

Hampton City Schools

Local Plan for the Education of the Gifted

2016-2020

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Local Plan for the Education of the Gifted

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

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

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 Hampton City 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
Visual Arts Aptitude (VPA)	3-12

Part I: Statement of Philosophy and Local Operational Definition of

A. Division Statement of Philosophy for the Education of Gifted Students

The school division believes that evidence of giftedness can be found across all of our diverse student populations. The school division further believes in the importance of providing differentiated educational services that are designed to foster the intellectual and academic growth of our gifted students. Through differentiated instruction we teach advanced and accelerated content and skills that encourage manipulation of complex, creative, and abstract ideas, in-depth learning in core subject areas, product development that reflects the identification and solution of real problems, both collaborative and independent work, and the refinement of research skills and methodologies. We also believe that the characteristic social and emotional needs of our diverse gifted students should be addressed within their educational experiences.

B. Division Operational Definition of Giftedness

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

These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the following areas:

1. General intellectual aptitude. Such students demonstrate or have the potential to demonstrate, as measured by superior performance on at least one nationally norm-referenced ability test and other specified criteria, including teacher and parent rating scales, grades, interviews, work samples, or other similar assessments: 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.
2. Visual arts aptitude. Such students demonstrate or have the potential to demonstrate, as evident in their portfolios of work and other specified criteria, including art teacher and parent rating scales: 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 arts.

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.

General Intellectual Aptitude

- A. Identification:** *Utilize screening, referral, and identification procedures and protocols designed to facilitate the identification of gifted students in grades K-12, including those students from diverse backgrounds, through the use of multiple criteria, including valid and reliable data for each student.* (Ref: Hampton City Schools Strategic Focus – Maximizing every child's learning)
- Priority Objective: Develop and implement alternate criteria for Talent Pool identification
- B. Delivery of Services:** *Provide continuous and sequential services for K-12 identified gifted students.* (Ref: Hampton City Schools Strategic Focus– Maximizing every child's learning)
- Priority Objective: Explore additional service options for grades 9-10
- C. Curriculum and Instruction:** *Provide differentiated instructional services that are designed to maximize the intellectual and academic growth and learning of our identified gifted students in grades K-12.* (Ref: Hampton City Schools Strategic Focus– Maximizing every child's learning)
- Priority Objective: Increase differentiation strategies provided in HCS curriculum in core content areas
- D. Professional Development:** *Provide professional development opportunities based on gifted education competencies for all classroom teachers and administrative staff responsible for the instruction of identified gifted students.* (Ref: Hampton City Schools Strategic Focus– Attracting, developing and retaining exceptional staff)
- Priority Objective: Update online gifted competencies training modules
- E. Equitable Representation of Students:** *Provide and utilize K-12 identification strategies that will increase the equitable representation of students from traditionally underrepresented groups (i.e., African American, English as a Second Language, twice exceptional, or economically disadvantaged students).* (Ref: Hampton City Schools Strategic Focus– Maximizing every child's learning)
- Objective 1: Provide all parent forms in specific languages as needed
 - Objective 2: Continue to increase percentage of identified African American students
- F. Parent and Community Involvement:** *Provide on-going communication, dissemination of information, and opportunities for involvement to parents and community regarding gifted education services, in order to promote parent and*

community engagement and satisfaction. (Ref: Hampton City Schools Strategic Focus– Enhancing family and community engagement and satisfaction)

- Priority Objective: Provide at least one division-wide parent workshop or information session annually

Visual Arts Aptitude

- G. Identification:** *Utilize screening, referral, and identification procedures and protocols designed to facilitate the identification of gifted students in grades 3-12, including those students from diverse backgrounds, through the use of multiple criteria, including valid and reliable data for each student.* (Ref: Hampton City Schools Strategic Focus– Maximizing every child’s learning)
- Develop alternate criteria for evaluating middle school students who are not currently enrolled in an art class
- H. Delivery of Services:** *Provide continuous and sequential services for 3-12 identified gifted students in visual arts.* (Ref: Hampton City Schools Strategic Focus– Maximizing every child’s learning)
- Evaluate and revise as needed visual arts services available for middle school students
- I. Curriculum and Instruction:** *Provide differentiated instructional services that are designed to maximize the intellectual and artistic growth and learning of our visual arts identified gifted students in grades 3-12.* (Ref: Hampton City Schools Strategic Focus– Maximizing every child’s learning)
- Evaluate and revise as needed gifted visual arts curriculum for grades 3-5
- J. Professional Development:** *Provide professional development opportunities based on gifted education competencies for all classroom teachers and administrative staff responsible for the instruction of identified gifted students in visual arts.* (Ref: Hampton City Schools Strategic Focus- Attracting, developing and retaining exceptional staff)
- Provide gifted professional development for newly hired visual arts teachers
- K. Equitable Representation of Students:** *Provide and utilize 3-12 identification strategies that will increase the equitable representation of students from traditionally underrepresented groups (i.e., African American, English as a Second Language, twice exceptional, or economically disadvantaged students).* (Ref: Hampton City Schools Strategic Focus – Maximizing every child’s learning)
- Provide parent rating scales in specific languages as needed
- L. Parent and Community Involvement:** *Provide on-going communication, dissemination of information, and opportunities for involvement to parents and community regarding gifted education services, in order to promote parent and*

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community engagement and satisfaction. (Ref: Hampton City Schools Strategic Focus-
Enhancing family and community engagement and satisfaction)

- Incorporate visual arts information in annual parent information session

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.

General Intellectual Aptitude

Gifted school level advisors, school counselors, and gifted resource teachers in each school shall confer with classroom teachers annually in grades K-8 to determine candidates for referral.

Naglieri Nonverbal Ability Tests (NNAT) are administered to all first grade students. Cognitive Ability Tests (CogAT) are administered to all second grade students. Students with any subtest at the 85th percentile or above shall be referred for a full evaluation.

School counselors shall review all available standardized test data (ability and achievement tests such as Stanford Achievement Tests, Otis Lennon School Ability Tests (OLSAT), Standards of Learning (SOL) assessments, benchmark tests, PSATs, transfer student records, etc.) and consult with classroom teachers for consideration of further evaluation.

Gifted school level advisors and gifted resource teachers provide classroom teachers with training as needed to facilitate and encourage referral of underrepresented groups of students. Training may include use of observation or rating scales, online modules, workshops on gifted characteristics, or other information on request.

In grades 8-12, gifted school level advisors and school counselors shall confer with students, parents, and teachers to determine placement in appropriately advanced classes and programs such as Governor's School, and arrange testing or further evaluation as needed.

All teachers are provided with information regarding the screening and referral process through the school level advisors. This information is available on the gifted web site at <http://www.hampton.k12.va.us/departments/gifted/gifted.html>

Visual Arts Aptitude

All elementary and middle school art teachers shall seek students displaying gifted potential as demonstrated by work produced through classroom assignments and competitions.

Gifted school level advisors shall confer with art teachers in each school to determine candidates for referral.

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.

General Intellectual Aptitude

Students may be referred for evaluation for gifted services by teachers, administrators, parents or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.

Information about the referral process is available on the Hampton City Schools web site, and is also available in the school counselors' offices, or may be obtained by calling the school or gifted office. Referrals may be made at any time. Referral forms may be obtained from the gifted school level advisor, school counselor, gifted office, or from the web site. Signed referrals should be returned to the gifted school level advisor at the student's school.

Once a signed referral is received, written parent permission is obtained prior to evaluation. Parents receive written notification of the eligibility decision within 90 instructional days of the receipt of the referral by the DAAE office.

Military transfer students will be considered immediately. Private school students, home schooled students, and other transfer students may be referred, but cannot be evaluated until a Hampton address is available for the student.

Students previously identified as gifted in another school division must go through Hampton's referral and identification process to determine possible eligibility for gifted services in Hampton.

Visual Arts Aptitude

Students may be referred for evaluation for visual arts gifted services by teachers, art teachers, administrators, parents or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.

Information about the referral process is available on the Hampton City Schools web site, and is also available in the school counselors' offices, or may be obtained by calling the school or gifted office. Referrals may be made at any time. Referral forms may be obtained from the art teacher, gifted school level advisor, school counselor, gifted office, or from the web site. Signed referrals should be returned to

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the gifted school level advisor at the student's school. Once a signed referral is received, written parent permission is obtained prior to completion of the portfolio and further evaluation. Parents receive written notification of the eligibility decision within 90 instructional days of the receipt of the referral by the DAAE office. Military transfer students who have been identified as gifted in visual arts will be considered immediately. Private school students, home schooled students, and other transfer students may be referred, but cannot be evaluated until a Hampton address is available for the student. Students previously identified as gifted in visual arts in another school division must go through Hampton's identification process to determine possible eligibility for gifted services in Hampton.

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

General Intellectual Aptitude

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

Specify:

2. Additional identification information for General Intellectual Aptitude:

Once a referral is made and parent permission to evaluate is obtained, eligibility packets are compiled by the gifted school level advisor and gifted resource teachers, and are submitted to the DAAE to be taken to the eligibility committee for a decision.

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Information to be considered includes:

- Gr. K-2: Teacher rating scale
 Parent rating scale
 Work sample or performance task
 Interview
 Ability test scores (NNAT, OLSAT)
 The Test of Nonverbal Intelligence (TONI) is available as needed for
 English as a Second Language (ESL) students
- Gr. 3-12: Teacher rating scale - Scale for Identifying Gifted Students (SIGS)
 Parent rating scale
 Current quarter or semester grades
 Two ability tests (CogAT, NNAT, OLSAT, or TONI)
 Advocacy information (consideration is made for socio-economic factors
 [Title I], dual exceptionalities [students with IEPs or 504 plans] and ESL)
 Norm-referenced achievement test scores (Stanford, Iowa Tests of Basic
 Skills [ITBS]) for non-HCS students or incoming transfers if available

The division identification/placement committee meets at least once monthly to review eligibility packets and to make an eligibility/placement decision based on the available information that is converted into points on a matrix. No single score or criterion may be used to include or exclude a child for eligibility. The committee may request additional information if needed or may defer the decision until additional information is available. The committee may also consider composite or total scores on other norm-referenced ability tests if such information is available, and if the test has been administered by a qualified professional. If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made at the school level, by the principal or designee.

Students in grades K-2 may be identified as potentially gifted and placed in a Talent Pool program. Those students are then formally evaluated during the second grade year to determine gifted identification, and if eligible, placement either in a gifted resource program or in full time placement at the gifted center for grade three. However, in exceptional cases, a student in grades K-2 may be given a full evaluation for gifted identification. Such cases might include performance at the 99th percentile or above on the NNAT or other performance evidence of very high ability.

Students identified as gifted and placed in the resource program are reviewed during the fifth grade year to determine appropriate placement for middle school.

Gifted school level advisors and gifted resource teachers are notified of eligibility and placement decisions; the school level advisors then notify the principals and students' classroom teachers. Parent permission is obtained prior to placement in the programs. All decisions may be appealed.

Visual Arts Aptitude

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

Specify:

2. Additional identification information for Visual Arts:

Once a referral is made and parent permission to evaluate is obtained, eligibility packets are compiled by the gifted school level advisor and art teachers, and are submitted to the DAAE to be taken to the identification/placement committee for adjudication and a decision.

Information to be considered includes:

- Gr. 3-8: Portfolio of student work (5 specified pieces)
- Parent rating scale
- Art teacher rating scale
- Statement of interest

The division identification/placement committee meets as needed to review eligibility packets and to make an eligibility/placement decision based on the available information that is converted into points on a matrix. When art portfolios are being considered, an art teacher with gifted experience is included on the committee. At least two adjudicators will review all pieces of the portfolios. No single score or criterion may be used to include or exclude a child for eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.

Students identified as gifted in visual arts are placed in the visual arts program. Parent permission is obtained prior to placement. Gifted school level advisors and the art

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teacher(s) are notified of eligibility and placement decisions; the school level advisors then notify the principals and students' classroom teachers. All decisions may be appealed according to the appeals process indicated in this plan.

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

- Classroom Teacher(s)
- Gifted Education Resource Teachers
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist (trained teacher who administered the test)
- Gifted Education Coordinator

Other(s) Specify: as needed: special education consultant, school counselor, or other personnel with specific expertise

Visual Arts Aptitude

- Art Teacher
- Gifted Education Resource Teachers
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist (trained teacher who administered the test)
- Gifted Education Coordinator

Other(s) Specify: professional artist(s) for portfolio adjudication

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Parent rating scale	Parent or legal guardian	School division gifted education director	School division gifted education director
Gifted behaviors checklist	Classroom teacher(s)	Gifted resource teacher	School division gifted education director
Grades	Classroom teacher(s)	Electronic database	School division gifted education director
Ability tests	CogAT, NNAT – classroom teacher OLSAT, NNAT, TONI-trained gifted resource teacher	Pearson Co. Trained gifted resource teacher	School division gifted education director
Interview (K-2)	Gifted resource teacher	School division gifted education director	School division gifted education director
Student work sample (K-2)	Gifted resource teacher	School division gifted education director	School division gifted education director

The division level identification/placement committee meets at least once monthly to review eligibility packets and to make an eligibility/placement decision based on the available information. Student performance data is converted into points on a matrix. No single score or criterion may be used to include or exclude a child for eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.

The gifted resource teacher who tested the student serves as the advocate for the student.

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Additional documented advocacy information (limited English proficiency, special education identification, socio-economic factors [Title I]) is included in order to ensure that all factors that could impact a student's performance are fairly considered. Homeschooled students will be administered an alternate interview to replace the teacher rating scale scores. While student performance and potential are documented by the matrix scores, the committee reserves the right to make final eligibility and placement decisions.

The decision of the identification/placement committee is made within 90 instructional days of receipt of the permission to evaluate. The parents or guardians are notified of the decision within 10 instructional days of the date of the decision. All decisions may be appealed according to the appeals process indicated in this plan.

If a student is found not eligible for gifted services, the parent/guardian or teacher may initiate a new referral the following calendar year. Students may not be referred more than once in a school year for a full evaluation.

For an initial evaluation, if the student is identified as gifted but the parent disputes the placement decision, one additional test per year may be administered.

Ability test scores are considered valid for two years, and a specific test will not be repeated within that time frame.

If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made at the school level by the principal or designee.

Visual Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Parent rating scale	Parent or legal guardian	School division gifted education director	School division gifted education director
Gifted behaviors checklist	Classroom art teacher	School division gifted education director	School division gifted education director
Portfolio (5 pieces)	Classroom art teacher	At least two artists, which may include professional artists and/or art teacher(s)	School division gifted education director

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Essay (statement of interest)	Classroom art teacher	School division gifted education director	School division gifted education director
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The division level identification/placement committee meets as needed to review portfolio packets and to make an eligibility/placement decision based on the available information. Student performance data is converted into points on a matrix. No single score or criterion may be used to include or exclude a child for eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.

While student performance and potential are documented by the matrix scores, the committee reserves the right to make final eligibility and placement decisions.

The decision of the identification/placement committee is made within 90 instructional days of receipt of the permission to evaluate. The parents or guardians are notified of the decision within 10 instructional days of the date of the decision.

If a student is found not eligible for visual art services, the parent/guardian or teacher may initiate a new referral the following year. A student may not be referred more than once in a school year.

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

Once a student has been identified as gifted or potentially gifted, the division level identification/placement committee determines placement for the student. The identification and placement decisions are made within 90 instructional days of the receipt of permission to evaluate. The parents or guardians are notified of the decision within 10 instructional days of the date of the decision.

Students identified as gifted or potentially gifted in grades K-2 are placed into a Talent Pool program, where the gifted resource teachers can differentiate instruction to meet the needs of the student. Those students are then formally evaluated during the second grade year to determine gifted identification and placement, either continuing in a gifted resource pull-out program at the elementary school or in full time placement at the gifted center for grades 3-8, or the student may no longer be eligible for gifted services. The placement decision is made according to student performance as documented on the eligibility matrix. Students may meet either the criteria for zoned school placement (gifted resource program) or full-time placement at the Spratley Gifted Center, or may be exited from services if the committee determines that the student does not meet the criteria for identification as gifted. If a student is determined to be not eligible at this point, the student may be referred and reevaluated the following year.

If an initial full evaluation occurs during the student's second grade year, that placement decision is not reviewed again that year; however, a change of placement review may be requested during the following year.

Students identified as gifted and placed in the resource program are reviewed during the fifth grade year to determine appropriate placement for middle school, using the fifth grade review matrix. If a fifth grade student's initial full evaluation occurs during the fifth grade year, the placement determined by that evaluation stands and the student will not be evaluated again on the fifth grade review matrix.

Identified students in the gifted resource program may request a change of placement review (full reevaluation) if they have been in the gifted resource program for at least one full year.

Identified gifted students who withdraw from Hampton City Schools for one semester or longer will be reevaluated on their return to determine current placement needs. Students' strengths are noted on the eligibility matrix through test scores, grades, teacher rating scales, and other performance indicators as available.

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If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made at the school level, by the principal or designee.

The gifted school level advisors and/or school counselors work with students on the middle and high school levels to determine the appropriate levels of coursework and sequence of advanced or honors classes, Advanced Placement classes, and may recommend application to the Governor's School for Science and Technology or to the International Baccalaureate program.

Gifted school level advisors and gifted resource teachers are notified of eligibility and placement decisions; the school level advisors then notify the principals and students' classroom teachers. Parent permission is obtained prior to placement in the programs. Home schooled students who are identified as gifted are not eligible to receive gifted resource services, as those services are not considered courses. Home schooled students who are identified as gifted are not eligible to enroll in specific courses at Spratley Gifted Center, as that is a full-time program. Identified home schooled students do have the option to enroll as full-time Hampton City Schools students in order to receive gifted services.

Visual Arts Aptitude

Students meeting the performance criteria on the visual arts eligibility matrix are placed into the visual arts program for grades 3-8. The gifted school level advisors and/or school counselors work with students on the high school level to determine the appropriate levels of coursework and sequence of advanced or honors arts classes.

Home schooled students who have been identified as gifted in visual arts by Hampton City Schools may be eligible to attend visual arts classes by enrolling in a zoned school for an art course, on a space available basis.

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

Parents/guardians are notified in writing and permission is obtained prior to each step in the eligibility and placement process:

- A letter is sent to parents when a referral is received, requesting permission to evaluate.
- A letter is sent to parents to notify them of the eligibility decision and right to appeal.
- Written permission is requested for students to receive gifted services.
- Written permission is obtained from parents/guardians prior to any individual changes in placement, and for any decision that would exit or withdraw a student from the program.

Appeals process:

Any eligibility or placement decision made by the identification/placement committee may be appealed. The first required step in the appeals process is to call the director of Academic Advancement and Enrichment to discuss the decision. Concerns can usually be resolved at this level; if not, the next step is to submit a formal letter requesting an appeal. This letter must be submitted to the director within ten days of receipt of the original eligibility or placement decision. An appeals committee will be convened within 20 days of the receipt of the written request, and will review all relevant information. Members of the appeals committee may include the Director of Academic Advancement and Enrichment, one or more gifted resource teachers, a testing specialist, and the Deputy Superintendent for Curriculum and Instruction or a designee. Additional performance information may be requested or collected by the committee. Parents will be notified by letter within 10 days of the committee's decision. The decision of the appeals committee is final.

Visual Arts Aptitude

Parents/guardians are notified in writing and permission is obtained prior to each step in the eligibility and placement process:

- A letter is sent to parents when a referral is received, requesting permission to evaluate and for the student to complete the portfolio.

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- A letter is sent to parents to notify them of the eligibility decision and right to appeal.
- Written permission is requested for students to receive gifted services.
- Written permission is obtained from parents/guardians prior for any decision that would exit or withdraw a student from the program.

Appeals process:

Any eligibility or placement decision made by the identification/placement committee may be appealed. The first required step in the appeals process is to call the director of Academic Advancement and Enrichment to discuss the decision. Concerns can usually be resolved at this level; if not, the next step is to submit a formal letter requesting an appeal. This letter must be submitted to the director within ten days of receipt of the original eligibility or placement decision. An appeals committee will be convened within 20 days of the receipt of the written request, and will review all relevant information. Members of the appeals committee may include the Director of Academic Advancement and Enrichment, one or more gifted resource teachers, an art teacher or art specialist, and the Deputy Superintendent for Curriculum and Instruction or a designee. Additional performance information may be requested or collected. Parents will be notified by letter within 10 days of the committee's decision. The decision of the appeals committee is 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

Written permission will be obtained from parents/guardians prior to any individual changes in placement. The decision of the identification and placement committee is made within 90 instructional days of the receipt of the request for a change of placement review. The parents or guardians are notified of the decision within 10 instructional days of the date of the decision.

If a parent/guardian requests a change in placement from gifted resource services to a full time placement, the parent should complete a change in placement review request form. Additional current information, including testing, current teacher recommendations and current grades, will be requested, and the performance data will be reviewed by the identification/placement committee to determine if the students is eligible for full time services. The student must have been in the gifted resource program for one full year prior to a change on placement review.

If a parent/guardian requests a change in placement from full time services to gifted resource services, the parent/guardian should complete and sign the opt-out form, which is an informed consent form.

Placement reviews are conducted for all Talent Pool students in mid-second grade to determine the most appropriate placement for third grade (see determination of services, p. 19). Placement reviews are also conducted for all identified students in fifth grade who are receiving gifted resource services to determine sixth grade placement (see determination of services). For these placement reviews, the identification/placement committee reviews current grades, current classroom teacher ratings, current resource teacher ratings, and the results of previously administered ability tests. Parents are notified in writing of these placement decisions in the spring of second and fifth grades. The committee may defer the decision pending collection of additional performance data, if needed.

Parents/guardians have the right to appeal these placement decisions.

If student performance falls below expected levels in a full time program, parent conferences will be initiated, and an intervention/remediation plan will be implemented.

Parents may initiate a withdrawal from elementary or middle school gifted resource services in writing, using the withdrawal form. Upon receipt of the letter, student is exited from services; however, the student is maintained on the roster of identified

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gifted students. School administration and resource staff are notified of the parental request. A date for subsequent review may be requested by the parent.

If an identified student is withdrawn from Hampton City Schools for more than one semester, the student will need to go through the formal identification and placement process at the time of re-enrollment in Hampton City Schools.

Visual Arts Aptitude

Written permission will be obtained from parents/guardians prior to any individual changes in placement. The decision of the identification and placement committee is made within 90 instructional days of the receipt of the request for a change of placement review. The parents or guardians are notified of the decision within 10 instructional days of the date of the decision.

Parents/guardians have the right to appeal these placement decisions.

If student performance falls below expected levels in the visual arts program, parent conferences will be initiated, and an intervention/remediation plan will be implemented. Students may be evaluated at the end of fifth grade to determine appropriate placement for middle school, if needed.

Parents may initiate a withdrawal from elementary or middle school visual arts services in writing, using the withdrawal form. Upon receipt of the letter, the student is exited from services, however, the student is maintained on the roster of identified gifted students. School administration and resource staff are notified of the parental request. A date for subsequent review may be requested by the parent.

If an identified visual arts student is withdrawn from Hampton City Schools for more than one year, the student will need to go through the formal identification and placement process at the time of re-enrollment in Hampton City Schools.

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

Students in grades K-2 are served through the Talent Pool program, as well as through in-class differentiation and enrichment.

Students in grades 3-8 are served through the gifted resource program, through Spratley Gifted Center, and through in-class differentiation and enrichment.

Students in grades 9-12 are served through advanced, honors, Advanced Placement, Virtual Virginia, and/or dual enrollment classes, and through in-class differentiation and enrichment in the core content areas.

Students in grades 11-12 may also be served through the Governor's School for Science and Technology or the International Baccalaureate program, as well as through in-class differentiation and enrichment in core content areas.

Visual Arts Aptitude

Students who are identified as gifted in visual arts in grades 3-8 are served through the visual arts program that is based in the zoned schools.

Students who are identified as gifted in visual arts in grades 9-12 are served through advanced or Advanced Placement art classes, or through in-class differentiation.

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

In general, students are served within their grade levels. If a student needs advanced instruction in a specific content area such as math, the student may be moved into a higher grade level class for that subject, but generally remains with his or her classmates for most of the other coursework. Appropriately differentiated instruction is offered within each grade level.

Cross-grade flexible groupings may occur as needed to meet the needs of the students, particularly within the gifted resource program. Grade skipping in grades K-5 is an option at the discretion of the principal at the school level, taking into account the social, emotional, and academic needs of a student on an individual basis.

Visual Arts Aptitude

In general, students are served within their grade levels, or in classes with multiple grade levels. Appropriately differentiated instruction is offered within each grade level.

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

Hampton City Schools offers Talent Pool (gr. K-2) and gifted resource classes (gr. 3-8) for students identified as potentially gifted or gifted. These classes meet once weekly (every two weeks for grades 6-8), and provide a full cross-disciplinary content-based curriculum at an advanced level. Students in grades K-8 may also be provided with flexible grouping and differentiated instruction within their regular classes, as well as through dedicated enrichment time for students who have demonstrated content mastery. Students demonstrating the greatest need for acceleration and advanced learning (as determined by the identification/placement committee) are served full time at the Spratley Gifted Center for grades 3-8. Spratley provides a comprehensive curriculum and educational experience designed specifically to meet the needs of very gifted learners.

High school students have available a wide range of advanced classes, including AP classes, Virtual Virginia classes, and dual enrollment classes to meet very specific needs. In addition, the International Baccalaureate program and

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Governor's School for Science and Technology provide very rigorous and advanced instruction that meets the needs of gifted learners. High school students may also receive differentiated instruction in the core content areas.

Visual Arts Aptitude

The visual arts classes meet once weekly on the elementary level. Regular art instruction will be differentiated to meet the advanced needs of these learners as needed in middle school. In high school, a variety of art classes, including IB and Advanced Placement art classes, are offered as electives, and are differentiated to meet the needs of individual learners.

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

The Talent Pool, gifted resource, and Spratley Gifted Center programs are strongly focused on building independent learning capacity within students, through multiple and frequent opportunities for real world and original research, problem based learning, and inquiry learning. The Governor's School and International Baccalaureate programs also have strong research and independent study components.

Within the general curriculum, Hampton City Schools uses a model that provides dedicated daily enrichment time for students who have demonstrated content mastery; that time may be used for independent research and study. Learning/Independent Study contracts are available as needed.

Visual Arts Aptitude

Students are encouraged to work independently on artistic works of their choice to develop their portfolios both at home and at their zoned schools.

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

Hampton City Schools uses a Rigor and Relevance model that stresses higher level thinking skills and real world application of work. Hampton City Schools also uses a Professional Learning Community model that provides dedicated enrichment time and flexible grouping for those students who have mastered the required content material. Teachers in K-12 classrooms across the division use a variety of research-based best practices, including an emphasis on higher level critical and creative thinking skills, as well as appropriately differentiated instruction. Hampton City Schools offers choices for students, with specialized elementary and middle school programs in engineering and innovation, health services, fine arts, and an International Baccalaureate program at the high school level. Also on the high school level, students have access to a variety of options for advanced learning including distance learning (Virtual Virginia), dual enrollment courses, Advanced Placement courses, honors courses, and may apply to the Governor's School for Science and Technology. The Governor's School provides opportunities for advanced research and mentorships. All Governor's School courses are dual enrollment courses.

Within the Talent Pool and Gifted Resource programs, the teachers use a variety of research-based best practices for gifted students, including an emphasis on higher level critical and creative thinking skills. Inquiry based learning, problem solving, Socratic seminars, and original research are all a part of the cross-disciplinary gifted resource curriculum.

Students at Spratley Gifted Center have access to specialized equipment, labs and specially designed academic electives such as Digital Media. Teaching strategies are based on best practices for gifted learners, including flexible pacing and flexible grouping, Socratic seminars, research, inquiry learning, differentiation, academic competitions, learning contracts, problem-based learning, and community connections.

Visual Arts Aptitude

Visual arts students are provided with advanced instruction in the principles, theory, and practice of visual arts. Best practices in gifted instruction include an emphasis on higher level critical and creative thinking, self-reflection, and individualized instruction to meet the diverse needs of these learners.

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

In addition to the student growth model used by the Virginia Department of Education, a variety of formative and summative assessments are used. These assessments may include but are not limited to:

- Teacher-made formative and summative assessments
- Informal assessments such as class discussions or daily performance
- Rubrics for independent projects and problem-based learning activities
- Pre- and post-assessments
- Self-reflection
- NWEA Measures of Academic Progress (MAP) achievement tests (Spratley Gifted Center students)
- Test of Critical Thinking (gifted resource students)
- Narratives and checklists on gifted resource report cards
- Documentation of enrichment opportunities (PLC model)
- Benchmark testing
- SOL testing, especially for off-grade level classes or advanced courses
- SAT and PSAT scores
- International Baccalaureate and Advanced Placement tests

Data available for analysis includes numbers of students scoring at the advanced level on SOL tests, numbers of students taking advanced classes, numbers of students applying for and enrolled in Governor's School, and similar data points used to monitor overall progress of students identified as gifted.

Hampton City Schools uses a Professional Learning Community model that places an emphasis on the continual monitoring of the learning and progress of individual students.

Visual Arts Aptitude

Visual arts students produce an annual portfolio of work, as well as participate in an annual public exhibition of their work. The art teachers provide individualized instruction and continuous monitoring of progress through critiques and discussions of works included in the portfolios.

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

The Talent Pool, gifted resource, Spratley Gifted Center, International Baccalaureate, and Governor's School programs use best-practices curricula and teaching strategies for gifted students that provide:

- advanced content and pacing of instruction
- original research or production
- problem finding and solving
- higher level thinking that leads to the generation of products
- a focus on issues, themes, and ideas within and across areas of study
- work at increasing levels of complexity that differ significantly from the standard grade level curriculum

Materials and strategies used on the elementary and middle school levels may include science, math, and language arts curriculum units from the College of William and Mary, NASA SciFiles, Thinking Maps, Junior Great Books, Socratic seminars, access to advanced technology, and a variety of other materials that meet the needs and interests of our gifted learners. The curricula are content-based to support the Virginia SOLs, but are designed to go into greater depth and complexity, and are multi-disciplinary as much as possible. Some elective courses are designed specifically for gifted students, such as the Digital Media course and Creative Problem Solving. To ensure that the curricula are taught appropriately, all full-time teachers of the gifted in Hampton City Schools are required to have endorsements in gifted education, or to be actively working on the endorsement so as to have the endorsement completed within two years of hire. All administrators and school counselors at Spratley Gifted Center are also required to have endorsements in gifted education.

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Regular classroom teachers are supported in providing appropriately differentiated and advanced instruction through a variety of training opportunities and a division-wide emphasis on higher level thinking and problem solving skills, as well as through mandated daily blocks of time for enrichment for students who have mastered the required content.

Visual Arts Aptitude

The visual arts program uses a specially designed best-practices curricula and teaching strategies for gifted students that provide:

- advanced content and pacing of instruction
- original research and production of artwork
- problem finding and solving
- higher level thinking that leads to the generation of artistic products
- a focus on issues, themes, and ideas within and across areas of study
- work at increasing levels of complexity that differ significantly from the standard grade level curriculum

Visual arts teachers working with identified gifted visual arts students are supported in providing appropriately differentiated and advanced instruction through a variety of training opportunities with an emphasis on the characteristics and needs of gifted students.

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 Visual Arts Aptitude

Hampton City Schools School Board policy IKEB states:

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

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.

Each teacher, school counselor, or administrator working full time with identified gifted students is required to complete training in the competencies listed above as evidenced by a gifted endorsement on his or her Virginia professional license. The gifted endorsement must be obtained within two years of time of hire as a full time gifted professional.

All teachers working with identified gifted students must provide evidence of training in the gifted competencies listed above. The training may be accomplished through participation in a variety of activities provided by Department of Academic Advancement and Enrichment (DAAE) or through the office of Organizational Development, such as:

- Completion of college credit classes in gifted education
- Completion of online classes in gifted education topics
- Completion of online modules on topics pertinent to gifted education
- Participation in regional professional development opportunities for gifted
- Attendance at the Virginia Association for the Gifted conference or seminar
- New teacher packets on gifted education policies and topics provided by DAAE
- Workshops or seminars provided by DAAE on request to schools
- Workshops for art teachers working with gifted visual arts 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.

The Local Advisory Committee shall review annually the Local Plan for the education of gifted students and determine the extent to which the plan for the previous year was implemented. The results of this annual review shall be submitted to the Superintendent and School Board in a written report.

The annual report shall be based on multiple criteria and shall include multiple sources of information, which may include but not be limited to:

Data reports – demographics of eligible and referred students, numbers of referrals, numbers of eligible students, numbers of students taking advanced courses, etc.

Test scores – results of Stanford achievement tests, numbers of students scoring advanced proficient on SOLs, or other test scores deemed appropriate

Student growth data as reported by the Virginia Department of Education

Surveys – results of surveys of stakeholders including parents, teachers, and students

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

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

Hampton City Schools has established a Local Advisory Committee (LAC) for Gifted Education. The LAC meets at least three times yearly. Meeting dates, locations, agendas, and minutes are posted on the Hampton City Schools gifted web page. Meetings are open to the public.

The purpose of the LAC is to advise the school board through the division superintendent of the educational needs of all gifted students in the division. As a part of this goal, the committee shall review annually the local plan for the education of gifted students and determine the extent to which the plan for the previous year was implemented.
(Regulations Governing Educational Services for Gifted Students, 8VAC20-40-60.)

Membership is comprised of parents of gifted students, school personnel, and other community members who are interested in gifted education, including the director of the New Horizons Governor's School for Science and Technology. Nominations for membership may be submitted by parents, teachers, administrators, or other community members. The DAAE director and the LAC will review the nominations for expertise, interest, and a representation of the ethnic and geographical composition of Hampton City Schools. Recommendations will then be submitted to the School Board for approval and appointment.

A copy of the bylaws for the LAC is available on request.

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	Jeffery O. Smith	June 22, 2016
	Printed Name	Date