



Hampton City Schools

# Parent Handbook for Gifted Education

2024

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## Statement of Philosophy for the Education of the Gifted

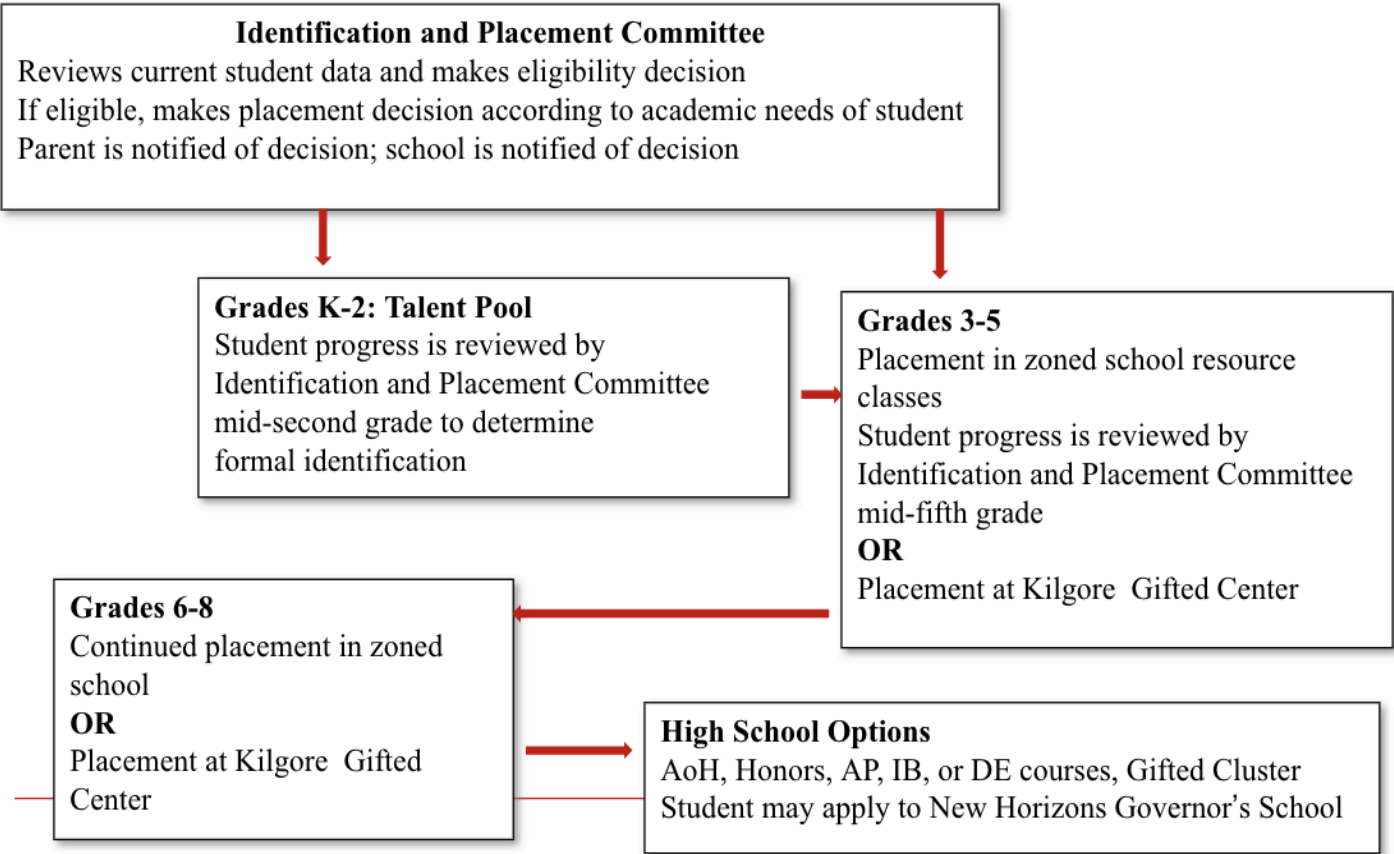
The school division believes in the importance of providing varied educational services that differentiate beyond those provided by the regular school curriculum. Differentiated instructional services are designed to attend to the individual strengths and needs of our diverse student populations. Through differentiated instruction, we teach process skills that encourage manipulation of complex and abstract ideas, in depth learning in core subject area materials, product development that reflects the identification and solution of real problems, and the refinement of research skills and methodologies. We also believe that the social and emotional needs of gifted students should be addressed by instructional experiences that reflect an understanding of the complexities of the affective and intellectual manifestation of giftedness across diverse student groups.

## Gifted Education Programs in Hampton City Schools

Hampton City Schools is committed to providing multiple and varied service options which challenge our students to develop their intellectual potential, creative thinking and critical analysis skills, and task commitment. The program services are coordinated and managed by the Department of Academic Advancement and Enrichment (DAAE). The multiple programs provide broadly for the diverse and multiple educational and social emotional needs of gifted and high ability students. Included in these services are Gifted Education Services, including the gifted visual arts program, the International Baccalaureate program, and the New Horizons Governor's School for Science and Technology.

Gifted education services are designed to identify and develop the talents of students whose abilities and aptitudes are so advanced that they need a differentiated education program, either through acceleration or enrichment, or both. It is important to remember that all students are required to meet the minimum educational standards specified by Virginia's Standards of Learning (SOL). However, since many academically gifted students quickly achieve and surpass those educational benchmarks, the gifted programs go beyond those basics with a curriculum that presents content and concepts in greater breadth and depth, greater complexity, and with higher performance expectations. The standard curriculum may be compacted, accelerated, or differentiated to meet the needs of advanced learners.

# Flow Chart for Gifted Education Academic Services



## Description of K-12 programs

**(K-2)Talent Pool** is an evaluative program to observe and develop critical thinking skills in potentially gifted students; students are usually not formally identified as gifted until third grade. The curriculum for these programs includes in-depth activities in the core content areas of language arts, mathematics, science, and social studies, as well as a variety of multidisciplinary activities that focus on the development of critical thinking skills, creative writing, deductive reasoning, and problem solving strategies.

**(3-8)Gifted Resource Program** provides advanced educational opportunities with trained gifted resource staff on a weekly pullout basis. The curriculum for this program includes in-depth activities in language arts, mathematics, science, social studies, and a variety of multidisciplinary activities that focus on the development of critical thinking skills and problem solving strategies. For identified students in grades K-5, the Resource Program meets in each elementary school. Students are engaged in novel studies where they investigate literary devices like mood, foreshadowing, and the role of the antagonist and protagonist. In addition, they use manipulatives to explore diverse number systems and algebraic principles. Coding and programming activities help students delve into problem solving to develop websites, create computer animations, and program robots.

**(3-8)Ann Kilgore Gifted Center (grades 3-8)** provides a full-time program for identified gifted students with highly advanced skills and aptitudes who have already demonstrated their capacity for complex processing abilities. These students require a fully differentiated educational environment, with an accelerated program of studies across all content areas. This comprehensive instructional program is designed around the cognitive characteristics and learning styles of gifted children, providing a multidisciplinary curriculum incorporating focused reflection, interaction, and discussion. In addition to mastery of basic content and skills (as measured by Virginia SOL assessments), students attending the full time center are expected to master advanced competencies across all content areas. Opportunities are provided for extensive research, inquiry based learning, literary and scientific analysis, and project based learning to focus on topics of strength and interest. In addition, students have the opportunity to accelerate in core subjects and receive instruction in high school courses in middle school.

**(11-12)IB Program** is a rigorous, international college preparation program for motivated, academically focused juniors and seniors. This program emphasizes research, critical thinking, and writing. Required subject fields include math, science, humanities, and the arts, as well as community service. College credit may be earned for these classes through successful completion of the culminating exams. This program is located at Hampton High School. Students may apply for the **IB Honors Pre Diploma Program** beginning in the eighth grade.

**(11-12)Summer Residential Governor's School** programs are offered by the Virginia Department of Education for exceptional students going into grades 11 or 12. The admission to these programs is highly competitive, but is a life-changing experience for the participants. *These programs are provided at **no cost** to the students.*

Individual Governor's School programs include:

**Humanities**

**Visual and Performing Arts**

**Math, Science, and Technology**

**Agriculture**

**Life Sciences and Medicine**

**Marine Sciences Mentorships at VIMS**

**Engineering Mentorships at NASA**

**Foreign Language Academies in French, Spanish, German, Latin, Russian, Japanese, and Chinese**

Each Summer Residential Governor's School is held at a Virginia college or university campus for up to five weeks each summer. Students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the two mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals.

Interested students should submit an application to their school counselor. A division-wide selection committee forwards the highest scoring nominees to a state committee. Consideration is given to students' academic records, test scores, extra curricular activities, honors and awards, creativity, original essays, and teacher recommendations. Students applying for the Visual and Performing Arts Summer Residential Governor's School must participate in a statewide adjudication where they audition or present portfolios before professionals in the specific arts field.

Information about the application process for these programs is usually posted by Virginia's Department of Education in October of each year.

**(3-8) The Excel Art Program** is designed to nurture and enrich the gifts of young artists in grades 3-8. This program focuses on advanced, concentrated instruction in the principles, theory, and practice of visual art. 3-5 students participating in Excel Art meet on a regular schedule at their home schools. In middle school, students participate in a summer program. Students are accepted into this program based on an adjudicated portfolio, superior potential in art skills and creativity, advanced achievement in art, and recommendations by art teachers.

## Eligibility and Placement Procedures

Exceptional students are usually formally identified as gifted prior to the beginning of third grade. Exceptional students in grades K-2 may be considered for possible Talent Pool eligibility. All students are considered in the screening process at every grade level. In order to insure that no potentially gifted student is overlooked, formal ability testing is conducted for all students in grades one and two. Referrals are accepted at any time, from anyone who knows the student. An eligibility and placement committee looks carefully at extensive and detailed information for each referred student in order to make accurate identification and placement decisions. Parent permission is requested prior to individual testing. If a student is identified as gifted, then the committee looks at the eligibility information to determine the best educational placement for the student. Gifted students may be placed by the committee into a resource program, or into a full time center.

The school division's identification protocol adheres to best practices and to the state regulations in the use of a multiple criteria process to determine the educational need for gifted education services. Additionally, the division makes a concerted effort to seek out traditionally under-identified potentially gifted learners, particularly those attending Title I schools who are designated as socio-economically disadvantaged, English as a Second Language learners, and culturally diverse students. The research-based criteria enable our staff to use a range of data sources, including standardized data as well as more subjective descriptors that may be provided by parents and teachers.

Transfer students who have been identified as gifted in their previous school divisions will be evaluated according to Hampton City Schools gifted eligibility criteria, which may be different from the criteria used in the previous division. If insufficient data is available in the student's records, additional testing may be necessary.

Students in military families transferring into Hampton City Schools will be evaluated as quickly as possible, and may be evaluated during the summer if a qualified examiner is available.

Students who are currently attending private schools and are considering transferring into Hampton City Schools may be evaluated for possible gifted eligibility. Students must be Hampton residents in order to be evaluated. Private school students must enroll in Hampton City Schools in order to be eligible to apply for the Governor's School for Science and Technology. Home-schooled students must be enrolled part-time in Hampton City Schools in order to attend Governor's School. Further information may be found in the Hampton City Schools Policy Manual.



## Timelines

Specific timelines have been set to receive referrals, evaluate student records, screen division-wide test scores, conduct assessment, and to hold eligibility meetings to determine identification and placement.

### **Gifted Education Services - Timeframe for Referral, Eligibility, and Placement**

<b>Target population</b>	<b>Referral Deadlines</b>	<b>Determination of Eligibility</b>
Military transfer students (All transfer students must have a Hampton address prior to being considered for gifted services.)	Summer testing conducted for military transfer students and private school students only	By August 31  Eligible military transfer students enrolling during the school year will be evaluated and placed as soon as possible.
First grade students Second grade students	All first grade students take the NNAT at the end of the year. All second grade students take the CogAT (ability test) during October.	The scores are reviewed by the Director and by guidance counselors. Parents are notified of the eligibility decision within 90 school days of receipt of the signed consent to evaluate and parent rating scale.
Current HCS students Transfer students Private school students Home school students (All students must have a Hampton address prior to being considered for gifted services.)	Referrals are accepted at any time. Testing is scheduled as needed for private and home school students. Eligibility committee meetings are held once each month.	Parents are notified of the eligibility decision within 90 school days of receipt of the signed referral. Students eligible for gifted services may start at the beginning of the next nine-week marking period, but not during the last nine weeks of a school year.
Excel Art / Gifted Visual Art	October 15 January 15 May 15	Art portfolios are reviewed by professional artists or other qualified personnel. Parents will be notified of the decision.

## Referrals

Parents, teachers, peers, guidance counselors, and other professionals who know the student may make a referral. Students may also make self-referrals. To make a referral, complete the referral form, which may be obtained from the gifted school level advisor, guidance counselor, or gifted resource teacher at the student's school. Forms are also available on the gifted website. Parents should complete the checklist/questionnaire (parent consent) form in addition to the referral form. The student's teacher will complete a characteristics checklist after parent permission is received.

After parent permission is received, gifted school level advisors create a student profile packet containing all forms. Gifted resource teachers check all packets for completion, including administering ability tests as needed, and then send the information to the central office gifted department (DAAE). **All of the information included in the packets is confidential.**

## Testing Information

A variety of documents that meet the multiple criteria requirements are included in the eligibility packets for consideration by the eligibility and placement committee.

Those documents may include:

- Parent permission/rating scale, with comments
- Teacher rating scale(s)
- Most recent grades in core content areas
- Ability test scores (These are standardized tests of thinking and abstract reasoning, with nonverbal tests used for English as a Second Language students) •
- Norm-referenced achievement test scores (for non-Hampton City Schools students) •
- Work samples as appropriate (portfolios for gifted visual art; K-2 student interviews and work samples)
- Advocacy information (special education and non-English language considerations)
- Other information if available

Individual tests are generally administered at the student's zoned school by resource teachers trained in test administration. The ability or aptitude tests measure the student's ability or potential to form concepts, solve problems, acquire information, reason, and perform other intellectual operations. Abilities that are typically measured by these aptitude tests may also include abstract, verbal, and numerical reasoning and thinking. Achievement tests measure the student's acquired knowledge and skills in a particular content area or areas, usually mathematics, language arts, science, or social studies. Standards of Learning (SOL) test scores are not considered, because those are minimum competency criterion referenced tests. All of the documents analyzed together assist the eligibility committee in making the most appropriate decisions to meet the academic needs of the student. A matrix system is used to ensure the fairness and equitability of the decisions.

We do not recommend using online sources for studying or practicing for the tests. Since the tests measure ability rather than achievement, there is really no content to remember or practice. Also, we have found that some sites actually confuse the students more than help them, and the students consequently get lower scores than expected.

Transfer students who have been identified as gifted in their previous school divisions will be evaluated according to Hampton City Schools gifted eligibility criteria, which may be different from the criteria used in the previous division. If insufficient data is available in the student's records, additional testing may be necessary.

Students who have been referred to the gifted visual arts program will also be asked to complete a portfolio packet including work that demonstrates a range of very advanced drawing abilities. Potentially gifted art students should be encouraged to practice drawing a wide range of subjects. Anime- or manga-style drawings are rarely sufficient to determine a student's artistic potential.

The gifted visual arts eligibility process includes professional artists, art teachers, or other qualified professionals to assist in evaluating the students' portfolios.

### Placement and Services

The Identification and Placement Committee convenes approximately once each month. Hampton City Schools uses a multiple criteria approach to making eligibility decisions. Each student's test scores, rating scales, grades, and other information are reviewed at the eligibility meeting, and the information is scored on a matrix. Based on the total on the matrix, the student may be recommended for resource services or for full time services, or may be found not eligible. Placement decisions are based on each student's need for educational rigor, challenge, and instructional depth beyond that provided in the regular instructional program.

Occasionally, the eligibility committee may request additional information in order to make an accurate decision. For example, a second teacher rating scale may be requested from a different teacher in order to provide additional information about the student's performance in class, or the committee may wait to see if a student's grades improve during the next marking period. As part of the division-wide screening process, the NNAT (Naglieri Nonverbal Ability Test) is administered to all first grade students, and the CogAT (Cognitive Ability Test) is administered to all second grade students. The division does not allow any one single criterion to deny or guarantee access to gifted education services.

Parents or legal guardians may request an **appeal** to any action of the identification and placement committee (student's identification for, placement in, or exit from the school division's gifted education program) within 10 instructional days of the receipt of the notification of the action by the division. .

Students may not be referred and go through an initial evaluation more than once per calendar year; however, students may be referred again the following year. Students must participate in the gifted resource program for at least one full semester before a **change of placement** review will be considered.

High school students have a variety of options, to be chosen in collaboration with the guidance counselor. Students may enroll in honors courses, AP courses, IB courses, dual enrollment courses, or apply for admission to the New Horizons Governor's School for Science and Technology (11<sup>th</sup> and 12<sup>th</sup> grade). Hampton City Schools provides transportation to the Governor's School and to the IB program in grades 11-12.

## Underachieving students or students experiencing academic difficulties

It is expected that students identified as gifted will have a wide variety of skills, and may not demonstrate gifted behaviors in all academic areas. Teachers should differentiate as necessary, both to support the student's strengths and to remediate areas of weakness. A review of the student's eligibility profile may be of assistance. If a student is chronically underachieving, guidance counselors may be consulted, and parent conferences may be requested. If needed, meeting may be held to specify instructional support, strategies, student expectations and parental support needed to enable the student to raise his or her level of performance.

### Homework and make-up work guidelines:

It is the responsibility of the classroom teacher to make sure that the students know and understand the required content materials. Since gifted students generally learn very quickly and efficiently, it should not be necessary for them to make up all work missed during time in gifted resource classes. In some cases, missed lessons may be abbreviated or compacted; for example, a student may be asked to do the five most difficult questions in an assignment rather than all 25 questions. In other cases, if the student has demonstrated sufficient mastery, the missed work may be not required at all. In all cases, the students should not be punished for their time in mandated gifted services by the assignment of excessive make-up work.

### Change in placement decisions:

If it is determined that the current placement is truly not in the best interest of the student, and that remediation strategies have not been effective, a change of placement may be considered. A team meeting will be convened. Parent permission and the director's signature are required for all changes of placement. If the change in placement is for the upcoming year, parents will be notified prior to May 15. Parents have the right to appeal the decision. Changes of placement may also be considered if it is determined that a student needs increased services, such as moving from a resource placement to a full time placement. Supporting data and a placement review request form should be sent to the eligibility committee at the DAAE for a decision.

### Withdrawal from services:

A parent may initiate a withdrawal from elementary or middle school services in writing, by completing a withdrawal form. The signed form should be sent to the DAAE. The student may then be withdrawn from services, but will remain on the roster of identified students and may later receive gifted services if requested. A student withdrawing from the Kilgore Gifted Center will return to his or her previous school, and must meet the current eligibility criteria prior to being readmitted to Kilgore.

### Dual Exceptionalities:

The gifted education eligibility and placement committee looks at all available sources of information in the identification process, and confers with special education specialists as needed. Accommodations or modifications determined by a student's special education Individual Education Plan (IEP) or 504 plan, as required for the student to receive a free appropriate public education, are incorporated into the student's gifted education services. The gifted education teacher may also be asked to serve on the student's IEP team when appropriate to meet the needs of the student.

### Teacher Training

Every effort is made to ensure that students are placed into appropriate educational environments. Hampton City Schools teachers are trained in a variety of ways to meet the needs of all of their students. Such training may include workshops, classes, online training, or other professional development activities. Guidance counselors are also provided with specific training in the needs of gifted students.

It is expected that all gifted resource teachers, and Spratley Gifted Center staff (administrators, guidance counselors, and all teachers) will have endorsements in gifted education in addition to the other professional endorsements on their teaching licenses. If a highly qualified teacher does not have a gifted endorsement at the time of hire for a gifted position, the teacher will have two years to obtain the endorsement.

### Local Advisory Committee

The purpose of the Local Advisory Committee (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 reviews the local plan for the education of gifted students, and conducts an annual survey of parents and students. The membership of the committee consists of parents, teachers of the gifted, administrators, and community members. Members are appointed by the School Board for three-year terms. The LAC meets at least three times yearly.

## Resources for Parents

These organizations provide many useful and comprehensive resources.

- Virginia Department of Education, Gifted Education and Governor's Schools
- Virginia Association for the Gifted
- National Association for Gifted Children
- Hoagies' Gifted Education
- The Center for Gifted Education, The College of William and Mary
- Johns Hopkins Center for Talented Youth
- SENG – Supporting Emotional Needs of the Gifted
- Council for Exceptional Children

## Characteristics of Gifted Students

These are some typical factors that are often indicative of giftedness. Obviously, no child is outstanding in all characteristics. Many high-achieving children may also show some of these characteristics.

- Shows exceptional reasoning powers and marked ability to handle abstract ideas; can generalize readily from specific facts and can see subtle relationships or patterns.
- Shows outstanding problem solving ability; enjoys complex problem solving; may not be satisfied with simple solutions or answers.
- Shows persistent intellectual curiosity; asks many searching questions; shows exceptional interest in the nature of humanity and the universe; prefers big ideas rather than basic skills.
- Has a wide range of intellectual interests; develops one or more interests to considerable depth; knows a lot about many things.
- Is markedly advanced in written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily; has excellent memory.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or vivid imaginative expression in such things as music, art, dance, and drama.
- Sustains concentration for lengthy periods and may show outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows strong concern about justice; may become unusually upset if something is perceived as unfair.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

## How can parents help their gifted children?

### **How can I help my child succeed in school?**

- Encourage your child to take responsibility for his or her own education. Your child might ask, “If I finish my work early (and correctly), may I quietly read this history book? Or write a set of poems that go with the science topic? Or do these math logic puzzles?” Instead of saying, “I’m bored,” your child can become active in a new learning adventure. Gifted students are often very creative in finding ways to make their work more appealing. As a parent, remember that a complaint of “I’m bored” may actually be “I don’t understand this and I don’t want to take the effort to figure it out” or “This is too hard but I don’t want to admit it” or simply “I just don’t like this subject.” Listen to the real reasons behind the complaint.
- Develop a positive, encouraging relationship with your child’s teacher, where you can work through any concerns in a productive way. Remember that it is important to follow the procedures, protocol, and chain-of-command. Discuss any concerns with the teacher first, then the school level advisor, then the principal or assistant principal, then the gifted director. Issues can often be resolved at the school level. We all do want your child to be successful!

### **How can I help my child learn more at home?**

- Provide access to books and magazines on a wide variety of topics, both fiction and non-fiction, and on a variety of reading or comprehension levels. Libraries, book swaps, and used book sales can all provide a wide range of resources.
- Challenge your child to ask thought-provoking questions, and use these questions in your own conversations, too. Try “What would happen if...?” or “Why do you think...?” or “How could you find a solution to...?”
- Encourage originality and creativity. Let children make their own models, projects, and games, or make new rules to familiar games. Provide opportunities for artistic expression through drawing; painting; sculpting with clay, papier mâché, or recycled materials; or dramatic productions.
- Allow for some free time for your child to explore new ideas, be reflective, be inventive, solve problems, or just to think about the world around him.
- As you provide opportunities for your child to develop his or her interests and talents at home, you may also consider working with the teacher to develop a learning plan that will allow your child to complete independent work in his or her areas of strength and interest.



## **How can I become more involved?**

- Attend Local Advisory Committee meetings
- Attend workshops or seminars about gifted education
- Join the Virginia Association for the Gifted to support gifted education in Virginia • Volunteer as a coach for Odyssey of the Mind, Future Problem Solvers, or other after school or summer activities
- Participate in IB parent activities and community service projects • Serve as mentor for middle, high school, or Governor's School students interested in your field
- Have your student participate in various academic competitions, and support those teams
- Volunteer to assist with publishing the gifted education newsletter or brochures
- Join the PTA
- Work with the gifted resource teachers to provide assistance for special projects
- Work with your child's regular classroom teacher to provide assistance for special projects or small group work
- Provide your time and expertise for Career Day or College Day events
- Give recognition to outstanding teachers by nominating them for awards
- Share your expertise by serving as a speaker or presenter at a class or workshop
- Donate class sets of novels or science materials for special projects (ask the teachers what they might need)
- Speak at city council meetings, community meetings, and school board meetings to support funding for gifted education
- Volunteer as a tutor to provide extra enrichment in mathematics or history
- Donate materials to the gifted visual art program (ask the teacher first!)
- Work on the outdoor environmental classroom at Spratley
- Assist with logistics at Science Fairs, exhibitions, or other activities
- Offer to translate documents and information into other languages for other parents
- Be creative and let us know how else you might be able to help!

## **Characteristics of Gifted Students**

Adapted from work by Winebrenner and Szabo

*Note: these characteristics may fit only some of the gifted students some of the time—  
gifted students, like all children, are always individuals!*

### **The Bright Child**

Knows the answers  
Is interested  
Has good ideas  
Works hard  
Answers the questions  
Is in the top group  
Listens with interest  
Learns with ease  
Requires 6-8 repetitions for mastery  
Enjoys peers  
Grasps the meaning  
Copies accurately  
Enjoys school  
Absorbs information  
Is a technician  
Enjoys sequential learning

### **The Gifted Learner**

Asks the questions  
Is highly curious  
May have wild, silly ideas  
May play around, yet tests well  
Discusses in detail, elaborates  
Goes beyond the group  
May show strong feelings and opinions  
Already knows  
Requires little repetition for mastery  
Prefers adults  
Draws inferences  
Creates a new design  
Enjoys learning  
Manipulates information  
Is an inventor  
Thrives on complexity



# Gifted Children's Bill of Rights



## You have a right . . .

- ... to know about your giftedness.
- ... to learn something new every day.
- ... to be passionate about your talent area without apologies.
- ... to have an identity beyond your talent area.
- ... to feel good about your accomplishments.
- ... to make mistakes.
- ... to seek guidance in the development of your talent.
- ... to have multiple peer groups and a variety of friends.
- ... to choose which of your talent areas you wish to pursue.
- ... not to be gifted at everything.



—Del Siegle  
2007–2009 NAGC President



Provided as a service of the  
National Association for Gifted Children, Prufrock Press, &  
Renzulli Center for Creativity, Gifted Education, and Talent  
Development  
Copies are available online at [gifted.uconn.edu](http://gifted.uconn.edu)



# Appendix

## Glossary of Terms used in Gifted Education

“**Acceleration**” means an instructional strategy that is used when a student demonstrates knowledge and skills that exceed those that are outlined in the planned course or grade placement level. This can be determined by advanced work demonstrated in the classroom or by diagnostic tests in the skill area. Acceleration allows the student to move through the curriculum at a faster pace, or to begin the instruction at a more advanced level.

“**Achievement test**” means a measure of a person’s acquired knowledge and skills in a particular content area or areas, usually mathematics, language arts, science, or social studies.

“**Aptitude test**” (“**ability test**”) means a measure of a person's ability or potential to form concepts, solve problems, acquire information, reason, and perform other intellectual operations. Abilities that are typically measured by aptitude tests include abstract, verbal, and numerical reasoning and thinking.

“**Cluster grouping**” means assigning several identified gifted students to the same classroom, allowing the teacher to differentiate learning activities for a group of students rather than for just one or two.

“**Compacting**” means an instructional strategy that assesses what a student does and does not yet know about content to be learned, plans for what the student still needs to learn, and allows for time to be spent in enriched or advanced study.

“**Critical thinking skills**” means the development of analytical thinking for decision making, problem solving, seeing other points of view, analyzing arguments carefully, and reaching justified conclusions.

“**Differentiated curriculum and instruction**” means curriculum and instruction modified to accommodate specific learning needs of students in their areas of strength. Differentiation provides 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.

“**Dual exceptionalities**” means two or more identified educational needs, such as those of an identified gifted student who also has a learning disability.

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

“**Endorsement in gifted education**” means a designation on a teaching license indicating that the teacher has completed specific coursework and training in gifted education prescribed by the Virginia Department of Education.

**“Gifted students”** means those 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, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. Gifted students may be identified as having:

1. **General intellectual aptitude.** Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

2. **Visual 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 arts.

**“High achieving”** means students who consistently achieve at a high level, as documented by high grades or advanced products. Not all gifted students are high achieving, and not all high achieving students are gifted.

**“Identification”** means the process of finding students who are eligible for the division's gifted education program. The identification process begins with a division-wide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the identification and placement committee. The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process includes the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program.

**“Identification and placement committee”** means the division-level committee that determines a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs. The identification and placement committee determines which of the school division's program options are most appropriate for meeting the learning needs of the eligible student.

**“Matrix”** means a data collection tool used to review data used in the identification of students for a gifted program. Typically, multiple criteria (e.g., test scores, teacher recommendations, rating scales) are assigned point values. The student is assigned points in each category according to a predetermined range. The identification/placement committee then totals the points and considers a student's score against the division's score for eligibility.

**“Norm-referenced”** means a test or assessment that compares individual student performance to the performance of a normative sample of peers. Each test-taker receives a score that compares the individual to others who have taken the test, usually given by a percentile. Test-takers cannot "fail" a norm-referenced test. Tests that set goals for students based on the average student's performance are norm-referenced tests. Tests that set goals for students based on a set standard (e.g., 80 words spelled correctly) are criterion-referenced tests. The Virginia Standards of Learning (SOL) are **criterion referenced**. In other words, on the SOL, a predetermined level of acceptable performance is developed and students pass or fail in achieving or not achieving this level.

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

**“Referral”** means the process that parents, teachers, professionals, or students use to request that any student be evaluated for gifted education program services.

**“Screening”** means the division-wide search conducted across all students to determine which students should be referred for identification and service in the gifted education program. The annual screening consists of a review of current assessment data for all kindergarten through twelfth-grade students. Students selected through the screening process are then referred for formal identification.

**“Student outcomes”** means the advanced achievement and performance expectations established for each gifted student, through the review of the student's assessed learning needs and the goals of the program of study, that are reviewed and reported to parents or legal guardians.



**HAMPTON CITY SCHOOLS**  
Department of Academic Advancement  
and Enrichment  
**Student Referral Form (all programs)**



I would like to refer \_\_\_\_\_ for evaluation for  
gifted program services (check one):

- ☐ Talent Pool (GIA) (Grades K-2)  
Area(s) of strength \_\_\_\_\_
- ☐ General Intellectual Aptitude (Grades 3-12)  
Area(s) of strength \_\_\_\_\_
- ☐ Visual Art (Grades 3-8)

This student is in grade \_\_\_\_\_ school year \_\_\_\_\_ school \_\_\_\_\_

As the individual making the referral, I am the student's:

- ☐ Parent ☐ School Counselor  
☐ Teacher ☐ I make this referral on behalf of myself  
☐ Art Teacher  
☐ Referral is based on the student's CogAT scores  
☐ Other (specify \_\_\_\_\_)

*If teacher, give the following:*

School \_\_\_\_\_ Grade or subject taught \_\_\_\_\_

*If parent, please initial:*

\_\_\_\_\_ I consent to my child being evaluated through the administration of any assessments or tests, and the collection of relevant data, and would be interested in having him/her considered for placement in the program for \_\_\_\_academically gifted or \_\_\_\_visual arts gifted students if he/she is found eligible.

*For all referrals:*

On the back of this paper, please write a description of this student's characteristics that suggest exceptional ability or aptitude.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Print name** \_\_\_\_\_

*Please submit this form to the DAAE office or to the school counselor. For more information, please call the DAAE office at 757-727-2160.*

**Hampton City Schools Non-Discrimination Notice**

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Robbin G. Ruth, Executive Director of Human Resources  
One Franklin Street, Hampton, VA 23669  
757-727-231



**K-2 Talent Pool  
Parent Consent and Questionnaire Form**

Please use this form to give us permission to evaluate your child for possible participation in our K-2 Talent Pool program. This resource program will give us an opportunity to further evaluate your child's potential and need for gifted education services. (PLEASE NOTE: Talent Pool participants will be evaluated for formal eligibility for gifted services during the 3<sup>rd</sup> marking period of Grade 2).

Name of student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ DOB \_\_\_\_\_

Gender \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Parent Email \_\_\_\_\_ Phone \_\_\_\_\_

*Please sign below to give permission to evaluate your child's eligibility for the Talent Pool Program.*

Parent/Guardian Signature \_\_\_\_\_

Print Parent Name \_\_\_\_\_

Directions: Check the box which best describes your child's behaviors.

Behavior	Description of behavior	Rarely	Sometimes	Frequently	Always
<i>Advanced Language</i>	<i>Uses verbal comparisons and words with multiple syllables: example... "I know that seems obvious"</i>				
<i>Analytical thinking</i>	<i>Surprises you with complex, in depth insights and relationships</i>				
<i>Well informed about many topics</i>	<i>Appears to know more than most adults about different topics</i>				
<i>Perspective</i>	<i>Interprets what influences or motivates others; example... "what he meant was"</i>				
<i>Sense of humor</i>	<i>Laugh at incidents that peers do not understand</i>				
<i>Sensitivity</i>	<i>Verbally or nonverbally express concern for human or naturalistic issues</i>				
<i>Accelerated learning</i>	<i>Masters a new skill with unusual speed. Has advanced math skills, such as understanding of multiplication or fractions.</i>				





**HAMPTON CITY SCHOOLS  
OFFICE OF GIFTED EDUCATION  
PARENT CONSENT FORM AND QUESTIONNAIRE (GIA 3-12)**

(initial here) \_\_\_\_\_ I consent to my child being evaluated with any assessment (test), including the collection of relevant data, and would be interested in having him/her considered for placement in the program for academically gifted students if he/she is found eligible.

(or initial here) \_\_\_\_\_ I do not wish to have my child considered for placement in the program for academically gifted students.

Child's Full Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Birthday \_\_\_\_\_

Parent Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Please rate your child according to the scale below using the numbers 1-5.  
(1 – rarely observed, 3 – observed on some occasions, 5 – frequently seen)

<b>CHARACTERISTICS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MOTIVATION</b> - Evidence of desire to learn					
<b>General Description</b> * Demonstrates persistence in pursuing/completing self-selected tasks					
<b>How it may look</b> * Enthusiastic learner; has aspirations to be somebody, do something					
<b>INTERESTS</b> - Intense interests (sometimes unusual)					
<b>General Description</b> * Activities, avocations, objects, etc., that have special worth or significance and are given special attention					
<b>How it may look</b> * Unusual or advanced interests in a topic or activity; self-starter; pursues an activity unceasingly; beyond the group					
<b>COMMUNICATION</b> - Highly expressive with words, numbers and symbols					
<b>General Description</b> * Demonstrates high ability to communicate verbally, physically, artistically, or symbolically					
<b>How it may look</b> * Unusual ability to provide elaborations or explanations					
<b>PROBLEM SOLVING ABILITY</b> - Effective (often inventive) strategies for recognizing and solving problems					
<b>General Description</b> * Can find a sequence of alternatives that lead to a desired goal or completion of a task					
<b>How it may look</b> * Unusual ability to devise or adopt a systematic strategy for solving problems and will change the strategy if it's not working					
<b>MEMORY</b> - Large storehouse of information (on school or non-school topics)					
<b>General Description</b> * Exceptional ability to retain and retrieve information					
<b>How it may look</b> * Picks up new skills quickly; 1-2 repetitions for mastery; pays attention to details					
<b>INQUIRY</b> - Questions, experiments, explores					
<b>General Description</b> * Method of process of seeking knowledge, understanding or information					
<b>How it may look</b> * Asks unusual questions for age; plays around with ideas; seeks out new information about materials, devices or situations					
<b>INSIGHT</b> - Quickly grasps new concepts and makes connections; senses deeper meanings					
<b>General Description</b> * Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error					
<b>How it may look</b> * Exceptional ability to draw inferences; keenly observant; sees unusual and diverse relationships, integration of ideas					
<b>REASONING</b> - Logical approaches to figuring out solutions					
<b>General Description</b> * Highly conscious, directed, controlled, active, intentional, forward-looking and goal-oriented thought					
<b>How it may look</b> * Ability to make generalizations and use metaphors and analogies; ability to think things through and come up with an answer					
<b>IMAGINATION/CREATIVITY</b> - Produces many ideas; highly original					
<b>General Description</b> * Ability to see situations, or relationships which aren't immediately apparent to the sense; problem solving through nontraditional patterns of thinking					
<b>How it may look</b> * Shows exceptional ingenuity in using everyday materials; fluent and flexible producer of ideas; elaborate; highly curious					
<b>HUMOR</b> - Conveys and picks up on humor well					
<b>General Description</b> * Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures					
<b>How it may look</b> * Keen sense of humor; capacity for seeing unusual relationships; unusual emotional depth; openness to experience					
<b>TOTAL EACH COLUMN</b>					



Hampton City Schools  
Department of Academic Advancement and Enrichment  
**Change in Placement Request Form**

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Zoned school \_\_\_\_\_ School currently attending \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_ Telephone # \_\_\_\_\_

Email \_\_\_\_\_

ESL Y or N; if yes, specify language \_\_\_\_\_

IEP or 504 Plan Y or N; if yes, specify category \_\_\_\_\_

Request initiated by Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Other (specify) \_\_\_\_\_

Date \_\_\_\_\_

Reason for review request \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approx. Date of Initial Identification \_\_\_\_\_ Date of Review \_\_\_\_\_

Area(s) of strength \_\_\_\_\_

Grades (from most recent marking period) Date \_\_\_\_\_

LA/Rdg \_\_\_\_\_ Science \_\_\_\_\_ Math \_\_\_\_\_ SS \_\_\_\_\_ Other \_\_\_\_\_

Please return this form to the Office of Gifted Education. For more information, call 727-2160 or email [gifted@hampton.k12.va.us](mailto:gifted@hampton.k12.va.us). Parents will be notified by letter of the decision when the review has been completed.



Hampton City Schools  
Department of Academic Advancement and Enrichment

Appeals Form

Name of child \_\_\_\_\_ School \_\_\_\_\_

I have received notification on (date) \_\_\_\_\_ regarding the following  
Identification/Placement Committee decision for my child:

I have discussed this decision with the director of gifted services. Yes \_\_\_\_ No \_\_\_\_ I

would like to appeal the decision for the following reason:

What additional information can you provide that might be relevant to this decision?

Name of parent/guardian \_\_\_\_\_

Mailing address:

Daytime phone number:

Parent/guardian signature \_\_\_\_\_ Date \_\_\_\_\_

Submit this form to the DAAE office within 10 days of receipt of decision letter.



Hampton City Schools  
Department of Academic Advancement and Enrichment

Withdrawal From Gifted Services Form

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

School currently attending \_\_\_\_\_

Parent/Guardian name Telephone # \_\_\_\_\_

Withdrawal initiated by Parent Other (specify) name - \_\_\_\_\_

Withdrawal requested for the following reason(s):

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Category of Identification: *General Intellectual Aptitude : Visual or Performing Arts*

Area(s) of strength

Date of Withdrawal

Request Date of Next Review

Review Information/comments:

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I request that my child be withdrawn (exited) from gifted services until:

☐ After next review on \_\_\_\_\_

☐ School Year \_\_\_\_\_

☐ Written permission from parent

I understand that I have the right to revoke this decision at any time by contacting the Office of Gifted Education at 727-2160

Parent signature: Date:

Submit this form to the gifted resource teacher or school counselor.



Department of Academic Advancement and Enrichment

Gifted Education  
Local Advisory Committee  
Nomination Form

I would like to nominate the following person to be considered for membership on the local advisory committee (may be a self-nomination):

Name:

Address:

Phone:

E-mail:

Connection to school/community:

Reason for nomination:

Comment:

Submitted by:

Please return this form to the Department of Academic Advancement and Enrichment.

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