

# Hanover County Public Schools

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



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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](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 student's 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.

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) – Verbal or Mathematical	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**

To Inspire. To Empower. To Lead.

##### **MISSION**

Hanover County Public Schools is a student-centered, community-driven organization committed to providing all students with exceptional learning experiences in order to prepare them to be confident, ethical, productive citizens.

##### **GOALS**

- Provide social, cultural, emotional, and educational equity to maximize student potential
- Provide diverse learning experiences that address students' interests and goals
- Embrace innovation in all aspects of education by developing new ideas, exploring opportunities, and implementing strategies.
- Create an environment of mutual trust in which all employees feel supported, empowered, valued, and engaged.
- Strengthen and expand community engagement.
- Provide a safe, inclusive learning environment that engages all students.

#### *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* (GIA) or *specific academic aptitude* (SAA-English) or mathematics (SAA-mathematics) if the student demonstrates readiness for gifted programming based upon the following criteria:

- Student readiness for gifted educational services as determined by multiple and varied criteria: Evidence of superior academic performance based on assessment of achievement on nationally normed aptitude and/or achievement assessments, performance-based assessments, student portfolio, student work samples, parent submitted portfolio, and grades.

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: Performing arts checklist, grades, nationally normed assessments, teacher recommendations, and a portfolio/audition indicating abilities and potential requiring a specialized program.

## **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:** To provide a systematic identification process that reflects the delivery of services

**Objective 1:** Continue to provide clear communication about gifted program identification and placement to students and parents, with accommodations made for non-English speaking families.

**Objective 2:** Increase awareness of gifted program offerings in K-12 in order to facilitate equitable referrals across the division.

- B. Delivery of Services Goal:** Provide a comprehensive and rigorous continuum of services which address the needs of all identified gifted students

**Objective 1:** Increase services at elementary level

- Monitor implementation of Project Success Lessons for first graders to insure they provide critical thinking experiences, peer modeling, and other important components of academic success.
- Ensure implementation of rigorous curriculum through collaboration and differentiation
- Place students on “monitor status” who do not meet the criteria for official identification but are high-ability students. Monitor students are placed in an environment that appropriately engages, develops, and nurtures their ability and interests.

**Objective 2:** Advocate for additional staffing to ensure consistency in services K-12

**Objective 3:** Increase services at secondary level

- Secondary Gifted Resource Teachers will increase communication and provide support services to students in grades 6-12
- Increase opportunities for differentiation in advanced coursework through collaboration of Gifted Resource Teachers and cluster group classroom teachers
- Ensure equitable access to advanced coursework working toward having the student demographic population of advanced coursework be reflective of the overall demographics in HCPS
- Identify why certain demographics of gifted and/or high ability students are not enrolling in advanced courses and/or sitting for examinations.
- Utilize multiple modes of communication and technology to communicate with parents at the high school level
- Explore mentorship opportunities

C. Curriculum and Instruction Goal: Increase the continuity across the division by setting goals in curriculum and instruction reflective of the unique needs of gifted students.

**Objective 1:** Provide opportunities for collaboration between classroom teachers and gifted resource teachers in grades K-12

**Objective 2:** Ensure continuity and consistency in advanced coursework across division, including content and frequency of instruction.

D. Professional Development Goal: Empower K-12 teachers through training in differentiation strategies and in developing tools to measure student outcomes.

**Objective 1:** Promote and provide teacher training in differentiated instructional strategies and student outcomes.

**Objective 2:** Increase availability of gifted endorsed classroom teachers

**Objective 3:** Promote inspiration and collaboration through sharing of best practices among gifted resource teachers and classroom teachers

**Objective 4:** Continue to train staff and implement accommodations for 2E and ELL students

**Objective 5:** Continue Professional Development for gifted resource staff on aptitude vs. knowledge in order to foster a more inclusive environment.



**E. Equitable Representation of Students Goal:** Increase equitable representation of K-12 students from various backgrounds

**Objective 1:** Promote importance of enrichment and talent development for all students in grades K-12

**Objective 2:** Examine multiple criteria, including parent communication, to ensure ‘culture-friendliness’ across the division

**Objective 3:** Evaluate all gifted screening tools for implicit bias either towards or against any demographic group

**Objective 4:** Continue to implement and train staff on screening tools that allow for equitable representation of K-12 students from various backgrounds that include economically disadvantaged, culturally diverse, identified with disability and limited English proficiency.

**Objective 5:** Provide a universal screening across grade levels with the goal of seeking representation of diverse groups reflecting HCPS demographic populations.

**Objective 6:** Continue collaborating with building administrators to ensure effective implementation of gifted program services to promote equitable delivery of gifted services.

**F. Parent/Guardian and Community Involvement Goal:** Identify innovative method to communicate to parents and/or communities.

**Objective 1:** Explore media options to communicate with parents and community members in regards to the unique needs of gifted students.

**Objective 2:** Investigate community partnerships with local universities.

**Objective 3:** Continue to improve the delivery of gifted program information to parents and community members by providing information in multiple languages as well as providing information in both electronic and paper copies.

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

### **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.

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

HCPS's identification process is designed to allow for an equitable representation of students from various backgrounds. This includes economically disadvantaged, culturally diverse, identified with a disability, and limited English proficiency students in grades K - 12.

A student must be enrolled in HCPS and may not be referred for the gifted identification process more than once during the academic school year.

#### **Screening Procedures for General Intellectual Aptitude and specific Academic Aptitude in English and Mathematics**

The screening process begins with a review of all student data for K - 12 students who may or may not proceed to the referral process with a particular emphasis on underserved populations. The screening process requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade student annually. Screening criteria may include any of the following sources:

- Screening Checklists of Gifted Characteristics - Collaboration between GRT and classroom teachers to document students' gifted characteristics and behaviors, including checklists developed specifically for underrepresented populations.
- Inquiries - The school's gifted resource teacher or the HCPS's gifted identification coordinator receives inquiries about gifted services from parent/guardian, professional educators, community members, peers, or students
- Nationally Norm-Referenced Tests - HCPS's gifted coordinator, gifted resource teachers, and school principal review students' ability and/or achievement test scores,
- Records of Identified Transfer Students - The school's registrar and/or school counselor notifies the school's gifted resource teachers of students who have been identified for gifted education services in other school divisions.

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.

All first graders receive a comprehensive program that includes a screening component in order to identify potentially underserved 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.

Screening occurs through the entire school year.

### **Screening for Visual and/or Performing Arts Aptitude (VPA)**

- Screening begins in the fall semester of fifth - twelfth grade.
- 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 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.

- **Individual referrals** are accepted from professional educators, parent/guardian(s), community members, peers, or students.
- **Transfer students that have been identified Gifted** in another school division may be referred in an expedited manner following the Transfer Policy

Referrals for first semester are accepted in October (grades 6 - 12), and for second semester are accepted in January (grades K - 5). Please refer to the website regarding specific dates. Students transferring into HCPS that are referred after the designated window will be considered during the following window. Current HCPS students that miss the referral window may be referred during the following school year.

### **Individual Referral Procedures for Grades K - 12**

1. Parent/Guardian(s), professional educators, community members, peers, or students must submit a written referral request for individual students to the school's gifted resource teacher during the fall and spring referral windows. Any requests received after the window will be considered during the next school year.
2. If a referral request is submitted by someone other than a parent/guardian for a student, the school's gifted resource teacher sends the permission form to the parent/guardian of the child for approval along with the Referral Notification Letter. The permission form must be returned to the school within seven (7) instructional days.

### **Transfer Policy for Identified Gifted Students**

The Commonwealth of Virginia's Regulations Governing Educational Services for Gifted Students provide guidelines to be used by all school divisions in the identification of gifted students. HCPS has no desire to duplicate identification criteria completed in other school divisions that are valid, reliable, and relevant to the general intellectual aptitude (GIA) or specific academic aptitude (SAA) identification process. Consequently, when students transfer into the division, every attempt is made to review information from the student's previous school division and apply the supportive criteria to HCPS's identification process. HCPS identification criteria may include:

- Professional Rating Scale of Gifted Characteristics
- Parent/Guardian Portfolio
- Classroom grades
- Standardized test scores
- Classroom work samples
- Student observation

**Upon registering in HCPS, parents are required to submit all gifted identification documentation to the Gifted Resource teacher at the school for review. The two-year time frame will not apply to test scores for previously identified gifted students.**

HCPS reserves the right to administer any and all relevant instruments needed for the accurate identification of students.

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

- Screening begins in the fall semester of fifth - twelfth grade.
- Referrals may be made by professional educators, parent/guardian(s), community members, peers, or students by November 30th.

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

This section provides identification procedures for each area of giftedness identified and served by the division.

Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test.

Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs

shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

### **Identification Process for General Intellectual Aptitude and Specific Academic Aptitude**

The identification process begins in October (for the first semester for grades 6 - 12) and January for grades K - 12. Once parent/guardian permission has been received, HCPS has **90 instructional days** to complete the school-level process, make a recommendation on the eligibility status of each student and send the student profile to the HCPS Gifted Coordinator. The Process includes the following:

- The school collects relevant information needed to complete the identification process as indicated in Multiple Criteria Listing (8 VAC 20-40-40D.3)

### **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
- ☐ 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)  
Note: Test scores are valid for a two-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  
Specify: Creativity Assessment Packet

**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.

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

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

1 Counselor(s) (GIA and SAA)

0 Assessment Specialist(s) (VPA)

1 School Psychologist(s) (GIA and SAA)

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

1 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)

**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.

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Individual or group aptitude test(s) (GIA, SAA) <i>Note: Test scores are valid for a 2-year period</i>	Licensed HCPS professional*	ID/P Committee	Gifted resource teacher
Student performance-based tasks	Licensed HCPS professional	ID/P Committee	Gifted resource teacher or instructional specialist
Test of Divergent Thinking or other creativity measure (GIA/SAA)	Gifted resource teacher	ID/P Committee	Gifted resource teacher
Student work samples/products or portfolio (parent portfolio/not required)	Current classroom teacher, Gifted resource teacher, or Art teacher	ID/P Committee	Classroom teacher, Gifted resource teacher, or Art teacher (Parent portfolio)
Drawing Abilities Test (VPA)	Art teacher or Gifted resource teacher	ID/P	VPA committee
Behaviors checklist	Current art or music teacher	Current art or music teacher	Current art or music teacher

\*Designated by the HCPS's Gifted Coordinator

**Eligibility for General Intellectual Aptitude and Specific Academic Aptitude in Grades K - 12**

The ID/P Committee has **90 instructional days** to meet to determine the eligibility status of each student referred to the division's gifted education program. During the ID/P Committee meeting, the student's portfolio of multiple criteria gathered during the screening and referral process is reviewed and recorded on the Identification and Placement Committee Report. The data is reviewed holistically and through consensus, the committee makes a decision based upon a preponderance of evidence. Students can be found eligible for services in:

- General Intellectual Aptitude, which is both English and Mathematics **or**
- Specific Academic Aptitude - English **or**
- Specific Academic Aptitude - Mathematics

**NOTE: No single measure, score, or criterion listed in the Report for Eligibility (8 VAC20-40-60A.3) may be used to exclude or include a child for eligibility.**

The Identification Placement Committee may make one of the following recommendations:

1. The student is identified as gifted and receives services.
2. The student does not meet the criteria for identification and is not eligible for services.
3. 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.

After the ID/P Committee meeting, the school's gifted resource teacher does the following:

1. Places the original ID/P Committee Report and the Referral Form in the student's gifted referral folder and places in the cumulative record.
2. Sends a Notification Letter and if applicable, copies of the Appeal Process and/or Program Permission Form/Gifted Services to the parent/guardian. This begins the five (5) instructional day Appeal Process timeline/
3. Notifies the school administrators of each student's eligibility status, and if applicable, appropriate gifted service options.
4. Places the signed Program Permission form in the student's folder.

The gifted coordinator is responsible for system-wide record-keeping regarding student identification and for promoting consistency among schools for the identification procedures.

**Note: Parent/guardian may review the criteria in their child's portfolio with the school's gifted resource teacher or school administrator. No photos or copies of any criteria or scored rubrics will be given to the parent/guardian.**

**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 Committee 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.

Grade Level	GIA and SAA-E and SAA-M	Service Provider
Elementary (K-5)	<ul style="list-style-type: none"> <li>● Identified gifted students and students on monitor status at each grade level 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.</li> <li>● Differentiated Instruction</li> <li>● Collaboration and Consultative model</li> </ul>	Professional educator  Gifted resource teacher
Middle (6-8)	<ul style="list-style-type: none"> <li>● Identified gifted students and students on monitor status make up between one-third and one-half of a given core class.</li> <li>● Differentiated instruction with in classroom</li> <li>● Academically gifted students are encouraged to enroll in the most challenging courses available to them.</li> <li>● Gifted Seminar.</li> <li>● Collaborative and Consultative model</li> </ul>	Professional educator  Gifted resource teacher
High (9-12)	<ul style="list-style-type: none"> <li>● Opportunities for acceleration and advanced coursework are available.</li> <li>● Academically gifted students are encouraged to enroll in the most challenging courses available to them.</li> <li>● The University of Richmond Jepson School of Leadership/Emerging Leaders Program for gifted seniors</li> </ul>	Professional educator  Gifted resource teacher

**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. Notification Process for General Intellectual Aptitude & Specific Academic Aptitude**

HCPS uses the following notification procedures during the gifted identification/placement process:

- Parent/guardian(s) are informed of their child's eligibility status when they receive the ID/P Committee notification letter from the gifted resource teacher, in addition, they can receive a copy of the Student Profile form if requested.
- A signed Permission for Program Services form provides permission for provision of appropriate service options for students found eligible for services.
- Parents/guardians are made aware of the **appeals process** through the notification letter, if applicable.

### **Appeal Process**

#### **B. School-Level Review of the Identification Outcome, Change in Placement or Program Exit**

**School Level Review Process:** (All communication will be handled through your child's school)

1. Within five (5) instructional days of receiving the Identification and Placement Team notification letter, parents may request in writing a School Level Review through the school principal.
2. Within five (5) instructional days of receiving the parent request, the principal will respond in writing with a date and time for the School Level Review meeting.
3. Within ten (10) instructional days of Principal response, a School Level Review will be held. Members of the School Level review Committee may include: gifted resource teacher, classroom teacher, parents/guardians, school counselor, and administration.
4. Within five (5) instructional days of school level review meeting, the principal will make a recommendation in writing to the parents/guardians, The recommendation will consist of one of the following:
  - a) Due to collection of additional information (new work samples, test scores\*), a change in status is recommended
  - b) The identification process has been completed with fidelity and no further action will be taken. Parents may request a Division Appeal.

\*Individual intelligence assessments administered outside of school will be accepted if conducted by a state licensed psychologist and the report is accompanied by a copy of the license. Please note that the results must be reported as standard age or grade national percentile scores.

#### **C. Division Level Appeal of the Identification Outcome, Change in Placement or Program Exit.**

**Division Level Appeal: (All communication will be handled through the Office of Gifted Programs)**

1. Within **ten (10) instructional days** of the School Level Review, it is the responsibility of parents/guardians to produce in writing to the Central Office Gifted Program Coordinator:
  - a) A formal letter stating the reason for the Division Level Appeal
  - b) Additional information, if applicable, as evidence for the appeal, no more than five (5) pages in length...

2. Within **thirty (30) working days** of the letter of formal appeal, the Division Level Appeal meeting will be held. The Division Level 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.

3. Within **ten (10) instructional days** of the meeting, Parents/Guardians will be notified in writing of the decision made by the Division Level Appeal Committee.

All decisions made by the Division Level Appeal Committee are final.

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

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

Students who have been identified for gifted services maintain this status while enrolled in HCPS. The student, parent/guardian, counselor, teacher, or the gifted resource teacher may initiate the reevaluation of current service options if the student is not meeting performance expectations. If a reevaluation is initiated, the school's Identification/Placement Committee will convene to review the student's current portfolio of performance, work samples, and test scores. If change in service options or exit from a program is under consideration, parent/guardian(s) are notified in writing by the school's gifted resource teacher of the reevaluation and are invited to attend the ID/P Committee meeting. The ID/P Committee will meet unless the student is withdrawing at parent/guardian request, The ID/P Committee evaluates the student data in the portfolio of performance and work samples and makes one of four recommendations:

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

If in attendance, the parent/guardian signs and initials the Change in Program Placement/Exit form indicating that they were in attendance and received a copy of the HCPS Appeal Process. If the parent/guardian is not in attendance, a copy of the Change in Program Placement/Exit form signed by the Gifted Resource Teacher will be mailed to the home along with a copy of the Appeal Process.

After the meeting, the school's gifted resource teacher sends the recommendation to the Coordinator of Gifted Programs for HCPS for review. The change in program placement or exit is complete with the Coordinator signs the Change in Program Placement/Exit form. This signature ensures that the criteria have been evaluated based on Hanover County Public Schools' Local Plan for the Education of the Gifted and VDOE Regulations Governing Educational Services for Gifted Students. The school's gifted resource teacher completes the following:

- a. Dates and initials the Change in Program Placement/Exit form. The date indicates the beginning of the **Five (5) instructional day** Appeal Process timeline.
- b. Places the Change in Program Placement/Exit form in the student's cumulative record.

- c. Sends a copy of the Change in Program Placement/Exit form to the parent/guardian, and if applicable, a copy of the Appeal Process.
- d. Notifies the school administrators of each student’s status, and if applicable, appropriate gifted service options.

**Note: Parent/guardian may review the criteria in their child’s portfolio with the school’s gifted identification coordinator or school administrator. No copies of any criteria or scored rubrics will be given to the parent/guardian.**

**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.

The HCPS Program of Curriculum and Instruction for gifted learners is continuous and sequential. See the Chart for **K - 12 Continuous and Sequential Curriculum and Instruction for GIA and SAA.**

Grade Level	GIA and SAA-E and SAA-M	Service Provider
Elementary (K-5)	<ul style="list-style-type: none"> <li>● Cluster Grouping</li> <li>● Differentiated Instruction</li> <li>● Collaboration and Consultative model</li> <li>● Subject specific acceleration*</li> <li>● Acceleration*</li> <li>● Math Masters grades 4-5</li> </ul>	Professional educator  Gifted resource teacher
Middle (6-8)	<ul style="list-style-type: none"> <li>● Cluster Grouping</li> <li>● Differentiated Instruction</li> <li>● Collaboration and Consultative model</li> <li>● Subject specific acceleration*</li> <li>● Acceleration*</li> <li>● Gifted Seminar.</li> <li>● Summer Governor’s School</li> </ul>	Professional educator  Gifted resource teacher  MSiC
High (9-12)	<ul style="list-style-type: none"> <li>● Acceleration</li> <li>● Advanced or Accelerated coursework</li> </ul>	Professional educator

	<ul style="list-style-type: none"> <li>● Maggie L Walker Governor’s School *</li> <li>● Code RVA*</li> <li>● Advanced College Academy</li> <li>● The Specialty Center for Health Sciences</li> <li>● Gifted Seminar (Emerging Leaders)</li> </ul>	Gifted resource teacher
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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)	<ul style="list-style-type: none"> <li>● Cluster Grouping</li> <li>● Differentiated Instruction</li> <li>● Collaboration and Consultative model</li> <li>● Subject specific acceleration</li> <li>● Acceleration</li> <li>● Math Masters grades 4-5</li> </ul>	n/a
Middle (6-8)	<ul style="list-style-type: none"> <li>● Cluster Grouping</li> <li>● Differentiated Instruction</li> <li>● Collaboration and Consultative model</li> <li>● Subject specific acceleration</li> <li>● Acceleration</li> <li>● Advanced or Accelerated coursework</li> <li>● Gifted Seminar.</li> </ul>	Differentiation
High (9-12)	<ul style="list-style-type: none"> <li>● Acceleration</li> <li>● Advanced or Accelerated coursework</li> <li>● Maggie L Walker Governor’s School</li> <li>● Code RVA</li> <li>● Advanced College Academy</li> <li>● The Specialty Center for Health Sciences</li> <li>● Gifted Seminar (Emerging Leaders)</li> <li>● International Baccalaureate Program</li> <li>● Advanced Placement</li> <li>● The Specialty Center - Health Sciences Program</li> <li>● Summer Residential Governor’s School</li> </ul>	Acceleration  Differentiation  Advanced coursework

Note: Students accepted into MLWGS are designated as gifted GIA

**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.

The HCPS instructional strategies and content in English/language arts and mathematics allow students to have opportunities for acceleration and enrichment beyond their grade-level or course-level peers. See the charts below.

**Strategies and Content with Intellectual & Academic Peers for GIA & SAA**

<b>Grade Level</b>	<b>GIA</b>	<b>GIA,SAA-English</b>	<b>GIA, SAA-Mathematics</b>
<b>Grades K - 3</b>	<ul style="list-style-type: none"> <li>• Grade acceleration</li> <li>• Cluster grouping</li> <li>• Academic enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• English/language arts acceleration</li> <li>• Cluster grouping</li> <li>• Academic enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics acceleration</li> <li>• Cluster grouping</li> <li>• Academic enrichment</li> </ul>
<b>Grades 4- 5</b>	<ul style="list-style-type: none"> <li>• Grade acceleration</li> <li>• Cluster Grouping</li> <li>• Academic enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• English/language arts acceleration</li> <li>• Cluster grouping</li> <li>• Academic enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics acceleration</li> <li>• Cluster grouping</li> <li>• Academic enrichment</li> </ul>
<b>Grades 6 - 8</b>	<ul style="list-style-type: none"> <li>• Grade acceleration</li> <li>• Course acceleration</li> <li>• Cluster grouping</li> <li>• Enrichment</li> <li>• Gifted elective</li> </ul>	<ul style="list-style-type: none"> <li>• English/language arts acceleration</li> <li>• Cluster grouping</li> <li>• Enrichment</li> <li>• Gifted elective</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics acceleration</li> <li>• Cluster grouping</li> <li>• Enrichment</li> <li>• Gifted elective</li> </ul>
<b>Grades 9 - 12</b>	<ul style="list-style-type: none"> <li>• Grade acceleration</li> <li>• Course acceleration</li> <li>• Advanced courses</li> <li>• Cluster grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s</li> </ul>	<ul style="list-style-type: none"> <li>• English acceleration</li> <li>• Advanced courses</li> <li>• Cluster grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s</li> </ul>	<ul style="list-style-type: none"> <li>• Math acceleration</li> <li>• Advanced courses</li> <li>• Cluster grouping</li> <li>• Maggie L. Walker Governor’s School</li> <li>• Summer Governor’s</li> </ul>

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

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

##### **General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts\***

HCPS utilizes a variety of instructional strategies and program models that allow K -12 gifted learners to work independently. These strategies and models may include problem-based learning, project-based learning, independent research projects, curriculum compacting, learning centers, pull-out groups, mentors, product choice menus, independent contracts and tiered lessons. Models and strategies are chosen based on student's needs which allow classroom teachers and gifted resource teachers to tailor curriculum and differentiate by product, interest and/or rigor. Students receive guidance or instruction from classroom teachers, art/music teachers, gifted resource teachers, school resource teachers, librarians and/or community members.

\*Gifted services for identified gifted Visual and/or Performing Arts are grades 6 - 12

#### **E. Service Options that Foster intellectual and Academic Growth**

Through a variety of instructional strategies, HCPS fosters intellectual and academic growth for identified gifted learners as outlined above in Part A-D. Students' program placement, academic setting and program rigor are monitored by gifted resource teachers, school resource teachers, classroom teachers, art/music teachers, school counselors, and administrators. Identified gifted students are recommended for program service options based on their area of academic and visual and/or performing arts strength.

#### **F. Procedures for Assessing Academic Growth in Gifted Students**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

##### **General Intellectual Aptitude, Specific Academic Aptitude & Visual and/or Performing Arts**

HCPS uses a variety of procedures to assess academic growth for K - 12 gifted learners. Goal-setting is an integral part of the evaluation process. Students, parents, and educators collaborate in setting goals for students. Students are routinely assessed using diagnostic assessment (pre-testing), formative assessment (on-going), and summative assessments (end-of-unit). Classroom teachers, school resource teachers and gifted resource teachers provide growth assessment through student portfolios, teacher narratives, pre and post-assessments, student self-assessments, peer assessments and product rubrics. Student outcomes are reported to parents through written reports and periodic conferences. For VPA students' portfolios and/or performances are used to assess student growth. Data collected from the various assessments are used to

guide program placement and instruction. Frequent communication with parents and students regarding academic growth is an expectation.

**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.

**K - 12 Advanced and Accelerated Differentiated Curriculum for GIA and SAA\***

\*See chart on page 20

**Grades 9 - 12 Advanced and Accelerated Differentiated Curriculum for VPA**

Grade Level	VPA
Grades 9 - 12	<ul style="list-style-type: none"> <li>● Acceleration</li> <li>● Advanced Placement</li> <li>● Honors Grades 11 &amp; 12</li> </ul>

\*See Chart on page 26



•  
Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect.

Content differentiation modifies what the students are to know, understand, and be able to do by the end of the unit of study. Content, as well as learning experiences, may be modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials. Examples include Jacob's - Ladder, William and Mary's Language Arts, Social Studies and Science Units, William and Mary's Language Arts Navigators.

Process differentiation modifies how the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teachers incorporate strategies and methods of student-centered instruction that seek to actively engage students in the learning process. The extent to which higher level questioning, open-endedness, research, freedom of choice, and group interaction are used determines the degree to which the processes of teaching and learning are differentiated.

Product differentiation modifies the methods students use to show evidence of their learning. When differentiating this area, teachers look first to the discipline and engage students in those products which people in the field of study would create. Product differentiation seeks to help students engage in authentic products for real audiences and allows for the transformation of information. Evaluation of differentiated products is a collaborative effort among student, teacher, and experts in the field of study whenever possible.

Learning environment differentiation encourages independence, openness, acceptance, and high mobility. Teachers who are differentiating the learning atmosphere create complex classrooms rich with resources, materials for hands-on exploration, centers, and learning stations, and student-centered patterns of interaction. Differentiation to meet students' affective needs focuses on the social and emotional characteristics of gifted learners. In order to attend to affect, teachers must first understand the varied socio-emotional needs of gifted learners and then, modify curriculum and instruction to scaffold for students as appropriate.

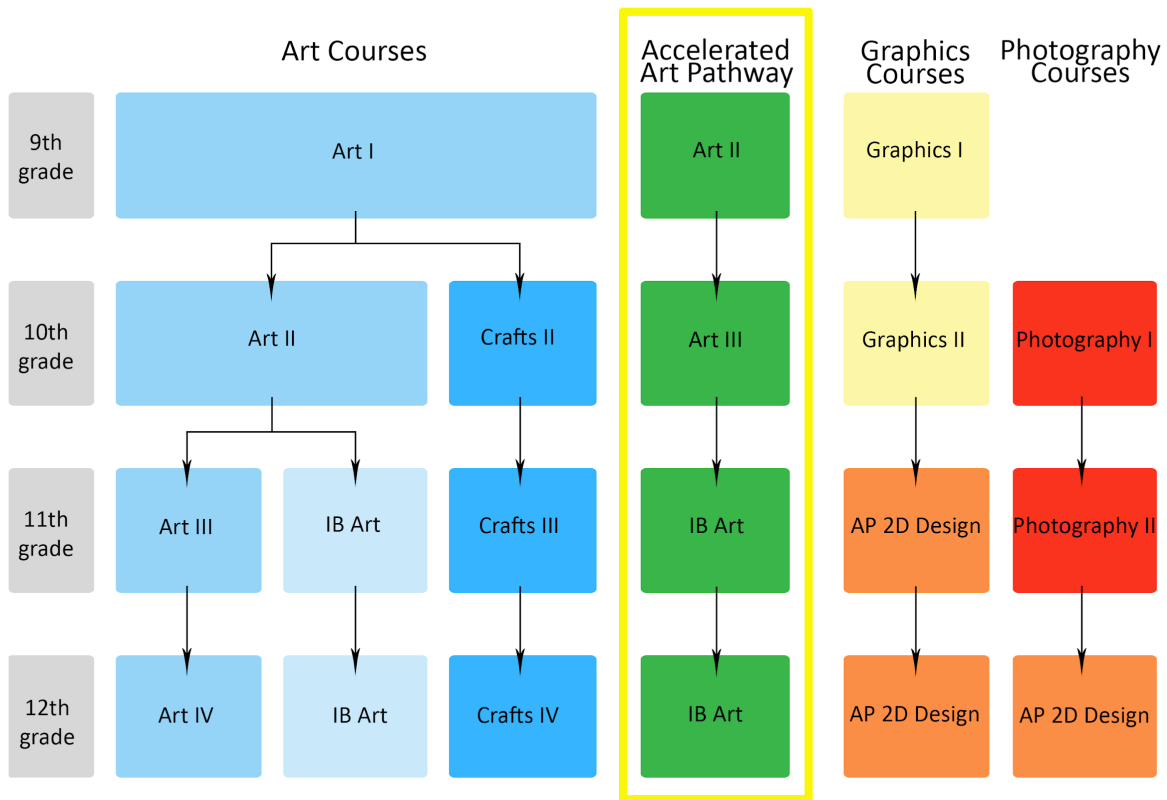
Working with teachers and students to have the student demographic population of advanced coursework (AP, IB, DE) be reflective of the overall demographic of HCPS.

### **Grades 9 - 12 Advanced and Accelerated Instructional Options for VPA**

Identified Visual Arts ninth graders may accelerate to Art II.

Students in VPA are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They are encouraged to take the most rigorous courses offered.

## Hanover County Public Schools: High School Visual Arts Courses



### **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 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 provision of timely and adequate notice to students and their parents.

Refer to the following Policies:

6-4.2 “Instructional Grouping”

6-4.3 “Acceleration of Students”

6-3.10 “Gifted Educational Services”

\_\_\_\_\_ The Local Plan for the Education of the Gifted is in compliance with state regulations and is available on the Hanover County Public Schools’ website. Printed copies of the plan are available at HCPS schools.

## **Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

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, collaborative teaching, 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 staff 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 and to identify why certain demographics of students who have been identified as having advanced potential are not enrolling in rigorous courses or sitting for examinations (such as AP).
- Working with secondary counselors to have the student demographic population of advanced coursework (AP, IB, DE) be reflective of the overall demographics of HCPS.
- 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, reliability, and to evaluate for implicit bias either towards or against any demographic group.
- 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.*

HCPS provides all teachers working with gifted and advanced learners the following opportunities for professional development and training:

- Gifted resource staff attends local, state, and national conferences to keep abreast of current issues in gifted education.
- HCPS gifted identification/placement process and working toward a more inclusive environment that reflects the demographics of HCPS
- Differentiating instruction and understanding the difference between GT aptitude and GT knowledge
- Models and strategies for teaching gifted students
- Working towards having the student demographic population of advance coursework be reflective of the overall demographics of HCPS
- 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.





## **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.

"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.