

Madison County Public Schools

Local Plan for the Education of the Gifted

2022-2027

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Local Plan for the Education of the Gifted

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

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

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's 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 Madison 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)	9-12
Specific Academic Aptitude (SAA) - Choose an item.	K-12
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

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

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

Vision Statement: Using effective guidance and inspiration, Madison County Public Schools challenges every gifted student, through differentiation, acceleration, and appropriate instructional strategies, to personally advance and achieve.

Mission Statement: Madison County Public Schools offers an innovative, differentiated, exceptional education that supports gifted learners to reach their highest potential as academic students and responsible citizens. Madison County Public Schools diligently strives to meet the individualized needs of all gifted learners by:

- Providing multiple opportunities to pursue unique and innovative personal and academic interests and chosen endeavors maximizing their potential;
- Providing an environment to enhance higher order cognitive skills as well as soft skills;
- Providing support and guidance through challenging achievement opportunities; and
- Providing innovative educational practices leading to higher order problem solving cognitive skills.

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.

Children who have been identified as gifted and talented (GT) for specific academic aptitude have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit unusual performance capability in intellectual endeavors in one or more academic areas: mathematics, science, social studies, and/or language arts as assessed through multiple sources of information to include nationally norm referenced tests, a Gifted Behaviors Rating Scale, student work samples, and other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the Program of Studies in all subject areas.

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of achievement or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment, or cultural background. Their aptitudes and potential for achievement are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

1. General Intellectual Aptitude
2. Specific Academic Aptitude: Math and/or Verbal/Linguistics

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: MCPS' goal is for our gifted population to reflect the demographic composition of the school division at a minimum. We will review and revise as needed the processes and procedures used to determine student eligibility for gifted general intellectual aptitude and specific academic aptitude and to ensure that there are no barriers or biases in the identification process. Our goal is a continued education of staff in differentiation for all student populations. We would like to

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expand our gifted program to include visual and/or performing arts aptitude by the year 2027.

- B. Delivery of Services:** MCPS will meet the needs of all identified gifted students individually. A comprehensive and rigorous program of academic coursework will be offered that is appropriate and differentiated for each student. These offerings will include, but are not limited to: acceleration of courses, availability of a variety of course offerings, independent research, differentiated instruction, and learning in a variety of settings.
- C. Curriculum and Instruction:** MCPS will continue to develop K-12 curriculum that is differentiated for advanced learners and includes flexibility for highly gifted learners based on the MCPS Program of Studies and the essential framework of each discipline.
- D. Professional Development:** MCPS will continue to implement ongoing professional development in differentiating curriculum and instruction for a broad range of advanced learners K–12 to include twice exceptional learners, EL students, and students from diverse linguistic, cultural, and/or ethnic backgrounds. Classroom teachers of identified gifted students will be trained in gifted education through graduate courses, specialized training, conferences, and/or local professional development sessions.
- E. Equitable Representation of Students:** MCPS will continue to increase access to advanced academic services for students from historically underrepresented populations through programs such as Junior BETA in middle school and open enrollment in middle and high school Honors, AP, and Dual Enrollment courses. We will continually examine our process for potential student barriers and biases and correct these as they are identified.
- F. Parent and Community Involvement:** MCPS will continue to strengthen family and community involvement through parent outreach at the primary, elementary, middle, and high school. The advisory committee where parents, faculty, and community members provide and receive information regarding gifted services will be expanded to include at least 3 – 7 parents from each school. There will be an established gifted page on the school division’s website to provide information to parents and the community. The School Gifted Coordinator at each school will serve as a resource to parents in communicating about gifted plans and services.

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 Specific Academic Aptitude - Mathematics & English

The search for and identification of gifted students is a continuous process. Identification may occur at any time in a student's K-12 education. Students can be referred for a gifted evaluation through the screening process or by a parent or teacher referral. Students in grades three through twelve who score in the 95th percentile on the SOL tests will also be referred. Students scoring in the 95th percentile on the PSAT will be referred. All second graders will complete a group-administered cognitive assessment. Those students who score at the 95th percentile or above will be referred for a gifted evaluation. Parents are informed of the referral process through the Permission to Test letter. The Gifted Plan is accessible on the division website.

Screening Procedures for General Intellectual Aptitude

Starting in the 5th grade, students are informed of the opportunity to apply to Blue Ridge Governor's School (BRVGS). Once students are in middle school, they are invited to information sessions to learn more about the BRVGS including the criteria for acceptance. Students choose to apply for this opportunity in 8th grade and are screened according to the processes and policies of BRVGS in partnership with MCPS. These include the CogAT, PSAT, or OLSAT, individual interviews, grades, teacher recommendations, and a performance task. Students who are accepted are coded at GIA.

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 Specific Academic Aptitude - English

Students may enter the pool by direct referral by parent, educator, peer, or other individual who knows the child at any time during the school year. Parents/guardians, peers, faculty and students who wish to refer a student may obtain a Referral/Identification form from the school's gifted coordinator. Once the form is returned to the school coordinator, a letter requesting permission to test will be sent to the parent/guardian. Upon written permission being granted (letter returned to building contact), the gifted testing procedure will begin and the parents will be notified of the

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results within 90 school days. Referrals will be considered as received, however MCPS emphasizes a referral process in the Spring semester.

Parents/guardians of transfer students will complete a form at the time of registration indicating the type of services received at previous school.

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

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

Specific Academic Aptitude - English

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

Specify:

2. Additional identification information for Specific Academic Aptitude - English

Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. If a student is found ineligible for gifted services, he/she may appeal the decision. Students may also be referred again the following school year. Each file is read by committee members until at least four agree that the student is eligible or ineligible. Each reader takes a holistic case study approach to the file and reads all of the information to determine if there is enough evidence to support a need for advanced academic services. At the middle and high school levels, there is open enrollment in Honors, Advanced Placement, and/or Dual Credit.

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.

Click here to select area of giftedness.

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Division Level Gifted Coordinator

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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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.

Click here to select area of giftedness.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Individual Student Interview	School Gifted coordinator	School Coordinator	School Coordinator
K-Bit	School Psychologist	School Psychologist	School Psychologist
Achievement Tests	Classroom Teacher	Scores Filed	Student Records
Checklist (Renzulli)	Classroom Teachers	School Gifted coordinators	School Gifted Coordinators
Group Administered Cognitive Assessment	DDOT	On File	DDOT
Classroom Observation	Classroom Teachers	Classroom Teachers	School Gifted coordinator

MCPS Gifted Referral and Testing Process

1. Person referring student obtains and fills out the Referral identification Form. (Form 1)
2. Form 1 is turned in to the School Gifted Coordinator.
3. The School Gifted Coordinator sends the Permission to Test Letter with the Parent Assessment of Academic Strength (Form 2) to parent/guardian. The signed permission form from the letter comes back to the School Gifted Coordinator.
4. If permission is not granted the process ends.
5. If permission is granted, the signed permission slip goes to Central Office.
6. The K-Bit (School Psychologist), Interviews with students (School Gifted coordinators), Renzulli Scale for Rating Behavioral Characteristics of Gifted Students (Classroom Teachers), and classroom observations are all completed.
7. The eligibility committee meets, reviews all data and a decision is made.

8. If found eligible, a letter is sent from central office to the parent/guardian to obtain permission to start services.
9. Once permission is received, services can commence.
10. If found ineligible, a letter is sent from central office to the parent/guardian with the right to appeal outlined.
11. If a decision is made for a re-evaluation in the future a letter is sent from central office to the parent/guardian explaining this process.

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

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

Specific Academic Aptitude - English

Following the decision for eligibility, the Assistant Superintendent meets with the principal to provide student information and develop a plan for placement. The school coordinator informs teachers and school counselors of the identification and placement. Pre-assessments are used prior to instructional units, and gifted students are provided opportunities based on higher-order thinking skills and are given differentiated opportunities in content, process, and/or product. Students have the option for accelerations of courses in starting in 5th grade and at the high school level have access to higher level honors courses.

General Intellectual Aptitude:

Students accepted into the BRVGS have access to coursework which is designed to meet their individual intellectual needs and abilities and provide a rigorous program of studies and learning experiences. These students are found to be eligible under the General Intellectual Aptitude category as they meet the definition of gifted based on the qualifications for entry and acceptance into BRVGS.

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.

Specific Academic Aptitude - Mathematics

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Following screening, parents are notified by letter that, with their permission, (1) the identification process is being initiated for their child and (2) permission from them is solicited for individual testing and/or collection of additional data. Formal assessment is scheduled upon receipt of written parental permission. (3) After the determination of eligibility/placement, a letter is sent to the parents notifying them of the decision and soliciting permission for placement. Commencement of services begins upon receipt of written parental permission.

Parents of students who were not determined to be eligible for services are notified by letter. The letter also informs them of the right and procedures to appeal the decision.

At each building, a School Gifted Coordinator will offer support to ensure that gifted students are being appropriately challenged. There may also be pull-out and/or push-in support for these students. In grades 6-8, students may take accelerated math courses.

Gifted students in grades 9 – 12 are strongly encouraged to take the most rigorous coursework available at their high school, including AP and dual enrollment classes. Gifted students should be well-informed of the Blue Ridge Virtual Governor's School and the Summer Residential Governor's School.

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.

Specific Academic Aptitude - English

1. Students remain in the gifted program as they move from grade to grade. At any time during the school year, a parent/guardian may request, in writing, termination of gifted services. Note that the child is still labeled as a gifted student but will not receive services. Upon receipt of this note, gifted services will be discontinued. If a parent wishes to resume gifted services, they must notify the School Division Gifted Coordinator in writing no later than June 1st for the upcoming school year.
2. If a student seems inappropriately placed in the gifted program, then a parent/guardian, teacher, or staff member may initiate a re-evaluation. If any additional assessments are warranted, the School Gifted Coordinator sends the parent/guardian the Permission to Test form. This form provides an explanation of the tests to be given, and signed permission by the parent/guardian is required to administer these assessments. The Eligibility Committee reconvenes to consider all assessment data and any relevant information from the child's cumulative record. No single criterion will be used to make an eligibility decision. After a consensus is reached, the decision is recorded and the parent/guardian is notified in writing within five business days of this decision. If exited from the program, parents are informed of the appeals process.
3. Blue Ridge Virtual Governor's School (BRVGS) has withdrawal policy/procedures in place.

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.

Specific Academic Aptitude - English

Madison County Public Schools (MCPS) Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in grades K-12. Through a continuum of advanced academic services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Children identified for MCPS advanced academic services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum. When a student is identified as eligible for services under Specific Academic Aptitude, acceleration and in class differentiation are the main tools used in grades K-8 to meet the student's intellectual needs. The regional summer gifted program is offered to all grade level gifted students. MCPS offers a gifted summer camp to students in grades 3-8. Students may be accelerated in math beginning in 5th grade. Gifted 8th grade students may enroll in Spanish I or French I for high school credit.

Beginning at 9th grade and continuing through to the 12th grade, Madison County Schools provide opportunities for students to attend Summer Governor's School programs, mentorships, and year-long Governor's School opportunities become available. Students may opt to enroll in Germanna Community college's Madison Early College program to earn credits toward completion of an Associate's Degree while enrolled at Madison County High School. For a student to be identified as requiring services for a Specific Academic aptitude, honors and advanced placement courses, dual enrollment, and independent study supplement the services offered to support the

student's identified needs. Programs and courses in visual arts are available to meet the needs of those students identified in these areas. In-class differentiation is the main method used to deliver services to students so identified. Additionally, contests, performances, exhibitions, and other opportunities are employed to supplement the in-class differentiation. Students who are twice exceptional are provided with accommodations or modifications through a special education Individual Education Plan (IEP) team, a 504, or accommodations and support provided by the classroom teachers in response to their individual needs.

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.

Specific Academic Aptitude - English

Students at the elementary level (grades K-5) spend the majority of their time in heterogeneous groups. At the middle school level (grades 6-8), students are heterogeneously grouped with the exception of homogeneously accelerated mathematics and foreign languages. Their instruction is differentiated in the regular classroom setting. At the high school level (grades 9-12), students are grouped heterogeneously in elective courses and students self-select leveled coursework.

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.

Specific Academic Aptitude - English

Services provide acceleration and enrichment opportunities for students who are identified as gifted. These are offered through instructional groupings. The MCPS curriculum framework differentiated for advanced learners provides a structure for how their academic needs should be met through acceleration, enrichment, extensions to the MCPS standard program of studies, as well as challenges, competitions, and extracurricular activities. Specific instructional strategies include mathematics, foreign language, and science acceleration, scientific inquiry and investigation, historical analysis and research, independent research, and persuasive writing and speaking with evidence to support an opinion. Blue Ridge Virtual Governor's School, Germanna Community

College Early College Program, and a plethora of DE/AP courses are available for students.

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.

Specific Academic Aptitude - English

Teachers provide advanced learners ongoing opportunities through problem/project based learning to investigate, research, and work independently through advanced study provided by the models and strategies embedded in the MCPS curriculum framework differentiated for advanced learners.

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.

Specific Academic Aptitude - English

The foundation of our advanced academic programs is curriculum and instruction designed to challenge and engage advanced learners. The emphasis is on critical and creative thinking, and problem-solving. Students have ongoing opportunities for reflection and self-assessment that help them develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development and encourage continuous intellectual growth. Beginning in Grade 8, students are selected for Junior BETA based upon high academic achievement. BETA is again offered for high academic achievement in grades 11 and 12.

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.

Specific Academic Aptitude - English

Accounting for the achievement and progress of advanced learners requires an assessment system that is designed to accommodate high levels of performance. The

criteria for student performance typically exceed grade level standards and include in-depth knowledge, an advanced application of skills, and a deep understanding of the content, issues, and problems inherent in a field, subject area, or discipline. Pre-assessment is used by teachers to find out what students already know.

Units and tiered lessons designed for advanced learners include assessment components such as: pre-assessments, ongoing or formative assessments, and post assessments. Complex performance-based assessments are used to assess the solutions, products, and/or projects that are a result of a differentiated curriculum. Student work portfolios, oral presentations, projects, and exams are used to evaluate student learning and achievement. Rubrics are designed to provide clear criteria, to assist students in self-assessment, and to support students as they journey from novice toward expert in their knowledge, skills, and understandings. Rubrics (developed system-wide and by individual teachers) are used for scoring writing, products, and presentations. Students are given criteria by which their work will be assessed before beginning an assignment. Teachers are encouraged to give students an opportunity to explain the rationale for their products and how they thought about it while completing it. Students are given choices for products, projects to demonstrate learning. Students are provided with opportunities for self-assessment throughout the year through the use of journals, conferences, check-lists, round-table discussions with peers, etc.

The final product for an advanced learner becomes more than an indicator of student learning, it is a means of assessing student ability to apply, transfer, transform, and extend their learning as they ultimately become producers of knowledge. Students in advanced academic classes take the Virginia Standards of Learning (SOL) test for any and all courses that they are taking. High school students who complete AP and DE courses demonstrate mastery of subject material by earning qualifying grades on AP and DE examinations.

Addendums to the nine-week report cards are sent home to parents/guardians to note the opportunities for differentiated instruction provided for the student. Periodic conferences with parents and/or students provide documentation of differentiated instruction. Parents are encouraged to contact the school's Gifted Coordinator to discuss specific growth or with questions.

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

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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.*

Specific Academic Aptitude - English

Madison County Public Schools curricula and instruction of learners integrates the ideas of several experts in the gifted field. Delivery of services is built upon Tomlinson's model of differentiation through content, process, and product. Susan Winebrenner's method of pre-testing/extension menus is encouraged on both the elementary and secondary levels. Differentiated assignments reflect Thorndike's emphasis on divergent thinking and open-ended questions. Both Gardner's research on multiple intelligences and the theory of learning styles provide the underpinning of much of our pedagogical framework.

The framework for a differentiated curriculum should include the following:

Content/Pacing:

- Teachers will provide alternative and challenging assignments and materials which accelerate and enrich the concepts being taught based on prior assessment of student knowledge.
- At all levels, teachers are encouraged to use thematic and/or interdisciplinary approaches to focus on SOL themes, issues, and real life problems. Project based learning opportunities are required at each grade level.
- Independent study is encouraged and fostered so that students can develop knowledge and skills in areas of personal interest. Independent study for academic credit is available at the secondary level.
- At the middle and secondary level, selection of courses with rigorous academic content is encouraged.
- Acceleration of subject and/or grade level is offered beginning in grade 5 math.

Process:

- Teachers will provide students with ample opportunities to analyze, synthesize, evaluate, and engage in divergent thinking. Students will show an awareness of the learning process.
- The sequential development of skills in critical and creative thinking, problem solving, decision making, logic, and independent research, with application in the regular classroom and in real life situations will be emphasized.
- Students will be encouraged and taught to be self-directed, independent learners utilizing study, research and technical skills. Collaboration will be emphasized.

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- Adequate and varied materials, and instructional strategies including the latest technology available will be provided for extending the individual's potential for learning.
- Students will be given ample opportunity to interact with peers of the same ability during the learning process.
- Instruction should accommodate individual processing differences.
- Content should exhibit scope and sequence.

Product:

- Products and their presentation will be included as a means by which students communicate the reconceptualization of existing information and/or creation of new information. Students are allowed to learn how to communicate with a variety of product forms and learn the skills that enable them to satisfactorily communicate in a given form and through given means.
- Open-ended tasks will be an essential element of the gifted curricula. Design of product options will stress innovation, self-direction, and real world application. Students are encouraged to develop products that create new knowledge and ideas to use a variety of techniques, media, and forms in both independent and group work.

Teachers provide opportunities for choice in topic, presentation mode, and resources for independent and group projects. Original in-depth study is encouraged. Students will be encouraged to present the products, when appropriate, to a real audience. Students will evaluate and critique their own products and those of their peers. The product should convey realistically what a student has learned. The aim of the products should be to help students understand the many ways to express learning.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

Specific Academic Aptitude - English

Madison County Public Schools is committed to the advancement of academically and intellectually gifted students. Policies allow access to advanced curriculum and courses for the gifted learner.

File: IGBB

PROGRAMS FOR GIFTED STUDENTS

The Madison County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The school board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the school board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the school board.

Adopted: August 9, 1999

Revised: July 9, 2012

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.
8 VAC 20-40-40.
8 VAC 20-40-55.
8 VAC 20-40-60.

Cross Ref.: BCF Advisory Committees to the School Board
IKEB Acceleration

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File: BCF

ADVISORY COMMITTEES TO THE SCHOOL BOARD

The School Board may appoint advisory councils or committees of citizens of the school division for consultation with reference to specific matters pertaining to local schools. In addition, pursuant to Board of Education regulations, the School Board establishes advisory committees for the following programs: special education and career and technical education. These committees serve without compensation for one-year terms.

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Legal

20 U.S.C. § 5964

20 U.S.C. § 6318

Code of Virginia, 1950, as amended § 22.1-16

Code of Virginia, 1950, as amended § 22.1-18.1

Code of Virginia, 1950, as amended § 22.1-86

Code of Virginia, 1950, as amended § 22.1-214

Code of Virginia, 1950, as amended § 22.1-227

Code of Virginia, 1950, as amended § 22.1-275.1

8 VAC 20-40-60

8 VAC 20-81-230

8 VAC 20-120-50

Cross References

BCE: School Board Committees

EB: School Crisis, Emergency Management, and Medical Emergency Response Plan

EBB: Threat Assessment Teams

IC/ID: School Year/School Day

IGBB: Programs for Gifted Students

KC: Community Involvement in Decision Making

File: JECA

ADMISSION OF HOMELESS CHILDREN

The Madison County School Board is committed to educating homeless children and youth. Homeless children and youth are not stigmatized or segregated on the basis of their status as homeless. The school division coordinates the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions as may be necessary to resolve interdivisional issues.

The Madison County School Division serves each homeless student according to the student's best interest and will

- continue the student's education in the school of origin for the duration of homelessness
 - if the student becomes homeless between academic years or during an academic year; or
 - for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of a homeless student, the Madison County School Board

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- presumes that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- considers student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the youth;
- if, after conducting the best interest determination based on consideration of the presumption and the student-centered factors above, the Madison County school division determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provides the student's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian or unaccompanied youth, including information regarding the right to appeal; and
- in the case of an unaccompanied youth, ensures that the division homeless liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

Enrollment

The school selected in accordance with this policy immediately enrolls the homeless student, even if the student

- is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency or other documentation; or
- has missed application or enrollment deadlines during any period of homelessness.

The enrolling school immediately contacts the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations or other required health records, the enrolling school immediately refers the parent or guardian of the student or, (in the case of an unaccompanied youth) the youth, to the division's homeless liaison, who assists in obtaining necessary immunizations or screenings, or immunization or other required health records.

If the documentation regarding the comprehensive physical examination required by Policy JHCA Physical Examinations of Students cannot be furnished for a homeless child or youth, and the person seeking to enroll the pupil furnishes to the school division an affidavit stating that the documentation cannot be provided because of the homelessness

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of the child or youth and also indicating that, to the best of his or her knowledge, such pupil is in good health and free from any communicable or contagious disease, the school division immediately refers the student to the division's homeless liaison who, as soon as practicable, assists in obtaining the necessary physical examination by the county or city health department or other clinic or physician's office and immediately admits the pupil to school.

The decision regarding placement is made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Enrollment Disputes

If a dispute arises over eligibility, or school selection or enrollment in a school

- the homeless student is immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
- the parent or guardian of the student or (in the case of an unaccompanied youth) the youth is provided with a written explanation of any decisions related to school selection or enrollment made by the school, the school division or the Virginia Department of Education, including the rights of the parent, guardian or student to appeal the decision;
- the student, parent or guardian is referred to the division's homeless liaison who carries out the appeal process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the homeless liaison ensures that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of the dispute.

Appeal Process

Oral Complaint

In the event that an unaccompanied student or the parent or guardian of a student (hereinafter referred to as the Complainant) disagrees with a school's decision regarding the student's eligibility to attend the school, the Complainant shall orally present his position to the division's homeless liaison.

Written Complaint

If the disagreement is not resolved within five (5) schooldays, the Complainant may present a written complaint to the homeless liaison. The written complaint must include the following information: the date the complaint is given to the homeless liaison; a summary of the events surrounding the dispute; the name(s) of the school division

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personnel involved in the enrollment decision; and the result of the presentation of the oral complaint to the homeless liaison.

Within five (5) school days after receiving the written complaint, the homeless liaison will reach a decision regarding the contested enrollment and shall provide a written statement of that decision, including the reasons therefore, to the Complainant. The liaison will inform the Superintendent of the formal complaint and its resolution.

Appeal to Superintendent

If the Complainant is not satisfied with the written decision of the homeless liaison, the Complainant may appeal that decision to the Superintendent by filing a written appeal. The homeless liaison shall ensure that the Superintendent receives copies of the written complaint and the response thereto. The Superintendent or designee shall schedule a conference with the Complainant to discuss the complaint. Within five (5) school days of receiving the written appeal, the Superintendent, or designee, shall provide a written decision to the Complainant including a statement of the reasons therefore.

Comparable Services

Each homeless student is provided services comparable to services offered to other students in the school attended by the homeless student including the following:

- transportation services;
- educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities and educational programs for English learners;
- programs in career and technical education;
- programs for gifted and talented students; and
- school nutrition programs.

Transportation

At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation is provided for a homeless student to and from the school of origin as follows:

- if the homeless child or youth continues to live in the area served by the division in which the school of origin is located, the child's or youth's transportation to and from the school of origin is provided or arranged by the division in which the school of origin is located.

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- if the homeless child's or youth's living arrangements in the area served by the division in which the school of origin is located terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another division, the division of origin and the division in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the divisions are unable to agree upon such method, the responsibility and costs for transportation are shared equally.

Definitions

The term "homeless student" means an individual who lacks a fixed, regular and adequate nighttime residence and includes:

1. children and youths, including unaccompanied youths who are not in the physical custody of their parents, who
 - a. are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations or in emergency or temporary or transitional shelters; or are abandoned in hospitals;
 - b. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
 - c. are living in parked cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
2. migratory children who qualify as homeless for the purposes of this policy because the children are living in circumstances described above.

The term "migratory child" means a child who moved from one residence to another and from one school division to another in the preceding 36 months as a migratory agricultural worker or migratory fisher or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

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Legal

20 U.S.C. § 6399

42 U.S.C. § 11302

42 U.S.C. § 11431

42 U.S.C. § 11432

42 U.S.C. § 11433

42 U.S.C. § 11434a

Code of Virginia, 1950 as amended, § 22.1-3

Code of Virginia, 1950 as amended, § 22.1-70

Code of Virginia, 1950 as amended, § 22.1-78

Code of Virginia, 1950 as amended, § 22.1-253.13:1

Code of Virginia, 1950 as amended, § 22.1-270

Cross References

JEC: School Admission

JHCA: Physical Examinations of Students

File: GCL

PROFESSIONAL STAFF DEVELOPMENT

The Madison County School Board provides a program of high-quality professional development

- i. in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
- ii. as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
- iii. in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula,
- iv. for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel, and
- v. designed to educate School Board employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

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In addition, the Board provides teachers and principals with high-quality professional development programs each year in instructional content;

- i. instructional content;
- ii. the preparation of tests and other assessment measures;
- iii. methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
- iv. instruction and remediation techniques in English, mathematics, science, and history and social science;
- v. interpreting test data for instructional purposes;
- vi. technology applications to implement the Standards of Learning; and
- vii. effective classroom management.

All instructional personnel are required to participate each year in professional development programs.

Each teacher and all other building-level professional staff members, employed on a full-time basis, is required to complete a mental health awareness training or similar program.

Every employee holding a license issued by the Board of Education is required to complete cultural competency training, in accordance with guidance issued by the Board of Education, at least every two years. Each employee required to complete cultural competency training must complete at least one such training no later than the beginning of the 2022-2023 school year.

The board annually reviews its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

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Code of Virginia, 1950, as amended, § 22.1-78

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Code of Virginia, 1950, as amended, § 22.1-23.3

Code of Virginia, 1950, as amended, § 22.1-253.13:5

Code of Virginia, 1950, as amended, § 22.1-276.01

Code of Virginia, 1950, as amended, § 22.1-291.4

Code of Virginia, 1950, as amended, § 22.1-298.6

Code of Virginia, 1950, as amended, § 22.1-298.7

File: IA

INSTRUCTIONAL GOALS AND OBJECTIVES

The Madison County School Board develops and implements a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction emphasizes reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board also implements:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs

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7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level
9. a plan to make achievements for students who are educationally at-risk a divisionwide priority that includes procedures for measuring the progress of such students
10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement specifies the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher
11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes, programs and experiences; and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan includes notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma
12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs, which programs may include dual language programs whereby such students receive instruction in English and in a second language
13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level
15. a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extra curricular athletics, (iii) recess, or (iv) other programs and physical activities deemed

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appropriate by the School Board

16. a program of student services for grades kindergarten through grade 12 designed to aid students in their educational, social, and career development
17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program
18. a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test

Timely written notification is provided to the parents of any student who:

- undergoes literacy and Response to Intervention screening and services;
- does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification includes all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores; or
- receives reading intervention services. Parents of each student who receives reading intervention services are notified before the services begin.

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Code of Virginia, 1950, as amended, § 22.1-78

Code of Virginia, 1950, as amended, § 22.1-23.3

Code of Virginia, 1950, as amended, § 22.1-215.2

Code of Virginia, 1950, as amended, § 22.1-253.13:1

Cross References

IGAD: Career and Technical Education

IGBE: Remedial and Summer Instructional Program

IGBI

JHCF: Student Wellness

File: IKEB ACCELERATION

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

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When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

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Legal

Code of Virginia, 1950, as amended, § 22.1-78

Code of Virginia, 1950, as amended, § 22.1-253.13:3

8 VAC 20-131-50

8 VAC 20-131-51

8 VAC 20-131-90

Cross References

IGBB: Programs for Gifted Students

JO: Student Records

JOA: Student Transcripts

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

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;

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- b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
- a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
- a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
- a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
- a. The systematic gathering, analyzing, and reporting of formative and summative data; and

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b. Current local, state, and national issues and concerns.

Madison County Public Schools provides focused and ongoing professional development for all teachers of gifted students. Professional Development opportunities are available for all teachers of gifted students, counselors, and school administrators via state and national conferences and Gifted Endorsement licensure classes. Each school has a gifted coordinator and an instructional coach who provide ongoing classroom professional development and support for gifted teachers. The District provides an online website for instructional curriculum including gifted principles, instructional strategies, and technology.

Madison County Public Schools will continue to provide training and support for teachers to ensure that curriculum plans for language arts, math, science, and social studies will include objectives, content, assessment, teaching strategies, and resources that provide appropriate curricular challenges for a broad range of gifted learners. A curriculum encompassing high-order thinking skills, depth of understanding, high expectations, consistent student support, student connectedness to real world, and student choice on questions and topics studied are key elements to students' achievement at any grade level. Resources and professional development provided by the district are focused on diverse and effective instructional practices which respond to students' identified abilities, readiness, interests, and learning profiles.

Quality professional development is key to growing and improving gifted services. Plans for staff development include an increase in training focused on the social-emotional needs of gifted students and the development of year-round courses for classroom teachers in best practices in 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 District Gifted Advisory Committee will be responsible for the review and self-assessment of our gifted plan. To ensure fidelity of implementation, the District Gifted Advisory Committee will request specific data points for each meeting so that they can review information they feel is relevant and essential in monitoring the program. The plan shall be reviewed annually. A District Gifted Advisory Committee, comprised of stakeholders from across the district and grade levels, will meet regularly to review program data (quantitative and qualitative) and develop a “big picture” understanding of the program’s strengths and weaknesses so that they can guide, advise, and monitor program implementation.

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

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

The District Gifted Advisory Committee shall be comprised of parents of gifted students as well as school personnel. The District Gifted Education Advisory Committee shall be appointed annually by the Madison County School Board. Gifted coordinators from each school shall serve on the District Gifted Education Advisory Committee and shall seek parental involvement from the gifted population of their schools.

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.

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Division Superintendent's Signature

Printed Name

Date