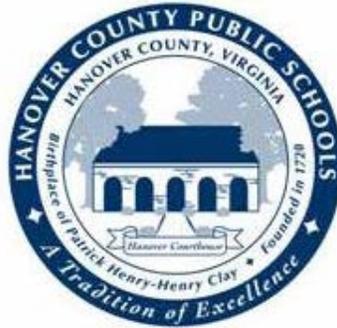


Hanover County Public Schools

Local Plan for the Education of the Gifted 2016 - 2021



LEA#	042		
Superintendent	Dr. Michael B. Gill		
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Gifted Education Coordinator	Connie B. Foreman	Title Address Telephone E-mail	Gifted Coordinator 200 Berkley Street Ashland, VA 23005 804-365-4500 cforeman@hcps.us
Local School Board Chairperson	Robert L. Hundley, Jr.		
Date Approved by School Board	July 12, 2016		

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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.

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 Hanover County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) – Language (SAA-L) or Mathematical (SAA-M)	K-12
Career and Technical Aptitude (CTA)	n/a
Visual and/or Performing Arts Aptitude (VPA) – Vocal Music or visual Arts	6-12

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

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

Division Vision/Mission Statement

VISION

Building on our Tradition of Excellence while striving to exceed community expectations

MISSION

Hanover County Public Schools is a student-centered, community-driven school district that assures a quality education for success in a changing world.

GOALS

- To provide the highest quality education and appropriate support for each student while meeting and exceeding state, national and international standards
- To analyze and address the influences of growth proactively
- To employ and retain highly qualified staff for all positions
- To increase family involvement and community partnerships

BELIEFS

- We must foster a learning environment that is safe, caring, healthy and positive.
- All individuals should have access to quality education.
- Each child can achieve his or her highest potential through equal opportunity and appropriate support.
- Excellence is the standard for continuous improvement in teaching and learning.
- Students must be prepared to succeed in a global society.
- Community support and involvement are central to our continued success.
- Learning is a lifelong process.

Division Statement of Philosophy for Education of the Gifted

We believe that all students have unique interests and strengths. Our mission is to recognize, nurture, and enhance the exceptional abilities of gifted students.

In Hanover County Public Schools, education for the gifted is based on the following principles:

- Gifted students need opportunities to interact with all students;
- Gifted students need opportunities to interact with other gifted students;
- Gifted students need educational opportunities that will allow them to pursue their interests and reach their greatest potential.

B. Division Operational Definition of Giftedness

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

A Hanover County Public School student is eligible for gifted education service options tailored to *general intellectual aptitude* or *specific academic aptitude* if the student demonstrates readiness for gifted programming based upon the following criteria:

- Evidence of need for a special program as determined by the identification and placement committee
- Evidence of superior intellectual aptitude as measured by performance on an individually administered or group administered standardized test of ability or aptitude. For example, the student would need to score at or around the 95%ile in one of the following areas:
 - General Intellectual Aptitude: at or around 95%ile on total score
 - Specific Academic Aptitude (language arts): at or around 95%ile on verbal score
 - Specific Academic Aptitude (math): at or around 95%ile on non-verbal or quantitative score
- Evidence of superior academic performance based on assessment of achievement on performance-based assessments, student portfolio, and student work samples

A Hanover County Public School student is eligible for gifted education service options tailored to *visual and performing arts: vocal or instrumental music* if the student demonstrates readiness for gifted programming based upon the following criteria:

- Evidence of need for a special program as determined by the identification and placement committee
- Evidence of superior musical aptitude as measured by performance on a performance arts checklist with 4 out of 5 items supporting, a narrative written by the nominator, and an audition
- Evidence of superior performance based on assessment of a student portfolio or audition

A Hanover County Public School student is eligible for gifted education service options tailored to *visual and performing arts: visual arts* if the student demonstrates readiness for gifted programming based upon the following criteria:

- Evidence of need for a special program as determined by the identification and placement committee
- Evidence of superior artistic and creative aptitude as measured by performance on an art identification profile, including a supporting score of 7 or greater on the Clark’s Drawing Ability Test, a supporting score of 64 or greater by two art teachers, and a portfolio score of 25 or greater
- Evidence of superior performance based on assessment of a student portfolio or audition

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

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

A. Identification				
Goal: Utilize a student profile to identify GIA, SAA-L, SAA-M, Vocal Music, and Visual Arts students based upon their ability, demonstrated achievement through portfolio products, and creative production				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Review the current profile sheet for GIA, SAA-M, SAA-L, Vocal or Instrumental Music, and Visual Arts and make suggested changes	Annually review the profile sheet with faculty involved in testing procedures: gifted resource teachers (GIA, SAA-M, SAA-L), Music Lead Specialist (Vocal Music), Art Lead Specialist (Visual Art)	Gifted Coordinator	June 2016, June 2017, June 2018, June 2019, June 2020	Profile sheet will be updated based on feedback from faculty members as needed
Continue to improve the delivery of identification information to parents and community members for GIA, SAA-M, SAA-L, Vocal or Instrumental Music, and Visual Arts	Social Media as utilized by HCPS for varied program information including deadlines such as school websites, email, parent handbook and pamphlet, newsletters, and other division wide publications	Gifted Coordinator and Gifted Resource Teachers	ongoing	Delivery of gifted program information to parents and community members is improved by increasing number of district wide communications by 2%
Increase the number of students screened for gifted services each year by 2% for GIA, SAA-L, SAA-M	Develop processes for use at the building level to ensure all students are given opportunities for consideration for gifted services	Gifted Coordinator	ongoing	Number of students screened for gifted services will increase by 2% over the next five years

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<p>Increase the number of students screened for gifted services each year by 2% for GIA, SAA-L, SAA-M</p>	<p>Continue the systematic review of student achievement data for possible referral for gifted services</p>	<p>Gifted Resource Teachers</p>	<p>2020</p>	<p>Number of students screened for gifted services will increase by 2% over the next five years</p>
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B. Delivery of Services				
Goal: Provide a comprehensive continuum of service options for GIA, SAA-M, SAA-L, Vocal Music, and Visual Arts identified gifted students to enhance and build on the academic skills and knowledge learned in regular classroom				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Continue to provide and promote rigorous research-based options to effectively and consistently challenge gifted students in the areas of GIA, SAA-M, SAA-L, in a collaborative model utilizing push-in and pull-out services at the elementary level, seminar course at the middle school level, and options for advanced coursework at the high school level	Continue to work collaboratively with building administrators to ensure effective implementation of gifted program services to promote equitable delivery of gifted services.	Gifted Coordinator	ongoing	Students will receive tiered interventions that meet their individualized needs.
	Provide services for gifted students that include: Collaboration, Enrichment, and Differentiated Instruction (such as Choice Boards, Compacting, Interest Centers, Jigsaws, Learning Centers, Learning Contracts, Tiered instruction)	Gifted Resource Teachers	ongoing	
	Expand student enrollment and participation in the Emerging Leaders program and Summer enrichment programs	Gifted Coordinator	ongoing	The Emerging Leaders program will increase its numbers by reaching a full roster. Summer Enrichment programs will have enough students enroll to be held.

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<p>Continue and expand gifted program support for all students GIA, SAA-M, SAA-L, Vocal or Instrumental Music, and Visual Arts identified for gifted services in including underachieving, twice-exceptional, minority, and low-income students</p>	<p>Seek opportunities for Gifted Resource Teachers to be involved in educational planning and course selection for identified gifted learners</p>	<p>Gifted Coordinator</p>	<p>ongoing</p>	<p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students with an increase in underrepresented groups both tested and identified by 2%.</p>
	<p>Continue to build awareness of the needs of twice-exceptional students among all stakeholders, with special attention to both academic and behavioral needs</p>	<p>Gifted Coordinator</p>	<p>ongoing</p>	
	<p>Offer classroom teachers staff development sessions provided by gifted resource teachers on a regular basis on:</p> <ul style="list-style-type: none"> ● Needs of gifted learners ● Differentiation ● Gifted pedagogy ● Balanced assessment 	<p>Gifted Coordinator and Gifted Resource Teachers</p>	<p>ongoing</p>	
	<p>Research, select, adapt, and use instructional strategies that differentiate for diverse students.</p>	<p>Gifted Coordinator and Gifted Resource Teachers</p>	<p>ongoing</p>	

C. Curriculum and Instruction				
Goal: Provide a comprehensive continuum of service options for GIA, SAA-M, SAA-L, Vocal Music, and Visual Arts identified gifted students providing differentiated curriculum in K-12 reflecting unique needs of all gifted learners				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Work with teachers and curriculum development committees to infuse creativity, problem solving, and academic rigor into curriculum	Continue to expand the use of problem-based and inquiry-based models and experiential learning opportunities in gifted curriculum	Gifted Coordinator and Gifted Resource Teacher	ongoing	Creativity, problem solving, and academic rigor will be infused into curriculum
	To encourage rigor, revise formative and summative assessments and rubrics to ensure that they are high quality and are authentic to the discipline	Gifted Resource Teachers	ongoing	
	Model through professional development opportunities how to differentiate for regular education teachers	Gifted Coordinator and Gifted Resource Teacher	ongoing	
Provide information about appropriate enrichment and extension resources for core curriculum areas through technology	Continue to utilize technology as an instructional design tool using a variety of blended learning platforms, such as edmodo, etc. Provide options for students to use technology as a tool to personalize learning and production	Gifted Resource Teachers	ongoing	Expanded use of technology is evident as a tool for teaching, learning, and production.

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Develop opportunities for gifted learnings to demonstrate personal and social responsibility and strengthen leadership skills	Incorporate personal management tools and dispositions, such as Growth Mindset and Habits of Mind	Gifted Coordinator and Resource Teachers	ongoing	Opportunities for gifted students to develop personal responsibility and decision making and resilience
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D. Professional Development				
Goal 1: Provide on-going professional development on appropriate instructional strategies and differentiation for gifted resource and cluster teachers of GIA, SAA-M, SAA-L, Vocal and Instrumental Music, and Visual Arts students				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Support differentiation of instruction through increased opportunities for advanced training for gifted resource teachers, classroom cluster teachers, and administration	Provide professional development which includes a variety of guest speakers in order to strengthen learning opportunities for students	Gifted Coordinator	ongoing	Increased differentiation by gifted resource teachers, classroom cluster teachers, and administration
	Offer annual sessions to classroom cluster teachers on gifted strategies	Gifted Resource Teachers	ongoing	
	Research and implement training on how mindset affects learning (<i>Mindset</i> by Carol S. Dweck)	Gifted Coordinator	2015-2016	
	Attend local, state, and national conferences	Gifted Coordinator, Gifted Resource Teachers, and Classroom Cluster Teachers	ongoing	
Create a professional development model to allow gifted resource teachers the opportunity to observe and/or collaborate with other gifted resource	Implement program in which each gifted resource teacher observed one other gifted resource teacher collaborating and teaching	Gifted Resource Teachers	2015-2016	Gifted Resource Teachers will utilize this professional development opportunity to hone their own instructional skills
	Continue program in which each gifted resource teacher observes and	Gifted Resource Teachers	2017-2020	

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teachers in the county	additionally co-teaches with another gifted resource teacher			
Continue to implement a two year induction process for new gifted resource teachers that includes mentors, differentiated professional development, site-visits, and specific feedback on performance.	Match beginning gifted resource teachers with experienced gifted resource teachers, hold introductory mentor and mentee meeting, and hold regular meetings for mentees Provide feedback on a regular basis	Beginning Gifted Resource Teachers, Mentors, and Gifted Coordinator Gifted Coordinator	ongoing ongoing	Professional development is comprehensive, cohesive, and effective for new educators working with gifted learners

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D. Professional Development				
Goal 2: Provide on-going professional development in the nature and needs of traditionally underserved gifted learners for gifted resource and cluster teachers of GIA, SAA-M, SAA-L, Vocal and Instrumental Music, and Visual Arts students				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Offer professional development presentations and opportunities to attend conferences about traditionally underserved gifted learners	Create and design presentations on traditionally underserved gifted learner populations	Gifted Coordinator and Gifted Resource Teachers	ongoing	Gifted Resource teachers will present one to two presentations on traditionally underserved populations to their faculties and offer additional presentations at the county level division professional development days
	Attend local, state, and/or national conferences on traditionally underserved gifted learners	Gifted Coordinator and Gifted Resource Teachers	ongoing	

E. Equitable Representation of Students				
Goal: Utilize culturally fair assessment in response to students’ economic conditions, gender, developmental differences, handicapping conditions, and other factors so as to identify gifted students from traditionally underrepresented subgroups of GIA, SAA-M, SAA-L, Vocal Music and Instrumental, and Visual Arts students				
Objectives	Activities	Person Responsible	Due Date	Expected Results
Investigate other screening tools, including grade wide screening and standardized tests in order to identify more students from underserved populations	Analyze student testing data in grades K-5 to determine grade level appropriateness for grade wide screening	Gifted Coordinator and Gifted Resource Teachers	2015-2016	Grade wide screening and potentially new standardized tests will take place in order to see an increase in students screened from underserved populations The division will see an increase in students screened and referred for possible gifted identification in Kindergarten through second grade
	Research standardized tests that would best meet the needs of our school division	Gifted Coordinator	ongoing	
	Pilot a grade wide screening program and/or standardized tests	Gifted Resource Teachers	2016-2017	
	Implement the screening program and/or standardized tests	Gifted Coordinator and Gifted Resource Teachers	2017-2018	
Implement a comprehensive program for first graders to instruct students on skills for success and screen potential candidates for the gifted program in	Create comprehensive program for weekly lessons in first grade classrooms on skills for success, including problem solving, questioning, etc.	Underserved Populations Committee	2016 - 2017	The division will see an increase in students screened and referred for possible gifted identified from underserved populations

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underserved populations	Implement comprehensive program to select a talent pool of early and equitable identification of giftedness and/or student potential to ensure the development of student abilities	Gifted Coordinator and Gifted Resource Teachers at volunteer pilot schools	2017-2018	The division will see an increase in students screened and referred for possible gifted identified from underserved populations
		Gifted Resource Teachers at all schools	2017-2018	

F. Parent and Community Involvement:

Goal: Increase communication of current issues and concerns regarding gifted programming to parents of GIA, SAA-M, SAA-L, Vocal and Instrumental Music, and Visual Arts students and other stakeholders through a variety of methods, including but not limited to district wide emails, parent forums and Gifted Advisory Council meetings

<p>Increase parent/guardian participation and involvement through workshops in gifted education and assessing needs to assist families in fulfilling their essential role in supporting gifted students</p>	<p>Provide workshop, media, print, and online resources to support the social/emotional, behavioral, academic, and cognitive development of their gifted children and significant transitions</p>	<p>Gifted Coordinator and Gifted Resource Teachers</p>	<p>ongoing</p>	<p>Parent/guardian participation and involvement in gifted education will increase</p>
	<p>Assure that services provided are based on quality research and best practice</p>	<p>Gifted Coordinator</p>	<p>ongoing</p>	
	<p>Assure that workshop descriptions and materials being distributed to families with gifted children are parent friendly</p>	<p>Gifted Coordinator</p>	<p>ongoing</p>	
	<p>Assess parent, community, and student needs so information can be used to inform planning of parent and community presentations and resource development</p>	<p>Gifted Coordinator and Gifted Resource Teachers</p>	<p>ongoing</p>	
	<p>Create a resource for parents of newly identified students</p>	<p>Gifted Coordinator</p>	<p>ongoing</p>	

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

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

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

Screening Procedures for General Intellectual Aptitude; Specific Academic Aptitude; and Visual and Performing Arts Aptitude

Annually, SOL tests are screened at each school. Advanced proficiency scores are discussed with classroom teachers and/or gifted resource teachers and utilized to develop a pool of candidates from which referrals may be initiated.

In addition, other measures, such as PALS scores for the primary grades, responses to differentiated instruction, and benchmark assessments are utilized.

Professional development is offered to all classroom teachers on characteristics of gifted learners, including those who may be twice-exceptional, underachieving, and from all cultural and socio-economic backgrounds in order to help those teachers identify students from these populations.

Response lessons in the primary grades and review of student work (K-12) are additional examples of strategies used to screen and identify for giftedness, especially for special populations of gifted learners. Response lessons (K-2) are designed to elicit higher level thinking, creativity, and problem-solving. Responses are noted, evaluated, and maintained in a partnership between classroom teachers and Gifted resource teachers.

In order to identify potentially underserved populations, the division is creating a comprehensive program for first graders that includes a screening component.

Screening occurs through the entire school year.

Information about the referral process is printed in the Student Handbook which is distributed to all students. This information is also found on the school web sites and on the county website (hanover.k12.va.us).

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

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

Referral Procedures for: General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA): language arts or math

- The process is designed to identify students with *general intellectual aptitude and specific academic aptitude* (language arts or math) from various backgrounds including students from economically disadvantaged, culturally diverse, special needs, or limited English proficient (LEP) groups in grades K-12.
- From September through mid-June of the academic school year, the identification of gifted students, K-12, is a continuous process. No identification is done during the summer months. The gifted resource teacher must receive the referral for testing by January 31.
- A student may only be referred in an academic area once annually. A referral is initiated upon the completion of the initial referral form, which is submitted to the gifted resource teacher. After permission to test has been received, Hanover County Public Schools has 90 instructional days to complete the testing, determine the eligibility status of each student referred, and notify the parent or guardian of the decision.
 - ***Referral by parent or community member, self-referral, or peer referral:***
Forms are available in each school from the gifted resource teacher. Referral information and deadlines are communicated to parents in a variety of ways, including emails, posting on district website, and publication in school newsletters.
 - ***Referral by professional staff:***
Forms are available in each school from the gifted resource teacher. Staff referrals include narratives and documentation of behaviors, as well as a portfolio of student products indicative of giftedness.
 - ***Transfer students previously identified as gifted:***
Referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school system. A transfer student who has been identified by another school division may be provisionally placed until which time assessment data can be gathered. Valid and reliable assessment data from the student's transfer records may be utilized for Hanover County Public Schools' assessment data for gifted testing. If the student's profile from the previous school system does not align with that of Hanover County Public Schools, the student will participate in Hanover County Public Schools' gifted assessment.
 - ***Private school children, home-schooled children, or children moving into Hanover County:***
Referral for these students should occur through contact with the gifted program coordinator at the Hanover County School Board Office. The coordinator will schedule testing and eligibility meetings.

Referral procedures for: Visual and/or Performing Arts Aptitude (VPA)

- Screening begins in the spring semester of fifth grade. The art teacher or the music teacher must receive the referral for testing by March 15.
- The process is designed to identify students in the *visual and/or performing arts* from various backgrounds including students from economically disadvantaged, culturally diverse, handicapped, or limited English proficient (LEP) groups in grades 6-12.
 - ***Referral by parent or community member, self-referral, or peer referral:***
Forms are available in each school from the gifted resource teacher or Performing Arts teacher. Referral information and deadlines are communicated to parents in a variety of ways, including emails, posting on district website, and publication in school newsletters.
 - ***Referral by professional staff:***
Forms are available in each school from the gifted resource teacher or Performing Arts teacher. Staff referrals include narratives and documentation of behaviors, as well as a portfolio of student products indicative of giftedness.
 - ***Transfer students previously identified as gifted:***
Referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school system. A transfer student who has been identified by another school division may be provisionally placed until which time assessment data can be gathered. Valid and reliable assessment data from the student's transfer records may be utilized for Hanover County Public Schools' assessment data for gifted testing. If the student's profile from the previous school system does not align with that of Hanover County Public Schools, the student will participate in Hanover County Public Schools' gifted assessment.
 - ***Private school children, home-schooled children, or children moving into Hanover County:***
Referral for these students should occur through contact with the gifted program coordinator at the Hanover County School Board Office. The coordinator will schedule testing and eligibility meetings.

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.

- ✓ 1. Assessment of appropriate student products, performance, or portfolio
 - Performance based assessments administered and double-scored blindly by Gifted resource teachers (GIA, SAA) based on the same rubrics for scoring
 - Products and portfolio (Classroom)
 - Products and portfolio (Home—optional)
- ☐ 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)
 - 8th ed. Otis-Lennon School Ability Test
 - Cognitive Abilities Test, Form 6
 - Naglieri Nonverbal Ability Test® — Multilevel Form (NNAT® — Multilevel Form)
 - Reynolds Intellectual Assessment Scales (RIAS)
 - Comparable ability tests

Note: Test scores are valid for a 2-year period
- ☐ 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
 - Creativity Assessment Packet (Williams, 1980): Test of Divergent Thinking, Forms A and B
 - Other assessments of creativity

2. Additional identification information for visual/performing arts:

- Visual: Clark's Drawing Abilities Test
- Performing Arts: Audition

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.

Classroom Teacher(s) (GIA, SAA, and VPA)

Gifted Education Resource Teacher(s) (GIA and SAA)

Counselor(s) (GIA and SAA)

Assessment Specialist(s) (VPA)

School Psychologist(s) (GIA and SAA)

Principal(s) or Designee(s) (GIA and SAA)

Gifted Education Coordinator (GIA, SAA, and VPA)

Other(s) Specify:

- For the Visual and Performing Arts identification, there will be representation from the Lead Teacher Specialist for the arts area, as well as teachers in the visual and performing arts.

b. Type of Identification/Placement Committee

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

- ✓ School-level (GIA/SAA)
- ✓ Division-level (VPA)

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

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

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Individual or group aptitude test(s) (GIA, SAA) <i>Note: Test scores are valid for a 2-year period</i>	Gifted resource teacher	Gifted resource teacher	Gifted resource teacher
Student performance-based tasks	Gifted resource teacher or instructional specialist (VPA)	2 Gifted resource teachers (double-scored) or instructional specialist	Gifted resource teacher or instructional specialist
Williams’ Test of Divergent Thinking or other creativity measure (GIA/SAA)	Gifted resource teacher	2 Gifted resource teachers (double-scored)	Gifted resource teacher
Student products	Classroom teacher, Gifted resource teacher, or Art teacher	Classroom teacher, Gifted resource teacher, or Art teacher	Classroom teacher, Gifted resource teacher, or Art teacher
Clark’s Drawing Abilities Test (VPA)	Art teacher or Gifted resource teacher	Test developer or designee	VPA committee
Behaviors checklist	Current art or music teacher	Current art or music teacher	Current art or music teacher

Written permission from the parent or guardian must be obtained in order to begin the eligibility process for any student. Once written permission is received, the time frame for the eligibility process begins (90 instructional days).

Once the data is collected, an identification meeting is scheduled. Each school establishes and maintains an Identification/Placement Team for each student referred for gifted identification. A student Profile Sheet is completed by the district's Gifted Coordinator for each student the team assesses. The data collected and noted on the Student Profile form is discussed by the school team. The data is reviewed holistically and through consensus, the committee makes a decision based upon a preponderance of evidence.

The school level committee may make one of the following recommendations:

- The student is identified as gifted and receives services.
- The student does not meet the criteria for identification and is not eligible for services.
- The student is placed on monitor status for two years so that the gifted resource teacher may observe, collaborate, and/or instruct the student to build a portfolio of student work over time.
- At the end of the 2-year period, the gifted resource teacher will collaborate with classroom teachers and/or parents to decide if the student is to be re-referred for gifted program services.

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

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

When, based on multiple criteria, a student is identified as eligible for services, the Identification/Placement Team will determine appropriate programming options based on student strengths as indicated on the student profile. Written parental/guardian permission is required for students to receive gifted services. Following is a diagram indicating levels of support offered to students identified as gifted. The level of support is based upon student strengths and needs.

- Intensive acceleration in one or more subjects K-12
- Grade level acceleration {skipping a grade or double grade promotion}
- Accelerated Credit Option {obtaining credits for courses without completing “seat time”} (6-12)

- Summer Regional Governor’s School {by application} (6-8)
- Maggie L. Walker Governor’s School {by application} (9-12)
- Summer Residential Governor’s School {by application} (10-11)
- Hanover Summer Residential Governor’s School – Career & Technical Advancement {by application} (10-11)
- Emerging Leaders Program

Intensive Services for Identified Gifted Students

- Targeted Level of Services for Gifted Students**
- Acceleration in areas of strength
 - Advanced Courses {6-8}
 - Cluster Grouping
 - Advanced and Advanced Placement Courses
 - International Baccalaureate Program
 - Gifted Classes (6-8)
 - The Advanced College Academy (9 – 12)

- Service Options Provided for ALL Students in Hanover County Public Schools**
- High Quality Instruction
 - Screening using appropriate tools/tasks
 - Affective guidance
 - Pre-assessment and compacting/differentiated lessons
 - Flexible grouping based on ability, interest, and learning style
 - Competitions
 - 21st Century Skills
 - Dual Enrollment Courses
 - The Hanover Center for Trades and Technology (10 – 12)
 - Health Sciences Specialty Center

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.

(a) Parents/guardians are **notified** when a student is nominated.

(b) **Written permission for testing** is requested at this time. If the eligibility committee requests additional testing, permission for such testing will be requested. Following the Identification Committee meeting, parents are notified, in writing, of eligibility; in addition, they can receive a copy of the Student Profile form if requested

(c) In grades K-8, parents will be provided with goals and outcomes of gifted education, as well as information regarding levels of academic service. **Written parental permission will be requested for participation in appropriate service options.** In grades 9-12, each student's course schedule will include courses appropriate for that student's academic needs and interests.

(d) Parents/guardians are made aware of the **appeals process** through a letter.

Parents/Guardians who disagree with the decision of the Identification/Placement Team may ask for a review of the team decision through a school-level review. At the school-level review, the team may find a formal appeal necessary.

School-Level Review

If an understanding or resolution cannot be reached regarding the decision of the Identification/Placement Team, the parent may request a school-level review. To initiate a school-level review, parents/guardians must provide written notification to the principal within **ten (10) instructional days** of receiving the letter stating the student is not eligible for gifted services.

During the school-level review, the parent/guardian is invited to participate in a conference which shall be held within fifteen working days of the request. The principal or designee, the coordinator of the gifted program, the gifted resource teacher, and the appropriate classroom teacher shall participate in a conference with the parent.

Formal Appeal

If an appeal is not resolved during the school-level review, a formal appeal shall be made under the following conditions:

- There are questions regarding the validity of the assessment.
- There are extenuating circumstances.

Parents/Guardians who formally appeal must complete a written notification letter submitted to the coordinator of gifted services within the ten (10) working days following the school-level review. The letter should explain the rationale of why the findings of the identification and placement committee should be reviewed. When the coordinator receives the letter, he/she will send a return letter within **three (3) working days** to the parent/guardian acknowledging receipt and will explain that, if warranted, the identification and placement committee will re-score and validate assessments. In addition, if additional testing is warranted due to the nature of the appeal, the committee will have **thirty (30) working days** to provide any additional information. The coordinator's return letter should also indicate the date ending the thirty (30) day time period.

The formal Division Appeals Committee will be made up of a majority of individuals who did not serve on the school-level identification/placement committee. The committee shall include three or more of the following: administrator of the gifted program or designee, instructional specialist, school psychologist, counselor, administrator, classroom teacher, or teacher of the gifted. The committee will convene within thirty working days of the letter of formal appeal.

Parents/Guardians will receive written notice of the decision of the Division Appeals Committee within ten (10) working days of the meeting. All decisions made by the Division Formal Appeals Committee are final.

The procedures for a change in placement or exit decision are noted in Part V of this document.

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.

Placement for any identified gifted student may be subject to annual review during the academic school year if deemed appropriate. The student, parent/guardian, counselor, teacher, or the gifted program teacher may initiate reevaluation procedures. Each student's current record of performance, work samples, and test scores will be used for this review. The Identification/Placement Team evaluates the data and makes one of four recommendations:

- Continuation of current program/services
- Change in current program/services
- Development of a plan of improvement
- Exit from a program.

Students who have been identified for gifted services maintain this status while enrolled in Hanover County Public Schools. If change in services or exit from a program is being considered, parents/guardians are notified in writing by the school's gifted resource teacher of the reevaluation and the appeals process. The eligibility process is used unless the student is withdrawing at parental request. A change in program services is recommended when the evaluation indicates that the student's needs are no longer being met. Written parental/guardian notification and permission are required for a program change and for exit from a program.

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

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

A. Service Options are Continuous and Sequential

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

Grade Level	GIA and SAA	VPA
Elementary (K-5)	<ul style="list-style-type: none"> - Identified gifted students and students on monitor status at each grade level should form a cluster made up of between one-third and one-half of a given class, given that there are enough identified gifted students to make up that proportion. - Resource consultation and collaboration is utilized at the elementary level. The gifted resource teacher and the classroom teacher plan and deliver differentiated education to gifted learners. Teachers collaborate and plan on a regular basis, serve their gifted students approximately three times weekly, and communicate to increase learning opportunities for gifted students. 	n/a
Middle (6-8)	<ul style="list-style-type: none"> - Identified gifted students and students on monitor status should make up between one-third and one-half of a given core class. - Academically gifted students are encouraged to enroll in the most challenging courses available to them. - Students identified as gifted may participate in Gifted Seminar. The class utilizes high interest topics to focus on leadership, critical thinking, research, problem-solving, collaboration, and creativity. 	Gifted students in art and music are encouraged to enroll in elective courses in their talent area.
High (9-12)	<ul style="list-style-type: none"> - Opportunities for acceleration and advanced coursework are available. - Academically gifted students are encouraged to enroll in the most challenging courses available to them. - The University of Richmond Jepson School of Leadership Studies and Hanover County Public Schools have formed a partnership to provide an innovative Emerging Leaders Program for gifted high school students. Students submit applications during the winter of their junior year to attend a Summer Leadership Institute and the Academic Year Continuation, which is during their senior year. 	Gifted students in art and music are encouraged to enroll in elective courses in their talent area.

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If a school believes there is a more appropriate plan for meeting specific needs of the gifted, an instructional plan must be submitted and discussed by June 30 of each year. The Director of Elementary Education or the Director of Secondary Education and the Coordinator for Gifted Programs will review the plan for approval.

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.

Grade Level	GIA and SAA	VPA
Elementary (K-5)	-placed in heterogeneous ability leveled homerooms with same age peers -flexibly grouped with age-level peers for appropriate differentiated instruction within the classroom	n/a
Middle (6-8)	-placed in heterogeneous ability leveled homerooms with same age peers -flexibly grouped with age-level peers for appropriate differentiated instruction within the classroom -selection of Gifted Seminar option with age-level peers	-placed in heterogeneous ability leveled visual arts classes with age-level peers
High (9-12)	-may apply to participate in academic year Governor’s School, advanced courses, Advanced Placement courses, Advanced College Academy, and International Baccalaureate courses that offer advanced learning opportunities for gifted students with their age-level peers	-placed in heterogeneous ability leveled visual arts classes with age-level peers

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

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

Grade Level	GIA and SAA	VPA
Elementary (K-5)	<ul style="list-style-type: none"> ● Content-area Acceleration: may participate in content-area acceleration based upon individual needs based on significantly advanced achievement levels primarily in the areas of language arts and mathematics ● Enrichment Services: gifted students are afforded the opportunity to participate in Saturday Enrichment Programs and Summer Enrichment Programs through a partnership with the MathScience Innovation Center, designed to complement the regular curriculum and provide extension in the areas of math and science ● Grade Level Acceleration: please see the following page for detailed procedures for grade level acceleration 	n/a
Middle (6-8)	<ul style="list-style-type: none"> ● Content-area Acceleration: students are encouraged to take advanced coursework in mathematics. In addition, there is the opportunity to take a world language for high school credit. ● Enrichment Services: gifted students are afforded the opportunity to participate in Saturday Enrichment Programs and Summer Enrichment Programs through a partnership with the MathScience Innovation Center, designed to complement the regular curriculum and provide extension in the areas of math and science and may elect to apply to the Summer Regional Governor’s School, which offers opportunities in math and science ● Grade Level Acceleration: please see the following page for detailed procedures for grade level acceleration 	<ul style="list-style-type: none"> ● Content-area Acceleration: gifted students are to receive differentiated instruction in their visual and performing arts classes

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<p>High (9-12)</p>	<ul style="list-style-type: none"> ● Content-area Acceleration: students can participate in dual enrollment classes which allows students to simultaneously earn HS and college credit by: Reynolds Community College, Randolph-Macon College, and Virginia Commonwealth University ● Enrichment Services: students may apply to the Summer Residential Governor’s School, which provide gifted high school juniors and seniors with intensive educational experiences in humanities; mathematics, science, and technology; life science and medicine; or through mentorships in marine science or engineering. ● Grade Level Acceleration: please see the following page for detailed procedures for grade level acceleration 	<p>Content-area Acceleration: gifted students are to receive differentiated instruction in their visual and performing arts classes</p> <ul style="list-style-type: none"> ● Enrichment Services: students may apply to the Summer Residential Governor’s School, which provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts
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Grade Level Acceleration

The opportunity is available for highly gifted children to be referred for grade-level acceleration. The need for grade-level acceleration shall be based on significantly advanced achievement and ability levels. Prior to recommending acceleration for a gifted student, the committee for identification and placement shall obtain information about the psychological and educational status through formal and expert evaluation. Such information shall be used by the committee to determine if acceleration is needed and the specific services which will be provided.

The following procedures shall be followed for grade-level acceleration of a gifted student:

1. A request for consideration for acceleration shall be submitted in writing to the school principal.
2. If the student has not been identified as gifted, the first step in the process is determining eligibility for the gifted program. The screening committee shall gather documentation including an educational report, ability and achievement test data, diagnostic test data, and documentation showing the child is working significantly above grade level. The screening committee shall review the documentation and determine whether or not to forward the referral to the committee for identification and placement.
3. If the student has been identified as gifted, the committee for identification and placement determines whether or not to go forward with a formal evaluation.
4. If further evaluation is warranted, permission will be obtained for the evaluation and parents will be informed of their rights. Upon receipt of the signed permission form, appropriate assessment procedures shall be initiated. The student will remain in his or her current placement during evaluation and while determination of eligibility for acceleration services is taking place.
5. The formal evaluation shall include the following components:
 - 5.1. Educational/developmental: a written report describing current educational performance and identifying precise instructional needs
 - 5.2. Social history: a written report describing background and adaptive behavior at home
 - 5.3. Psychological/educational assessment: a written report based on the use of a battery of appropriate instruments
6. The formal evaluation shall be completed within 90 days of receipt by the identification and placement committee.
7. Within 20 working days of the completion of the formal evaluation, the committee for identification and placement shall review the results of the formal evaluation and determine whether or not acceleration services are needed.
8. If accelerated services are deemed unjustified, the committee shall inform the student's parents and advise them of the appeal procedures.
9. If acceleration services are deemed necessary, an individualized plan for services shall be developed within 20 school days by the following persons: the school principal, the current classroom teacher, the person expected to provide the acceleration services, the student's parents, the teacher of the gifted program, and the administrator for the gifted program.

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.

Grade Level	GIA and SAA	VPA
Elementary (K-5)	Resource consultation and collaboration is utilized at the elementary level. The gifted resource teacher and the classroom teacher plan and deliver differentiated education to gifted learners. Through diagnostic assessment and curriculum compacting, gifted resource teachers provide opportunities for students to pursue independent study in areas of interest.	n/a
Middle (6-8)	Qualified students may choose the acceleration option of obtaining Carnegie credit(s) and verified credit(s) in designated courses without completing the requirement of 140 clock hours of instruction. Students may request permission to qualify for accelerated credit in the following courses: Algebra I, Geometry, Algebra II; Biology, Chemistry, Earth Science; Modern Global Studies, World History I, World History II, U.S. History; English: Reading, Literature and Research; English: Writing. The process for the Accelerated Credit Option is located in the <u>Program of Studies</u> .	Through diagnostic assessment and curriculum compacting, visual and performing arts teachers provide opportunities for students to pursue independent study in areas of interest.
High (9-12)	Qualified students may choose the acceleration option of obtaining Carnegie credit(s) and verified credit(s) in designated courses without completing the requirement of 140 clock hours of instruction. Students may request permission to qualify for accelerated credit in the following courses: Algebra I, Geometry, Algebra II; Biology, Chemistry, Earth Science; Modern Global Studies, World History I, World History II, U.S. History; English: Reading, Literature and Research; English: Writing. The process for the Accelerated Credit Option is located in the <u>Program of Studies</u> In addition, eleventh and twelfth grade academically gifted students have the opportunity to apply for the Mentorship Program. Students are paired with community professionals in a one-to-one relationship with the intent of providing first-hand experience in a career field of the student's choice.	Through diagnostic assessment and curriculum compacting, visual and performing arts teachers provide opportunities for students to pursue independent study in areas of interest.

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.

Grade Level	GIA and SAA	VPA
Elementary (K-5)	<p>Content: The curriculum guides and the Standards of Learning form the structure for the content component. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Curriculum objectives may also be extended through depth and complexity to provide appropriate scope and sequence for students who are advanced in a given subject. Content may also be differentiated through use of advanced level materials, opportunity for interdisciplinary studies, appropriate pacing for ability, and use of content related to themes, issues, or problems such as mysteries in problem solving.</p> <p>Process: Process may be differentiated through selecting questions and providing activities that stimulate higher level thinking, problem-solving, and critical thinking, such as socratic seminars and design briefs.</p> <p>Products: Products demonstrate the integration and transformation of concepts or ideas such as brochures, building structures, instructional technology. Products may be differentiated by allowing for choice in selection of products, encouraging products that allow for in-depth study of a topic, presenting products to real audiences, and providing access to multiple resources for information.</p>	n/a
Middle (6-8)	<p>Content: The curriculum guides and the Standards of Learning form the structure for content in the classroom. Seminar class topics are based on real world experiences. Content may also be differentiated through the use of advanced level materials, opportunity for interdisciplinary studies, appropriate pacing for ability, and use of content related to themes, issues, or problems.</p> <p>Process: Process may be differentiated through selecting questions and providing activities that stimulate higher level thinking, problem-solving, and critical thinking; in addition, process is differentiated by allowing students to develop and use research skills such as through CSI/Forensics units and real life trials.</p>	<p>The curriculum guides and the Standards from the Arts form the structure for the content component. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Students may select different levels of art classes that stimulate their intellectual and academic growth, such</p>

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	<p>Products: Products demonstrate the integration and transformation of concepts or ideas. Products may be differentiated by allowing for choice in selection of products, encouraging products that allow for in-depth study of a topic, presenting products to real audiences, and providing access to multiple resources for information, such as commercials and medieval artifacts.</p>	<p>as Art Exploratory or Computer Art.</p>
<p>High (9-12)</p>	<p>Content: The curriculum guides and the Standards of Learning form the structure for the content component. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Curriculum objectives may also be extended through depth and complexity to provide appropriate scope and sequence for students who are advanced in a given subject. Content may also be differentiated through use of advanced level materials, opportunity for interdisciplinary studies, appropriate pacing for ability, and use of content related to themes, issues, or problems.</p> <p>Process: Process may be differentiated through selecting questions and providing activities that stimulate higher level thinking, problem-solving, and critical thinking; in addition, process is differentiated by providing opportunities to develop and use research skills.</p> <p>Products: Products demonstrate the integration and transformation of concepts or ideas. Products may be differentiated by allowing for choice in selection of products, encouraging products that allow for in-depth study of a topic, presenting products to real audiences, and providing access to multiple resources for information.</p>	<p>The curriculum guides and the Standards from the Arts form the structure for the content component. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Students may select different levels of art classes that stimulate their intellectual and academic growth, such as Crafts, Photography, or Art History.</p>

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.

Evaluation may be differentiated through the use of a variety of assessment techniques. Goal-setting is an integral part of the evaluation process. Students, parents, and educators work together to set goals for students. Students should routinely be assessed using diagnostic assessment (pre-testing), formative assessment (on-going), and summative assessments (end-of-unit). Assessment of student products should be based upon product differentiation criteria (rubrics). Students should have opportunities for self-evaluation. Student outcomes are reported to parents through written reports and periodic conferences. Frequent communication with parents and students regarding academic growth is an expectation.

Grade Level	GIA and SAA	VPA
Elementary (K-5)	At the elementary level, gifted resource teachers work with students to set individual goals for the school year. At the end of each semester, the Gifted resource teachers work with students and/or classroom teachers to evaluate student progress toward meeting those goals. Gifted resource teachers also collaborate in the assessment and grading process. In addition, they participate in parent-teacher conferences, as requested.	n/a
Middle (6-8)	At the middle school level, gifted students are evaluated according to standards set by the National Association for Gifted Children (NAGC) by content teachers. These forms are sent home at the end of each semester.	Teachers are encouraged to report on identified students' products through online assessment reports.
High (9-12)	At the high school level, students work with the counseling department to plan for college and career. Through course selection (advanced, AP, and IB), students are challenged with a rigorous curriculum. High school teachers utilize formative and summative assessments, as well as rubrics to communicate student progress toward rigorous curricular goals. Students are encouraged to take advantage of specific counseling addressing their individual needs as gifted students.	Teachers are encouraged to report on identified students' products through online assessment reports. Students are encouraged to take advantage of specific counseling addressing their individual needs as gifted students.

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.

Curriculum Differentiation

Differentiated instruction for gifted and advanced learners is characterized by introduction of advanced Content, open-ended tasks, variations in pacing, and complexity of thought. Student choice, self-directed learning skills, peer, self, and teacher assessment are also integral parts of the program. There is a dual commitment to (1) establishing a strong foundation in the core curriculum for all grades and (2) implementing curriculum extensions. Cluster grouping is utilized in grades 1-8 to provide for flexible instructional groups to accommodate different instructional needs within the classroom.

Differentiation will occur based on teacher pre-assessment data. Teachers will offer the following differentiation strategies continuously as needed. Sequential enrichment and extension activities will be implemented following the below procedures:

1. extending existing curriculum to provide enrichment activities,
2. deleting already mastered material from existing curriculum,
3. adding new content, process, or product expectations to existing curriculum,
4. providing course work for able students at an earlier age than usual, and
5. writing new units or courses that meet the needs of gifted students

Differentiation Strategies

Throughout the year, the classroom teacher provides differentiated learning experiences for students. The gifted resource teacher is available for consultation (K-8) and collaboration (K-5). Following is a list of differentiation strategies, along with a definition.

Analytic Sorts: sorting data into categories based upon concepts

Bloom's Taxonomy: increasing levels of difficulty and complexity of questions and assignments

Choice Boards: organizers that contain a variety of activities. Students can choose one or several activities to complete as they learn a skill or develop a product. Choice boards can be organized so that students are required to choose options that focus on several different skills.

Compacting: a 3-step process that 1) assesses what the child knows about the topic and how much they still need to master, 2) plans for learning what isn't known and excuses them from what is known already; 3) plans for the time to be spent in enrichment/accelerated study. It involves the elimination of the repetition of work that has already been mastered and streamlines the lessons.

Concept-Based Instruction: acknowledges that understanding concepts is the key to understanding a subject and extending knowledge to new problems and areas. It is a focus on big ideas, such as justice, systems, and interdependency.

Creative Problem Solving: mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather than learned with assistance.

Design Briefs: STEM related activities that encourage open ended solutions to real world problems

Development and display of products: assisting students in the creation of products with a rubric and providing students with the opportunity to display work to real audiences

Diagnostic assessment of ability, interest, learning profile, and/or concept knowledge: occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

Group Investigations: working cooperatively to solve problems

Independent Study: student selects a topic of study, with the teacher's guidance, and must formulate questions and research their topic. As a culmination, a product is developed and presented in response to the formulated questions

Mentoring: relationship between two people: a senior mentor (usually outside the protégé's chain of supervision) and a junior protégé.

Interest Centers: designed to motivate students' exploration of topics in which they have a particular interest. They are usually comprised of objects that students can explore and are centered on broad topics. Although primarily content-based, application of process skills is necessary for students to work at an interest center successfully.

Jigsaw: a cooperative learning technique which increases positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product

Learning Centers: skills- based and are focused on mastery or extension of specific understandings. They are usually teacher constructed and can vary in complexity, ability level, and other ways that meet the needs of the students.

Learning Contracts: working agreements between student and teacher concerning how that student will meet specific learning objectives

Problem-based learning: a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences

Simulations: creative, complete units of instruction that incorporate traditionally taught material into a simulated environment in the classroom; Students role-play either actual persons or characterizations of persons

Socratic Seminar: form of structured discourse about ideas and moral dilemmas

Structured Academic Controversy: a teaching approach that encourages students to take on and argue for, alternately, both sides of a controversial issue and ultimately come up with a balanced opinion about that issue

Tiered instruction: using varied levels of activities to be sure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. While the end products will be similar in term of the product, the process should allow each child to be challenged at a proper level for that child.

Use of curriculum specifically designed for gifted learners (e.g. William and Mary curriculum units)

6 Thinking Hats: a powerful technique that helps you look at important decisions from a variety of perspectives

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 students.

Hanover County Public Schools Policy 6-3.10

Program for Gifted Students; Advanced Placement Classes and Special Programs

- To provide acceptable programs for gifted students, the Hanover County School Board must provide educational opportunities appropriate for students with exceptional abilities. The School Board recognizes its responsibility to provide each student with the opportunity to realize his potential.
- Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Virginia Board of Education.
- The School Board seeks to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential.
- Hanover County Public School students and their parents shall be notified of the availability of advanced placement classes, the International Baccalaureate program, and the Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low income and needy students to take the advanced placement and International Baccalaureate examinations. The division superintendent may promulgate regulations to implement this policy, which shall ensure the provisions of timely and adequate notice to students and their parents.

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.

Each bulleted item details how Hanover County implements personal and professional development for the following teacher competencies.

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;

- Each elementary school employs a full-time gifted resource teacher who serves gifted students weekly. The gifted resource teacher shall be interviewed by appropriate staff in the human resources department, instructional leadership department, and/or building level administrators. The administrator for gifted and talented, the building principal, and the human resources department collaborate on the selection of the most qualified candidates. Hanover County Public Schools strives to employ the most qualified candidates for teachers of the gifted. Teacher selection shall be based on demonstrated ability to create and implement differentiated experiences which are appropriate for the needs of gifted students. In addition, the most qualified candidates will demonstrate an ability to establish and maintain effective working relationships with others and be able to work with teachers to improve their differentiated instructional strategies.
- Through resource consultation and collaboration, the gifted resource teacher co-plans with the classroom teacher, co-teaches, models, and provides feedback and suggestions for effective differentiated education in the regular classroom. At the middle and high school levels, gifted resource teachers are available for consultation, peer coaching, and feedback on differentiated lessons.

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.

- Five advisory committee meetings are held annually. During the meetings, the gifted coordinator shares program notes, including identification procedures, service options, and current staff development initiatives. A content-area specialist also provides an “Instructional Highlight,” demonstrating how gifted students are served through the core curriculum and through elective courses. The public is invited to attend these meetings.
- Parent forums are held every two years. The purpose of these forums is to provide detailed information for parents of gifted students regarding social-emotional needs of the gifted, learning needs of the gifted, and program options.
- Parents are encouraged to act as mentors for the mentor apprenticeship program, guest speakers for career exploration and independent study projects, and as community volunteers for extension and enrichment activities.

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).*

- Yearly, each gifted resource teacher at the elementary and middle levels presents to their staffs on characteristics of gifted students, including gifted behaviors in special populations.
- The coordinator for gifted presents annually at elementary and secondary counselor meetings on methods for working with the counseling needs, both affective and career planning, for gifted students.
- Gifted resource teachers attend local, state, and national conferences on the topic of special populations.

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.*

- Gifted resource staff works in conjunction with school psychologists and educational diagnosticians to evaluate assessment instruments for validity and reliability.
- Gifted resource staff updates subjective measures annually, utilizing best practices in math problem solving exemplars and the writing process.
- Gifted resource teachers work collaboratively with classroom teachers to develop a portfolio of student work which is representative of the students' best efforts.
- Gifted resource teachers peer coach one another through joint scoring of all items included in the profile: creativity assessments, writing assessments, and math assessments. Working with a partner allows for conversations about assessment best practices.

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.*

- Gifted resource teachers are encouraged to serve on curriculum development committees in math, science, language arts, and social studies. They receive staff development on best practices within the curriculum, while they provide staff development on strategies for gifted learners

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:

- a. The integration of multiple disciplines into an area of study;*
- b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;*
- c. The development of analytical, organizational, critical, and creative thinking skills;*
- d. The development of sophisticated products using varied modes of expression;*
- e. The evaluation of student learning through appropriate and specific criteria; and*
- f. The development of advanced technological skills to enhance student performance.*

- Through a partnership with the Math Science Innovation Center, gifted resource teachers receive staff development on integration of science, technology, and mathematics across curricular areas.
- Yearly, gifted resource teachers or alternate designees offer staff development at their individual buildings or through the county's professional development training programs on topics such as creating differentiated menus, using Bloom's Taxonomy to create questions, integrating creativity and problem solving into the school day, and thinking critically across the curriculum.

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.*

- Gifted resource teachers are encouraged to serve on his or her school's leadership and school improvement teams. Use of data is the focus of many of the subcommittees.
- Gifted resource staff attends local, state, and national conferences to keep abreast of current issues in gifted education.
- The gifted coordinator attends the annual Leadership Retreat and all principals' meetings to inform school administrators of the current research on gifted education.

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 School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Virginia Board of Education.

The School Board shall establish a local advisory committee for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the committee shall be provided in writing to the division superintendent and the School Board. The program shall be in compliance with the Code of Virginia and the Virginia Board of Education Regulations.

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.

Each school board shall appoint, in accordance with the regulations of the Board of Education, a local advisory committee on gifted education.

Members are appointed for a three-year term of office with part of the membership changing annually. Membership shall consist primarily of parents, school personnel, and other community members. This committee shall reflect the ethnic and geographical composition of the school division.

Membership of the committee will consist of a maximum of twelve (12) parent/community members and twelve (12) Hanover County Public Schools personnel or individuals representing areas of expertise needed by the advisory committee in relevant committee activities.

The officers of the committee shall consist of a Chair and Secretary nominated by the Committee. Officers shall be elected by a majority vote of the committee at the last meeting of the school year. Elected officers will serve a term of one year beginning on July 1.

The Gifted Advisory Committee shall conduct meetings five times annually.

Agendas shall be provided at least five days in advance.

Special meetings may be held at any time when called for by the Chair or a majority of Committee members.

Meetings and other business will be conducted according to the Gifted Advisory Committee By-laws.

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

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

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

Division Superintendent’s Signature Printed Name Date

Glossary of Terms

“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, including those in:

- o 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.
- o Specific academic 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 beyond their age-level peers in selected academic areas that include English, history and social science, mathematics, or science.
- o Visual or performing arts aptitude. Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts.

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

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

"Learning needs of gifted students" means gifted students' needs for advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

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

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

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

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

"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, which are reviewed and reported to parents or legal guardians.

"Twice Exceptional" (2e) Means students identified gifted who also have some form of disability.