

Henry County Public Schools

Local Plan for the Education of the Gifted

2019-2025

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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 time frame 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 [Gifted Ed Homepage - 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 website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

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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 Henry County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music, Visual Arts, Vocal Music	6-12

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

Vision - Inspiring learners to positively impact their world.

Mission - Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.

Core Values - We value respect. We act with integrity. We strive for excellence. We promote equity. We put students first.

In keeping with the vision and mission of Henry County Public Schools, we recognize that gifted students require specialized educational experiences that promote the development and expression of their unique gifts and talents. It is our belief that we should provide educational experiences that will assist students in becoming worthwhile citizens of their communities while realizing their individual potential for well-being and success. School division personnel, working with parents and patrons, accept responsibility for nurturing the strengths of gifted and talented young people across all populations within the community. In order to foster their aptitude for innovation, creativity, and leadership, gifted and talented students will receive differentiated instruction that contributes to the development of higher level thought processes and problem-solving skills.

Each student's educational needs must be addressed as an integral part of the regular school curriculum. Therefore, all teachers will provide differentiated instruction that will enrich students' intellectual curiosity, enthusiasm for learning, and the values and attitudes that will prepare them to be knowledgeable, contributing members of society.

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 defined as those K-12 students who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, and/or environment. Their aptitudes and potential for accomplishment are so outstanding that they require specialized instruction to meet their educational needs.

General intellectual aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning, persistent intellectual curiosity, advanced use of language, exceptional problem solving, rapid acquisition and mastery of facts, concepts, and

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principles, and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

Visual or performing arts aptitude. Such students demonstrate or have the 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 or performing arts.

Recognizing that gifted students come from diverse backgrounds, the identification process is multi-faceted. Data used in identification may include ability test scores, achievement test scores, behavior rating scales, observation and anecdotal evidence, portfolios, performance-based tasks, and other data as deemed appropriate. In order to meet the academic and socio-emotional needs of gifted students, differentiated instruction and enrichment opportunities are provided.

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:** Henry County Public Schools will utilize nationally norm-referenced tools for screening and identification in an effort to ensure that students from diverse populations are evaluated in a non-biased manner for inclusion in the gifted program.
- B. **Delivery of Services:** Henry County Public Schools will review and reinforce the efforts of classroom teachers to provide appropriate differentiated instruction within the classroom. Efforts will be focused on strategies that are research-based and proven effective for gifted learners.
- C. **Curriculum and Instruction:** Henry County Public Schools will implement K-12 curriculum with an emphasis on rigorous and relevant instructional activities and authentic assessments designed to foster academic and intellectual growth of gifted students.
- D. **Professional Development:** Henry County Public Schools will continue to support differentiation of instruction through professional development in the form of workshops and seminars that focus on meeting the needs of gifted learners.
- E. **Equitable Representation of Students:** Henry County Public Schools will implement strategies to ensure equitable representation of diverse student populations in the gifted program including those students who are identified as twice-exceptional.
- F. **Parent and Community Involvement:** Henry County Public Schools will provide communication with parents and community members about the operations of the gifted program as well as opportunities for gifted students by way of its website, direct mailings, and social media presence.

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

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

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

Screening Procedures for General Intellectual Aptitude

Henry County Public Schools utilizes a division-wide general screening of all second-grade students. The division-wide standardized aptitude test data for all second grade students is analyzed each spring. Those students who score in the High to Superior range on the test are placed in a screening pool. Other students, as determined by school-based personnel who are knowledgeable of students' abilities, are also placed in the screening pool. Once in the screening pool, additional data is gathered for individual students. The school-based Identification and Placement Committee reviews all collected data to determine student eligibility for the gifted program. Any K-12 student can also be referred to the program by school personnel, parents, or community members.

Screening Procedures for VPA – Instrumental Music, Visual Arts, Vocal Music

At the current time, there is no division-wide general screening of students. Students may be referred to the program by school personnel, parents, or community members. Parents of students referred to the program must grant permission for evaluation. Upon receipt of permission, students are provided with information for submitting a portfolio to or performing for the district Gifted and Talented VPA Identification Committee. The committee reviews and scores portfolios and performances according to an established rubric. These scores, along with visual and performing arts rating scales completed by fine arts teachers, gifted behavior checklists, parent checklists, nomination forms, and awards and other recognition are used to determine eligibility in the gifted program.

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

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

Referral procedures for General Intellectual Aptitude

All referrals are processed through guidance personnel or a principal designee in individual schools. Referral forms may be obtained from any of the schools as well as from the Henry County Public Schools' website. Teachers in kindergarten through grade twelve may refer students at any time. Referrals are also accepted at any time from administrators, guidance personnel, parents, peers, mentors, community members, and through self-nomination. From the time a referral is received, the school division has 60 instructional days to act upon a student's eligibility. Information regarding the referral process is available in the Gifted and Talented Plan posted on the Henry County Public Schools' website, as well as via school personnel.

Referral procedures for VPA – Instrumental Music, Visual Arts, Vocal Music

All referrals are processed through guidance personnel or a principal designee in individual schools. Referral forms may be obtained from any of the schools as well as from the Henry County Public Schools' website. Teachers in grades six through grade twelve may refer students at any time. Referrals are also accepted at any time from administrators, guidance personnel, parents, peers, mentors, community members, and through self-nomination. From the time a referral is received, the school division has 60 instructional days to act upon a student's eligibility. Information regarding the referral process is available in the Gifted and Talented Plan posted on the Henry County Public Schools' website, as well as via school personnel.

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.

1. Multiple Criteria Listing (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

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
 - ☒ 2. Record of observation of in-class behavior
 - ☒ 3. Appropriate rating scales, checklists, or questionnaires
 - ☐ 4. Individual interview
 - ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
 - and/or
 - ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
 - ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
 - ☒ 7. Additional valid and reliable measures or procedures
- Specify: Psychological assessments from other school divisions are considered on an individual basis.

VPA – Instrumental Music, Visual Arts, Vocal Music

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior

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- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview
- ☐ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
- and/or
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures
Specify: VPA placement from other school divisions as well as video/audio performances are considered on an individual basis.

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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)

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

General Intellectual Aptitude

Classroom	<input type="text" value="2+"/>	Teacher(s)
Gifted Education	<input type="text" value="0"/>	Resource Teacher(s)
	<input type="text" value="1"/>	Counselor(s)
School	<input type="text" value="0"/>	Psychologist(s)
Assessment	<input type="text" value="0"/>	Specialist(s)
	<input type="text" value="1"/>	Principal(s) or Designee(s)
Gifted Education	<input type="text" value="0"/>	Coordinator
Other(s) Specify:	<input type="text" value="1"/>	Instructional Coach

a. Type of Identification/Placement Committee

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



School-level



Division-level

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VPA – Instrumental Music, Visual Arts, Vocal Music

Classroom	<input type="text" value="2+"/>	Teacher(s)
Gifted Education	<input type="text" value="0"/>	Resource Teacher(s)
	<input type="text" value="0"/>	Counselor(s)
School	<input type="text" value="0"/>	Psychologist(s)
Assessment	<input type="text" value="0"/>	Specialist(s)
	<input type="text" value="0"/>	Principal(s) or Designee(s)
Gifted Education	<input type="text" value="1"/>	Coordinator
Other(s) Specify:	<input type="text" value="1"/>	A central office administrator with an arts background or a representative from a local performing arts institution.

b. Type of Identification/Placement Committee

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

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School-level

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Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Gifted Behavior Checklist(s)	Classroom Teachers	Classroom Teachers, Guidance Counselors	Gifted Education Coordinator
Gifted Behavior Checklist(s)	Parents	Guidance Counselors, Gifted Education Coordinator	Gifted Education Coordinator
Cognitive Abilities Test (CogAT)	Classroom Teachers, Guidance Counselors	Test Provider	Gifted Education Coordinator
AIMSweb Scores – Math, Reading	Classroom Teachers, School Psychologists	Test Provider	School Psychologists
MAP Assessments	Classroom Teachers	Test Provider, Classroom Teachers	Curriculum and Instruction Personnel

Upon receipt of parental permission, the eligibility process begins and is completed within 90 instructional days.

Each School-based Identification/Placement Committee consists of classroom teachers, principal or designee, guidance counselor, and other specialists as needed. The guidance counselor collects assessment data and uses this information to complete the Student Identification Profile form. If additional testing is deemed necessary, a school psychologist will administer an individual ability assessment, and/or an educational diagnostician will administer an individual achievement assessment.

Identification/Placement Committee members review collected data to determine eligibility. This committee, directed by the Gifted Education Coordinator, follows Division criteria to ensure consistency in identification and placement of gifted students. Division criteria are evaluated each year to determine if they are appropriate for the student population. No single criterion

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determines eligibility in the gifted program. Multiple criteria are reviewed and discussed during committee meetings. Committee members indicate agreement upon placement of students by signing the Identification/Placement form.

Parents are notified, in writing, of the Identification/Placement Committee's decision within 10 instructional days. One of the following decisions is made by the committee:

1. The student is automatically accepted.
2. The student is considered and accepted.
3. More information is needed. Reevaluate on a specified date.
4. The student is not accepted at this time.

Parents of students who are eligible must sign a form to grant their child permission to participate in the gifted program. Parents of students who are not eligible receive written notification about the appeals process. Parents may initiate an appeal within 10 days of receipt of the eligibility decision.

VPA – Instrumental Music, Visual Arts, Vocal Music

Measure	Administered/ Completed by	Scored by	Provided to the committee by
VPA Gifted Checklist(s) - Teacher	VPA Classroom Teachers	Classroom Teachers, Guidance Counselors	Gifted Education Coordinator
Musical (Instrumental and/or Vocal) Performance	Music Teacher, Division Gifted and Talented VPA Identification Committee	Music Teacher, Division Gifted and Talented VPA Identification Committee	Gifted Education Coordinator
Visual Art Portfolio	Art Teacher, Division Gifted and Talented VPA Identification Committee	Art Teacher, Division Gifted and Talented VPA Identification Committee	Gifted Education Coordinator

Upon receipt of a referral, parents are asked to grant, in writing, permission for their child to be evaluated for eligibility in the gifted program. A due date/performance date is scheduled for submission of the product portfolio to or performance for the Division Gifted and Talented VPA Identification Committee. The Gifted Education Coordinator provides the student's VPA Classroom Teacher the VPA Gifted Checklist for completion within 30 instructional days. The Gifted Education Coordinator notifies the committee of referrals and sets a time, within 60 instructional days, for review and evaluation of product portfolios or performances. The Gifted Education Coordinator gathers all data for the Student Identification Profile form and reconvenes the committee within 30 instructional days for eligibility determination.

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

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

General Intellectual Aptitude

Upon determination of eligibility, classroom teachers are notified of gifted students in their classrooms. An icon on each student's page in the online gradebook indicates that the student has been identified. Classroom teachers, guidance counselors, and school-based specialists, under the guidance of the Gifted Education Coordinator, collaborate to determine strategies for differentiated instruction to meet students' needs. In middle and high schools, guidance counselors counsel gifted students on appropriate course choices to meet their academic and socio-emotional needs. A variety of advanced courses are offered for students. These include Algebra I and world language courses for middle school students and Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Dual Enrollment (DE), and a range of elective courses for high school students. Henry County Public Schools recognizes that enrollment in advanced courses, in and of itself, may not meet gifted students' needs. Therefore, teachers of advanced courses employ appropriate differentiation of instruction strategies to address those needs. Students in grades 10-12 also have the opportunity to apply for admission to the Piedmont Governor's School for Mathematics, Science, and Technology or the ACE Academy. Gifted students are offered opportunities to participate in summer enrichment activities.

VPA – Instrumental Music, Visual Arts, Vocal Music

Gifted students in the fine arts program participate in a variety of workshops, presentations, performances, and/or seminars as appropriate for their individual talents or interests. Students may participate in art exhibits and adjudications throughout the county, region, and state. They also have the opportunity to perform throughout the community and exhibit their work both locally and regionally. Gifted elementary students may choose a fine arts class at Piedmont Summer Regional Governor's School. Gifted middle school students may participate in Junior All-County Band, choral workshops and community musical presentations and choose a fine arts class at Piedmont Summer Regional Governor's School. Gifted high school fine arts students may participate in advanced band, choral, and drama classes, Senior All-County Band, as well as choral and drama workshops. High school students may also receive credit for art-related independent studies and mentorship, as well as apply to participate in Summer Residential Governor's School during their sophomore and junior years.

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

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

General Intellectual Aptitude and VPA – Instrumental Music, Visual Arts, Vocal Music

Information pertaining to the Henry County Public Schools' Gifted and Talented Program, including the Local Plan for the Education for the Gifted and referral forms, can be found on the district website.

During first semester of the second grade year, unless previously identified as eligible, all second graders are screened for program eligibility. Written notification explaining the screening process is sent to all parents of second graders. Permission to screen students is requested at this time.

Written parental permission is required to evaluate kindergarten through twelfth graders who have been referred to the gifted program on an individual basis. Prior to a student being evaluated for the Gifted and Talented program, parental permission is requested for student data collection. Upon receipt of parental permission, cumulative data is maintained in an assessment portfolio of individual student work. The portfolio then becomes part of the screening process.

Parents are notified, in writing, of eligibility status within 60 instructional days of the completed eligibility process. A letter is sent to parents of eligible students designating available gifted program service options and permission is requested for program placement. In cases of student ineligibility, parents are notified in writing and informed of the appeals process. Parents who wish to appeal are instructed to contact their child's principal to arrange a conference. During this conference, a review of student data will be conducted to assist in determining if further testing is appropriate. The parent or guardian interested in pursuing additional testing will provide written permission for the school psychologist and educational diagnostician to administer complete individualized intelligence ability and achievement tests. The results of this testing will be final.

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

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

General Intellectual Aptitude and VPA – Instrumental Music, Visual Arts, Vocal Music

Students, parents, counselors, or classroom teachers may initiate re-evaluation procedures for program placement at any time. Parents/guardians may request student exit from the gifted program by contacting the school guidance counselor. Upon notification of this parent request, the school-based Identification/Placement Committee considers alternatives such as one-on-one counseling or further modification of services in order for the child to remain in the gifted program. Upon determination that exiting the program is the only option for a student, he/she will no longer receive gifted services. However, students may reenter the program and will again receive services. In these instances, the school-based Identification/Placement Committee meets to determine the appropriate direction for services at the time of student reentry into the program.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude and VPA – Instrumental Music, Visual Arts, Vocal Arts

All kindergarten through grade twelve teachers are expected to utilize differentiation of instruction knowledge and strategies to provide appropriately challenging learning experiences for all students, including those students identified as gifted.

Students in grades seven and eight may participate in accelerated or advanced math courses. Eighth grade students may also study a world language (Spanish or French) and will continue to advance through participation in sequential high school courses. Students in grades ten through twelve are offered opportunities for advancement and acceleration through Dual Enrollment classes, Advanced Placement classes, and/or the Piedmont Governor's School for Mathematics, Science and Technology and/or the ACE Academy. Students in grades six through twelve may also participate in online learning opportunities.

Kindergarten through fifth grade students are exposed to arts curriculum through itinerant teachers. Students in grades six through twelve may participate in exploratory and elective courses in art, drama, band, and chorus.

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 VPA – Instrumental Music, Visual Arts, Vocal Music

Gifted kindergarten through fifth grade students are grouped heterogeneously for academics and arts. Within these heterogeneous classrooms, teachers flexibly group students as needed for appropriate differentiated instruction. Through collaboration, grade-level teachers also determine opportunities for students to work with peers who have similar abilities and/or interests.

Gifted sixth through eighth grade students are often placed on the same team so that they have the opportunity to interact with age-level peers. Through participation in advanced math courses, seventh and eighth grade students have opportunity for daily interaction with age-level peers.

Gifted tenth through twelfth grade students may enroll in Advanced Placement, Dual Enrollment, online courses, the Piedmont Governor's School for Mathematics, Science and Technology and/or the ACE Academy. Each of these options allows multiple opportunities for gifted students to interact 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.

General Intellectual Aptitude and VPA – Instrumental Music, Visual Arts, Vocal Music

Classroom teachers are encouraged to utilize flexible, small group instruction based on both qualitative and quantitative data to address the needs of gifted students in their classrooms. Teachers gather and utilize student readiness, learning style, and interest information in order to develop lessons that provide appropriate modifications in content, process, and/or product for students. Grade level teachers also collaborate to provide opportunities for gifted students to work with intellectual and academic peers. As needed, teachers from different grade levels collaborate with school-based and district-level specialists to provide opportunities for gifted students to work with intellectual and academic peers.

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 VPA – Instrumental Music, Visual Arts, Vocal Music

Classroom teachers are encouraged to utilize readiness, learning style, and interest information about their students to provide choices for independent study. Students may be offered opportunities for independent learning contracts, compacted curriculum, independent study projects, and/or choice menus.

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 and VPA – Instrumental Music, Visual Arts, Vocal Music

Gifted students often surpass age-level peers in knowledge and ability to process information. By grouping students of like ability, classroom teachers are better able to plan instructional activities that challenge gifted students to grow intellectually and academically. Through the use of cooperative learning, problem solving, and higher order questioning, teachers can move gifted students far beyond the core curriculum. In addition, by providing choices of products to demonstrate mastery of material, classroom teachers foster creativity in gifted students.

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 and VPA – Instrumental Music, Visual Arts, Vocal Music

Real-time growth reporting for all students is provided through access to the district electronic grade book. Grades for coursework as well as teacher comments provide a snapshot of student progress and growth. In addition, various assessment measures, including district-level, state, and nationally norm-referenced assessments, are utilized in grades K -12 to monitor growth. Results of assessments are shared with parents as determined by the specific measure.

Another tool to assess academic growth is an analysis of data associated with the gifted program. The following information is gathered and presented to instructional personnel:

The number of students, disaggregated by demographics, who:

- are referred
- are screened
- are identified
- are identified as twice exceptional
- are identified as gifted and EL
- are identified by the PSAT as candidates for AP classes

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The number of identified gifted students, disaggregated by demographics, who:

- Demonstrate growth on MAP over three administrations (K-8)
- score in the Pass/Advanced range on SOL tests (grades 3-12)
- participate in Piedmont Summer Regional Governor's School (grades 4-7)
- participate in advanced middle school coursework (grades 6-8)
- participate in AP courses (grades 10-12)
- apply for and/or attend Piedmont Summer Residential Governor's Schools (grades 10-11)
- score a 3 or better on AP courses (grades 10-12)
- participate in Piedmont Regional Governor's School (grades 11-12)
- participate in the ACE program with Patrick Henry Community College (grades 11-12)

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

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

General Intellectual Aptitude and VPA - Instrumental music, Visual Arts, Vocal Arts

Henry County Public Schools believes that a rigorous and relevant curriculum is student-centered and ensures opportunities for intervention, enrichment and extension for all students. We recognize that gifted students, in particular, often require extensions of the core curriculum as well as enrichment activities to meet their academic needs. Therefore, differentiated instruction, as defined by Dr. Carol Ann Tomlinson, forms the theoretical framework of the gifted program. Instructional components are designed to provide differentiation in content, process, and/or product based on student readiness, learning style, and/or interest. Emphasis is placed on the acquisition of conceptual understanding, subject matter, organization of learning, and the integration of new and previously learned knowledge into predictable and unpredictable real world situations.

Classroom teachers K-12 incorporate a variety of instructional strategies to extend and enrich core curriculum for gifted students. Strategies such as tiered activities, learning contracts, curriculum compacting, group investigations, independent study, and flexible grouping are utilized to encourage gifted students to explore interests and enhance understanding of concepts. The classroom environment is designed to be non-threatening so that students are encouraged to express ideas and pursue in-depth study.

Henry County Public Schools has written curriculum units that are based on Grant Wiggins and Jay McTighe's Understanding by Design framework. Stage 3 - Learning Design incorporates differentiated instructional components. Teachers pre-assess on basic skills and concepts in each unit. They design the summative assessment prior to teaching the unit and plan for activities that incorporate Robert Marzano's instructional strategies and address varying levels of Bloom's Taxonomy and Webb's Depth of Knowledge. Based on pre-assessment data and their knowledge of their students, they adjust lessons with regard to content, process, or product as well as how the lesson is differentiated by student readiness, interest, or learning style. Stage 3 also incorporates a gradual release of responsibility, anchor activities, and closure. Through the

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use of the UbD framework, teachers are guided to thoughtfully consider the needs of gifted students who may have already mastered core curriculum.

One key element of Understanding by Design is the use of performance tasks that allow students to demonstrate their knowledge, understanding, and proficiency of specific skills and content. Performance tasks yield a tangible product and/or performance that serves as evidence of learning. They are connected to the real world in that students often are asked to take on roles that are connected to the field of study and create a product that is authentic. Performance tasks are designed to be open-ended and most incorporate choice, elements that are well-suited to providing appropriate challenge to the gifted student. The performance tasks in the HCPS curriculum units also incorporate real-world skills: communication, critical thinking, creativity, collaboration, and citizenship. They offer opportunities for students to engage in original research or production, finding and solving problems, generating products, and focus on issues, ideas, and themes that are often interdisciplinary.

Gifted students are also able to work at increasing levels of complexity beyond their age-level peers at the Piedmont Summer Regional Governor's Schools after grades 4-7 and at Summer Residential Governor's Schools after grades 10-11. Both of these summer programs are open to all identified gifted students and address both General Intellectual Aptitude and Visual and Performing Arts.

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 and VPA – Instrumental Music, Visual Arts, Vocal Music

Middle and high school guidance counselors work closely with students and their parents to inform them of advanced course opportunities. In addition, a personal Academic and Career Plan is developed for each student and school personnel assist them in reaching their goals in the most logical academic and career path. Guidance counselors at the secondary level use a division checklist to ensure that students are enrolled in appropriately rigorous coursework. Advanced course opportunities for students are outlined below.

VDOE Virtual Virginia – Middle and high school students who meet course prerequisites and have approval from their counselor may enroll in a variety of courses offered in the Virtual Virginia program. These courses offer a rich multimedia learning environment that appeals to a variety of learning styles.

Pre-Advanced Placement Courses – Pre-AP courses follow the same course of study as standard courses, but in greater complexity, novelty, and pacing. The primary distinction is in the rigor and quality of work expected rather than the quantity of work assigned. Pre-AP courses prepare students for Advanced Placement courses. Pre-AP courses that are offered for high school students include biology, chemistry, and English 10.

Advanced Placement Courses - Advanced placement courses in several disciplines are offered for students. The degree of difficulty, workload, and time required to complete these courses are equivalent to introductory college courses. Upon completion of an advanced placement class, students are required to take the Advanced Placement exam in order to receive the AP distinction on their transcript. Earning qualifying scores on such exams may result in college credits being granted in those subject areas. HCPS offers the following AP courses: English Language and Composition 11, English Literature and Composition 12, French V, Spanish V, U.S. History, U.S. Government and Politics, European History, Psychology, Statistics, Calculus, Environmental Science, Biology, Physics, and Chemistry.

Dual Enrollment Courses - Students are eligible to take a variety of Dual Enrollment courses through Patrick Henry Community College. Dual Enrollment provides students access to the same course content and curriculum that is offered on the community college campus. Enrollment in these stand-alone classes is contingent upon a student achieving a passing score on a PHCC placement test and acceptance in the course by the college.

ACE Academy – Students selected to participate in the ACE Academy will earn an Associate's Degree from Patrick Henry Community College by taking courses during their junior and senior years of high school. Interested students contact their guidance counselor for an application

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during their sophomore year. Admission to the ACE Academy is highly competitive with selection criteria that include GPA, SOL scores, PSAT scores, teacher recommendations, and acceptance to Patrick Henry Community College based on the Virginia Placement Test (VPT).

Piedmont Governor's School for Mathematics, Science and Technology - Students selected to attend The Piedmont Governor's School for Math, Science, and Technology are enrolled for two years in a half-day program located at an off-campus site provided by Patrick Henry Community College. Admission to the Piedmont Governor's School is highly competitive with selection criteria that include PSAT scores, SAT scores, a writing sample, and academic performance through tenth grade along with teacher and principal recommendations.

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.*

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- 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 teachers began working with the University of Virginia and Dr. Carol Ann Tomlinson in 2003 to implement differentiation of instruction (DI) in classrooms K-12. Teachers continue to use DI strategies to meet the instructional needs of all students. Teachers who are new to HCPS receive an initial seminar on DI and follow-up training through monthly beginning teacher meetings and are also supported by a mentor who has been trained in differentiation strategies. To ensure that all teachers effectively implement DI strategies, the Gifted Education Coordinator conducts professional development at the semi-annual Teaching and Learning Conference and leads book studies on the following texts: *Fulfilling the Promise of the Differentiated Classroom* by Carol Ann Tomlinson, *Differentiation in the Elementary Grades* by Kristina Doubet and Jessica Hockett, and *Differentiation in Middle and High School* by Kristina Doubet and Jessica Hockett. The Gifted Education Coordinator also shares gifted education resources, evaluates performance tasks for appropriate rigor, and meets with teachers as requested to address specific needs and concerns.

Numerous consultants, including Dr. Kay Brimijoin and Dr. Dan Mulligan, have worked with teachers and administrators to further develop knowledge and skills. Workshops have focused on developing and using common formative assessments, professional learning communities, video analysis, and other extensions of our DI training. Many of the strategies discussed during these workshops support the needs of gifted students.

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.

Each year in June, the Gifted Education Coordinator will conduct a review of the plan with the support of the instruction personnel. One element of the review is a report from each elementary and middle school on specific opportunities that have been offered to the gifted students over the course of the year. Another element of the review is an analysis of data associated with the gifted program. The following information is gathered and presented to instructional personnel:

The number of students, disaggregated by demographics, who:

- are referred
- are screened
- are identified
- are identified as twice exceptional
- are identified as gifted and EL
- are identified by the PSAT as candidates for AP classes

The number of identified gifted students, disaggregated by demographics, who:

- Demonstrate growth on MAP over three administrations (K-8)
- score in the Pass/Advanced range on SOL tests (grades 3-12)
- participate in Piedmont Summer Regional Governor's School (grades 4-7)
- participate in advanced middle school coursework (grades 6-8)
- participate in AP courses (grades 10-12)
- apply for and/or attend Piedmont Summer Residential Governor's Schools (grades 10-11)
- score a 3 or better on AP courses (grades 10-12)
- participate in Piedmont Regional Governor's School (grades 11-12)
- participate in the ACE program with Patrick Henry Community College (grades 11-12)

Upon analysis of the aforementioned data, the Gifted Education Coordinator will develop an action plan to address identified gaps in identification and/or achievement.

The Gifted Education Coordinator may provide necessary resources and training for teachers and guidance counselors at each school the following school year to ensure that all student populations are equitably represented in the gifted program and that identified gifted students are receiving appropriate challenge in their coursework.

**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.

Henry County Public Schools does not have a local advisory committee.

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


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

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

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


Division Superintendent's Signature


Printed Name


Date