Student** means a student in public elementary, middle, and secondary schools in grades K-12 who demonstrates high levels of accomplishment or who shows the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. His/her aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

**Gifted Young Scholars Academy (GYSA)** is a middle school program for gifted students who have been identified as gifted in General Intellectual Ability (both English language arts and

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math). Students who qualify complete an application. Program selection is based on magisterial district residency and randomized lottery phases.

**High Potential Student** means a student whose demonstrated potential exceeds that of students of the same age and experience. High potential students are those with an aptitude for advanced thinking and reasoning when compared with age/grade level peers of similar experience or environment.

**Identification**\* means the multi staged process of finding students who are eligible for gifted programs. The identification process includes the review of valid and reliable student data based on multiple criteria established and applied consistently by the school division. The process 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. The process concludes with the determination of eligibility by the school division's identification and placement committee.

**Identification and Placement Committee**\* means the 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.

**Learning Needs of Gifted Students**\* means gifted students' needs for 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 facts; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

**Placement**\* means the determination of the appropriate educational options for each eligible student.

**Professional Educator** means a licensed teacher endorsed to teach elementary or secondary content or coursework. Professional educators are required to meet Henrico's teacher competencies through annual evaluation and participation in regular professional training to maintain their teacher certification. In Henrico, all teachers receive extensive professional development that includes training in differentiating the curriculum for high achieving and gifted students using materials and strategies designed to challenge students with potential and demonstrated areas of strength.

**Referral**\* means the formal and direct process that parents or legal 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.

**School-Based Center (HCPS)** are gifted programs available in schools that have large numbers of identified gifted students. Identified students are cluster grouped in fourth and fifth grade classes where they receive advanced curriculum opportunities, work with trained professional educators, and spend their day with intellectual and age level peers.

**Screening**\* means the annual process of creating a pool of 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 may be then referred for the formal identification process.

**Service Options**\* means 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.

**Single Subject Acceleration**\* means a strategy of progressing through a single subject at a rate faster than age-level peers.

**Specific Academic Aptitude (SAA)**\* means 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**\* mean 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, which are reviewed and reported to parents or legal guardians.

**Twice Exceptional (2e)** refers to intellectually gifted children who have one or more identified disabilities such as dyslexia, ADHD, or autism spectrum disorder. Because of their unique abilities and characteristics, 2e students need customized educational programming and counseling support.

**Talent Development** means the process by which a student with demonstrated high potential is provided with opportunities to further develop areas of strength with the expectation that he/she will begin to demonstrate high achievement in the targeted area. Talent development allows schools to cast a wider net and provide services to more bright students who have needs beyond the general curriculum.

**Talent Development Program**\* means a program model that exposes students, especially those in the primary grades, to advanced and enriched curricula and instruction. Talent development programs encourage advanced thinking and reasoning and allow for the demonstration and documentation of gifted potential. Whole class response lessons provide opportunities for students in grades K-1 to develop specific areas of potential talent.

**Universal Screener** means a (brief assessment) screening tool used to assess aptitude or potential for an entire grade level cohort of students. HCPS currently utilizes a universal screener in the fall of a student's second grade year.

**Visual and/or Performing Arts Aptitude (VPA)**\* means 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.

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**Whole Grade Acceleration**\* means a strategy of advancing a student one or more grade levels beyond their age level peers.

**Window** means dates within which students in a particular grade can be referred for gifted evaluation and take part in the identification process. HCPS announces the referral window dates and identification timeline in the late fall of each calendar year.

**Zone Center Program (HCPS)** means a program currently hosted at three designated elementary schools (Ward, Trevvett, and Three Chopt Elementary) that serve the schools within the zone areas who do not have their own school-based center. Fourth and fifth grade students who are identified as gifted in both language arts and mathematics (GIA) are eligible to participate. Students who qualify receive information about the programs in the spring of their third-grade year. Identified students are cluster grouped in fourth and fifth grade classes where they receive advanced curriculum opportunities, work with trained professional educators, and spend their day with intellectual and age level peers.

**\*VDOE Definition**