

# Madison County Public Schools

## Local Plan for the Education of the Gifted

2017-2022

<b>LEA#</b>	<b>Madison County Public Schools</b>		
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<b>Local School Board Chairperson</b>	<b>Dr. Barry Penn Hollar</b>		
<b>Date Approved by School Board</b>	<b>April 17, 2017</b>		

### **Local Plan for the Education of the Gifted**

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

Madison County Public Schools

General Information regarding the Gifted Program in Madison County

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.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	
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.

**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:** Continue to increase the identification of students from historically underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds, the middle school accelerated math and science programs, and expansion of Germanna Scholars early college dual credit enrollments.
- B. Delivery of Services:** The total number of students identified for gifted services from underrepresented populations e.g., Black, Hispanic, poverty, twice exceptional, and English Learners (EL) will increase by 5%.
- C. Curriculum and Instruction:** 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:** 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. MCPS will develop an in house gifted course for all teachers; 75% of all teachers will complete the course.
- E. Equitable Representation of Students:** Continue to increase access to advanced academic services for students from historically underrepresented populations through Junior BETA in middle school and open enrollment in middle and high school Honors, AP, and Dual Enrollment courses. The percentage of students from underrepresented populations K-12, who receive advanced academic services overall, will increase by 5% as reported in the annual report to the state.
- F. Parent and Community Involvement:** Continue to strengthen family and community involvement through parent outreach at every elementary, middle, and high school. Continue the advisory committee where parents, faculty, and community members provide and receive information regarding gifted services. Increase communication and vertical articulation of K-12 advanced academic services to all administrators, teachers, parents, and community members. Continually update the advanced academic programs website to inform parents and community members of most current information regarding advanced academic programs and services at <https://www2.madisonschools.k12.va.us/Page/202>.

**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 - English Mathematics, Social Studies and Science

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.

The following screening procedures will be used.

- All students in 2nd through 8<sup>th</sup> grade will be administered the Measures of Academic Progress (MAP) test and kindergarten and first graders will be administered the Primary MAP test.
- After the testing window closes, each elementary Gifted Coordinator and principals will review student primary MAP and MAP scores and any student scoring in the 95<sup>th</sup> percentile or above will be referred for gifted screening.
- Students in grades three through twelve who score in the 95<sup>th</sup> percentile on the SOL tests will also be referred. Students scoring in the 95<sup>th</sup> percentile on the PSAT will be referred.
- This process will also occur at the end of the first semester after SOL tests have been administered for semester-long courses and also after the winter and spring MAP/Primary MAP windows close.
- Parents are informed of the referral process through the "Permission to Test" letter. The Gifted Plan is accessible on the division website.
- The Renzulli Scale for Rating the Behavioral Characteristics of Superior Students will be used as a screening tool.
- An interview by the school gifted coordinator will be used as part of the testing evaluation process.
- Exceptions to the eligibility referral and testing window can be made at the discretion of the Assistant Superintendent.

**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  
Mathematics, Social Studies and Science**

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 results within 30 school days.

In addition, the supervisor reviews all Standards of Learning, Measures of Academic Progress (MAP), and PSAT results to find students who have scored above the 95<sup>th</sup> percentile.

The Renzulli Scale for Rating the Behavioral Characteristics of Superior Students will be used as a screening tool by classroom teachers. See "Specific Strategies for Identifying Potentially Gifted Students from Undeserved Populations" in Attachment A.

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.

[Click here to select area of giftedness.](#)

- 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: Dual enrollment/AP grades, PSAT/SAT and Naglieri at high school level

2. Additional identification information for [Click here to select area of giftedness.](#)

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.



Madison County Public Schools

**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: Classroom teachers serving as building Gifted Coordinators

- b. Type of Identification/Placement Committee

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

- School-level                       Division-level

Madison County Public Schools

**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.](#)

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Classroom Observation	Teacher	Teacher	School Coordinator
Checklists	Teacher	School Coordinator	School Coordinator
Interview	School Coordinator	School Coordinator	School Coordinator
KBIT/Naglieri	School Psychologist	School Psychologist	School Psychologist
Achievement Tests	Classroom Teacher	Scores filed	Student Records

# MCPS Gifted Referral & Testing Process

The process from parent permission to eligibility determination must be completed within 90 instructional days.

Person referring student obtains and fills out the Referral Identification Form. **(Form One)**

Turn **Form One** in to Gifted School Coordinator

School Coordinator sends permission to test letter with Parent Assessment of Academic Strength **(Form Two)** to parents. The signed permission form from the letter comes back to School Coordinator

Permission Granted  
**Forward signed permission slip from Form Two to Central Office**

Interview with child scheduled and administered by building coordinator and scored using the student interview scoring sheet  
**Form 6, K-2  
Form 7, 3-12**

Permission Denied

Letter denying permission is sent to Central Office for records **(this is bottom portion of Form Two)**

1. K-Bit Scheduled/Administered/ Scored by Central Office
2. All core-classroom teachers of the referred student complete Renzulli Scale for Rating Behavioral Characteristics of Gifted Students  
**Same rating scale K-12**

County-wide committee meets, reviews all collected items/scores **(Form Eight)** and decision is made

Yes

Letter sent from Central Office to parent requesting permission to start services

Yes

No

Permission Granted Slip received by Central Office, student marked in PowerSchool as receiving services/copy of information for student file given to school records keeper/copy sent to building gifted coordinator

Permission Denied Slip kept at Central Office for records

Letter sent from Central Office to parent with right to appeal outlined

Local Plan for the Education of the

No

## Madison County Public Schools

### **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  
Mathematics, Science, Social Studies

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 guidance counselors of the identification and placement.

Services for students consist of differentiation of instruction. Teachers have been trained in the Know, Understand, Do and Tiered Lesson Format for differentiating instruction. 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.

**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 - English  
Mathematics, Science, Social Studies

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.

**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  
Mathematics, Science, Social Studies

1. The appropriateness of a student's services is periodically reviewed and may result in continuation of the same services, a change in services, or initiation of exit procedures. The Gifted Coordinator collects SOL and MAP data on each identified fifth-grade student, and the Identification Committee reviews this information during the second semester. A review of all other students can occur at any time that the appropriateness of services is questionable.
2. Parents are notified in writing that a review of the student's services is occurring and, in that letter, are invited to comment on the placement appropriateness. The Identification Committee reviews all data and determines services. Parents are then notified of the decisions. As a result of the review, the Identification Committee may determine that a student no longer meets eligibility requirements and recommends discontinuation of services to that individual. The Director informs the parents of the decision and the appeal process. See Change in Placement Form in Appendices.

Parents wishing to initiate change in placement may contact the principal or the Director and submit a written request, which is acted upon by the Identification Committee. Parents are then informed of the decision of the Director.

Parents may request, in writing, to have the student stop receiving services. Madison County Public Schools does not have a formal exit policy. When a change in the level of service is recommended by the school staff, the parents are invited to participate in a conference where the recommendation is discussed. Parents have the option to continue the service if they believe that is best for their child. At the middle and high school level, parents/guardians and students work with their school counselors and/or other school professionals if a change in courses is needed. The student is eligible to receive services at a later date upon written request from the parent.

*Revised January 2017*

**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  
Mathematics, Science, Social Studies

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. Destination Imagination is offered beginning in kindergarten. The regional summer gifted program is offered to all grade level gifted students. During summer of 2016, MCPS offered a gifted summer camp to students in grades 3-8. Students may be accelerated in math beginning in 5<sup>th</sup> grade enrolled in 6<sup>th</sup> grade math. Sixth graders may accelerate to Algebra I, 7<sup>th</sup> grade Geometry, and 8<sup>th</sup> grade Algebra II. Gifted 8<sup>th</sup> grade students may enroll in Earth Science and 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  
Mathematics, Science, Social Studies

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 (Algebra I, Geometry, and Algebra II), foreign languages, and science (Earth Science). 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  
Mathematics, Science, Social Studies

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  
Mathematics, Science, Social Studies

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  
Mathematics, Science, Social Studies

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  
Mathematics, Science, Social Studies

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

## Madison County Public Schools

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 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  
Mathematics, Science, Social Studies

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. Two problem/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.

## Madison County Public Schools

- 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.
- 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  
Mathematics, Science, Social Studies

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

Madison County Public Schools

and technical education. These committees shall serve without compensation for one-year terms.

Adopted: September 9, 1996

Revised: August 10, 2015

Legal Ref.: 20 U.S.C. §§ 5964(a)(6), 6318(e)(12), 7115(a)(1)(E).

Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-86, 22.1-275.1.

8 VAC 20-40-60.

8 VAC 20-81-230.D.

8 VAC 20-120-50.

8 VAC 20-131-270.

Cross Refs.: 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

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**File: JECA**

**ADMISSION OF HOMELESS CHILDREN**

The Madison County School Board is committed to educating homeless children and youth. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless. The school division will coordinate 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 will serve 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 shall

- to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- provide a written explanation, including a statement regarding the right to appeal as described below, to the homeless student's parent or guardian, if the division sends the student to a school other than the school of origin or a school requested by the parent or guardian; and
- in the case of an unaccompanied youth, ensure that the division's homeless liaison assists in placement or enrollment decisions regarding the student, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal described below.

**Enrollment**

The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, birth records, medical records, proof of residency, or other documentation.

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

## Madison County Public Schools

If the student needs to obtain immunizations, or immunization, birth, or medical records, the enrolling school shall immediately refer the parent or guardian of the student to the division's homeless liaison, who shall assist in obtaining necessary immunizations, or immunization, birth, or medical 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 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 shall immediately refer the student to

the division's homeless liaison who shall, as soon as practicable, assist in obtaining the necessary physical examination by the county or city health department or other clinic or physician's office and shall immediately admit the pupil to school.

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

### Enrollment Disputes.

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

- the homeless student shall be immediately admitted to the school in which enrollment is sought and provided all services for which he or she is eligible, pending resolution of the dispute;
- the parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision;
- the student, parent, or guardian shall be referred to the division's homeless liaison who shall carry 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 shall ensure that the youth is immediately enrolled in school 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) school days, 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 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

## Madison County Public Schools

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 shall be 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 students with limited English proficiency;
- programs in vocational and technical education;
- programs for gifted and talented students; and
- school nutrition programs.

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File: JECA

Adopted: September 9, 1996

Revised: June 26, 2013

Legal Refs.: 20 U.S.C. § 6399

42 U.S.C. §§ 11302, 1143, 11432, 11433.

Code of Virginia, 1950 as amended, §§ 22.1-3, 22.1-70, 22.1-78, 22.1-253.13:1, 22.1-270.

Superintendent's Memo No. 64 (Dec. 5, 2003).

Cross Refs.: JEC School Admission

JHCA Physical Examinations of Students

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### 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 and the need to create a bully-free environment.

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

(i) instructional content;

(ii) the preparation of tests and other assessment measures;



## Madison County Public Schools

- (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. The board will annually review 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.

Adopted: September 9, 1999

Revised: July 8, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:5.

8VAC 20-450-10.

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### **File: IA**

### **INSTRUCTIONAL GOALS AND OBJECTIVES**

The Madison County School Board shall develop and implement 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 shall emphasize 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 shall also implement:

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
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere

## Madison County Public Schools

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 shall include 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 shall specify 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, the International Baccalaureate Program, and 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; this plan shall include 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
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 fitness available to all students 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) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board
16. a program of student services for grades kindergarten through grade 12 that shall be 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.

Adopted: September 9, 1996

Revised: July 11, 2016

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1.

Cross Refs.: IGBI Advanced Placement Classes and Special Programs

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.

Local Plan for the Education of the Gifted

## Madison County Public Schools

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 for students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 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.

Adopted: September 9, 1996

Revised: August 10, 2015

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.

8 VAC 20-131-50.

8 VAC 20-131-90.

Cross Ref.: IGBB Programs for Gifted Students

JO Student Records

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

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

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

## Madison County Public Schools

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.

Evidence for professional development based on teacher competencies include teacher participation or availability to the following:

- Virginia Department of Education trainings
- Educational Opportunities for Gifted Students at the High School Level
- Educational Opportunities for Gifted Middle School Students
- District and school professional development on integrating gifted education, characteristics of gifted students versus highly motivated students, identification, educational models, differentiating curriculum, and data analysis
- At least 23 annual Virginia University Partnership Professional Development Conferences including topics such as Responsive Classroom, Project Based Learning, Engaging Students in Hands On Learning, Engaging Students in Their Own Learning, Finding the Right amount of Rigor for building Deep Thinking Students, Fine Tuning Word Study Instruction, Using Literacy to Gain Deep Mathematical Understanding, and Differentiation in Literacy and Math
- Advanced Placement and Dual Enrollment Trainings
- Student Engagement
- Project Based Learning
- Developing Assessments
- Exploration of Students in Poverty
- Google
- Peer Assisted Learning Strategy
- James Madison University Evidence Based Multi-Tiered Practices
- Differentiated Instruction
- Literacy Workshops
- Counseling for Careers

## Madison County Public Schools

- Increasing Parental Involvement
- Curry Leadership Academy
- Title I Conference
- Title III Conference
- Virginia Council of Mathematics Annual Conference
- District Website Modules including Gifted Modules (summer of 2017)

The course consists of six Modules:

### **Module One: Understanding Giftedness**

Understanding the nature of giftedness and talent; what the terms mean; levels and types of giftedness. Cognitive and affective characteristics of gifted and talented students; ways in which these students may differ from their classmates.

### **Module Two: The Identification of Gifted Students**

A range of practical identification procedures, with particular attention to procedures which are effective in identifying gifted students from culturally diverse and disadvantaged groups.

### **Module Three: Social and Emotional Development of Gifted Students**

Understanding the social and emotional characteristics and needs of gifted students. Ways in which gifted students may differ somewhat from their classmates in their social and emotional development. Supporting gifted students and their parents. Teaching strategies and class structures which foster the development of positive social attitudes and supportive peer relationships in gifted students.

### **Module Four: Understanding Underachievement in Gifted Students**

Understanding the causes of underachievement in gifted students. Identifying gifted underachievers and planning interventions designed to prevent and reverse cycles of underachievement.

### **Module Five: Curriculum Differentiation for Gifted Students**

Teaching strategies and methods of curriculum differentiation which enhance the learning of gifted students in the regular classroom. Appropriate use of different enrichment models that international research has found to be effective with gifted and talented students. Practical applications of pre-testing, curriculum compacting and individualized programming.

### **Module Six: Developing Programs and Provisions for Gifted Students**

Practical strategies for the establishment and monitoring of ability, achievement or interest grouping, and the many forms of accelerated progression. Particular attention will be paid to the effects of various strategies on students' academic and social development.

**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