

Mathews County Public Schools

Local Plan for the Education of the Gifted

2017-2022



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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 Mathews County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Specific Academic Aptitude (SAA) - English	K-12

(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

Mathews County Public Schools is committed to identifying and meeting the needs of gifted and talented students in kindergarten through twelfth grade. Students of exceptional ability need opportunities to grow and develop their full academic, social, and emotional potential. Gifted students need differentiated curriculum and instruction to accommodate their unique capabilities and to foster their full potential. Mathews County Public Schools will use multiple criteria to identify gifted students from all cultural and socio-economic backgrounds, and will provide an opportunity for those students to pursue and attain their maximum potential.

B. Division Operational Definition of Giftedness

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

General Intellectual Aptitude (GIA) – These students demonstrate high levels of accomplishment or show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. Levels of accomplishment are assessed through multiple sources of information, to include nationally norm-referenced ability and achievement tests, teacher and parent rating scales, observations, student work samples, and other evidence that supports a need for gifted education services.

Specific Academic Aptitude (SAA) – These students demonstrate high levels of accomplishment in the specific academic area of mathematics or English or show the potential for higher levels of accomplishment in the specific academic area of mathematics or English when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. Levels of accomplishment in the specific academic areas of mathematics or English are assessed through multiple sources of information, to include nationally norm-referenced ability and achievement tests, teacher and parent rating scales, observations, student work samples, and other evidence that supports a need for gifted education services.

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: To implement a cohesive plan for identifying students in kindergarten through twelfth grade in General Intellectual Aptitude and students in fourth through twelfth grade in Specific Academic Aptitude – Mathematics and Specific Academic Aptitude – English based on ability, achievement, and classroom performance.

- Continue to utilize research-based identification procedures and instruments that align with delivery of services.
- Continue to provide professional development to teachers and administrators on referral and identification procedures.
- Conduct on-going informal analysis and reflection of effectiveness of identification processes.

B. Delivery of Services: To provide a continuum of services for identified gifted students in kindergarten through twelfth grade in General Intellectual Aptitude and students in fourth through twelfth grade in Specific Academic Aptitude – Mathematics, and Specific Academic Aptitude – English.

- a. Implement Differentiated Education Plans for all students who are identified for gifted education services in kindergarten through twelfth grade, developed by the classroom teachers and the Office of Gifted Education in elementary and middle school and by gifted staff and the student in high school.
- b. Implement a kindergarten through second grade "Talent Pool" enrichment and extension program, based on teacher referral.
- c. Implement an enrichment and extension pull-out program for students who are identified for gifted services in grades three through seven, administered by the gifted resource teacher and instructional assistant. Students will have opportunities to research and explore in depth curriculum at a pace appropriate for their level of learning.
- d. Implement an independent study program for eighth grade students and to increase participation in the established independent study program at the high school level.
- e. Implement optional study halls for identified gifted students in grades 9-12 where they can learn about opportunities specific to gifted education and can collaborate on projects in their areas of interest.

C. Curriculum and Instruction: To provide appropriately differentiated curriculum and instruction which addresses the specific needs of identified gifted learners in the areas of General Intellectual Aptitude in kindergarten through twelfth grade and

Specific Academic Aptitude – Mathematics, and Specific Academic Aptitude – English in fourth through twelfth grade.

- a. Assist teachers in appropriately differentiating their curriculum and instruction in terms of content, process, and product for gifted learners.
- b. Provide lesson modeling and co-teaching support for classroom teachers working with gifted students.
- c. Implement high-quality, research-based curriculum in the enrichment and extension pull-out program.

D. Professional Development: To provide professional development opportunities for all teachers and administrators in grades kindergarten through twelve on a variety of topics related to gifted education and best practices.

- a. Provide, organize, and promote a variety of materials and resources for teachers to use to meet the needs of identified gifted students.
- b. Provide high-quality professional development, especially in the following areas: characteristics of gifted learners, the gifted referral process, differentiation of curriculum and instruction, and the academic and social needs of identified students, especially those from traditionally underserved populations
- c. Provide opportunities for the Gifted Resource Teacher to attend conferences and to collaborate with other professionals in the field of gifted education.

E. Equitable Representation of Students: To research and implement identification procedures that promote the equitable representation of all student groups.

- a. Implement nonverbal norm-referenced assessments and research-based teacher checklists.
- b. Review relevant, current research to incorporate best practices into the identification process and to revise and select appropriate instruments.

F. Parent and Community Involvement: To promote awareness of the needs of gifted learners among school staff, parents, and the community.

- a. Foster and maintain partnerships with a variety of community organizations.
- b. Seek to involve more parents and community members in the Gifted Local Advisory Committee.
- c. Hold annual events (i.e. student showcase, information night) to provide information about gifted education programs and services.
- d. Disseminate information via the Office of Gifted Education website and parent email list.

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

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

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

Screening Procedures for General Intellectual Aptitude

Screening students for gifted education services in grades kindergarten through twelve is conducted on an on-going basis through the review of student data, including classroom and gifted resource teacher observation. Efforts are also made to ensure equitable representation of all student groups. Screening criteria and processes are reviewed annually to monitor effectiveness in encouraging the referral of traditionally underrepresented populations. In addition, the following screening instruments will be used annually to create a pool of candidates for further evaluation:

Otis Lennon School Ability Test or Naglieri Nonverbal Ability Test: grades 2 and 6

- Students with scores in the 92nd percentile and above on both the verbal and non-verbal subtests of the OLSAT or the 92nd percentile and above on the NNAT will be considered for further evaluation.

Measures of Academic Progress: grade 4

- Students with scores in the 95th percentile and above on Reading and Mathematics subtests of the MAP will be considered for further evaluation.

Primary Education Thinking Skills diagnostic data: grade 2

- Students who received talent pool services in grades K-2 and demonstrated a high level of performance on the thinking skills program diagnostics *may* be considered for further evaluation. Data on talent pool students will be continually monitored and reviewed to ensure talent pool students are receiving appropriate services.

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening students for gifted education services in grades four through twelve is conducted on an on-going basis through the review of student data, including classroom and gifted resource teacher observation. Efforts are also made to ensure equitable representation of all student groups. Screening criteria and processes are reviewed annually to monitor effectiveness in encouraging the referral of traditionally

underrepresented populations. In addition, the following screening instruments will be used annually to create a pool of candidates for further evaluation:

Otis Lennon School Ability Test or Naglieri Nonverbal Ability Test: grade 6

- Students with scores in the 92nd percentile and above on the non-verbal subtest of the OLSAT or the 92nd percentile and above on the NNAT will be considered for further evaluation.

Measures of Academic Progress: grade 4

- Students with scores in the 95th percentile and above on the Mathematics subtest of the MAP will be considered for further evaluation.

Screening Procedures for Specific Academic Aptitude - English

Screening students for gifted education services in grades four through twelve is conducted on an on-going basis through the review of student data, including classroom and gifted resource teacher observation. Efforts are also made to ensure equitable representation of all student groups. In addition, the following screening instruments will be used to create a pool of candidates for further evaluation:

Otis Lennon School Ability Test or Naglieri Nonverbal Ability Test: grade 6

- Students with scores in the 92nd percentile and above on the verbal subtest of the OLSAT or the 92nd percentile and above on the NNAT will be considered for further evaluation.

Measures of Academic Progress: grade 4

- Students with scores in the 95th percentile and above on the Total Reading subtest of the MAP will be considered for further evaluation.

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

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

Referral procedures for General Intellectual Aptitude

A pool of potential candidates for gifted education services is created through the referral process. Referrals are accepted on an on-going basis during the school year for students in grades kindergarten through twelve. Students referred after May 1st of the current school year will not be evaluated and a decision will not be made until the following school year. A decision will be made within 90 instructional days after the following school year begins. A student may be referred by professional staff, a parent/guardian or community member, by the student through self-nomination, or by a peer. Information about the referral and identification process, including the “Initial Referral for Gifted Education Services” form, is available on the Mathews County Public Schools website at <http://www.mathews.k12.va.us> or by contacting the Office of Gifted Education. Completed referrals should be returned to the Office of Gifted Education by mail or via the mailbox at any of the schools’ main offices. Once parental permission to evaluate has been obtained, the referral and identification process will be completed within 90 instructional days and parents/guardians will receive written notification regarding the Identification and Placement Committee’s decision.

Students who have been evaluated and do not meet the criteria must wait one calendar year from the date of the Identification and Placement Committee’s decision to be referred again.

Transfer students from a Virginia public school who have documentation of identification and participation in a gifted education program in the area of General Intellectual Aptitude will have their records reviewed by the Coordinator of Gifted Education. Placement or referral for gifted education services will be made upon the recommendation of the Coordinator of Gifted Education. Transfer students and parents/guardians should be aware that Mathews County Public Schools only identifies and serves students in the areas specifically named in this plan. Participation in another school division’s gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program.

Students who were previously identified for gifted education services in Mathews County Public Schools, move out of the county, and subsequently return to the county will have their records reviewed by the Coordinator of Gifted Education upon their

return. Previous participation in the gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program upon return.

Referral procedures for Specific Academic Aptitude - Mathematics

A pool of potential candidates for gifted education services is created through the referral process. Referrals are accepted on an on-going basis during the school year for students in grades four through twelve. Students referred after May 1st of the current school year will not be evaluated and a decision will not be made until the following school year. A decision will be made within 90 instructional days after the following school year begins. A student may be referred by professional staff, a parent/guardian or community member, by the student through self-nomination, or by a peer. Information about the referral and identification process, including the “Initial Referral for Gifted Education Services” form, is available on the Mathews County Public Schools website at <http://www.mathews.k12.va.us> or by contacting the Office of Gifted Education. Completed referrals should be returned to the Office of Gifted Education by mail or via the mailbox at any of the schools’ main offices. Once parental permission to evaluate has been obtained, the referral and identification process will be completed within 90 instructional days and parents/guardians will receive written notification regarding the Identification and Placement Committee’s decision.

Students who have been evaluated and do not meet the criteria must wait one calendar year from the date of the Identification and Placement Committee’s decision to be referred again.

Transfer students from a Virginia public school who have documentation of identification and participation in a gifted education program in the area of Specific Academic Aptitude - Mathematics will have their records reviewed by the Coordinator of Gifted Education. Placement or referral for gifted education services will be made upon the recommendation of the Coordinator of Gifted Education. Transfer students and parents/guardians should be aware that Mathews County Public Schools only identifies and serves students in the areas specifically named in this plan. Participation in another school division’s gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program.

Students who were previously identified for gifted education services in Mathews County Public Schools, move out of the county, and subsequently return to the county will have their records reviewed by the Coordinator of Gifted Education upon their return. Previous participation in the gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program upon return.

Referral procedures for Specific Academic Aptitude - English

A pool of potential candidates for gifted education services is created through the referral process. Referrals are accepted on an on-going basis during the school year for students in grades four through twelve. Students referred after May 1st of the current school year will not be evaluated and a decision will not be made until the following school year. A decision will be made within 90 instructional days after the following school year begins. A student may be referred by professional staff, a parent/guardian or community member, by the student through self-nomination, or by a peer. Information about the referral and identification process, including the “Initial Referral for Gifted Education Services” form, is available on the Mathews County Public Schools website at <http://www.mathews.k12.va.us> or by contacting the Office of Gifted Education. Completed referrals should be returned to the Office of Gifted Education by mail or via the mailbox at any of the schools’ main offices. Once parental permission to evaluate has been obtained, the referral and identification process will be completed within 90 instructional days and parents/guardians will receive written notification regarding the Identification and Placement Committee’s decision.

Students who have been evaluated and do not meet the criteria must wait one calendar year from the date of the Identification and Placement Committee’s decision to be referred again.

Transfer students from a Virginia public school who have documentation of identification and participation in a gifted education program in Specific Academic Aptitude - English will have their records reviewed by the Coordinator of Gifted Education. Transfer students and parents/guardians should be aware that Mathews County Public Schools only identifies and serves students in the areas specifically named in this plan. Placement or referral for gifted education services will be made upon the recommendation of the Coordinator of Gifted Education. Participation in another school division’s gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program.

Students who were previously identified for gifted education services in Mathews County Public Schools, move out of the county, and subsequently return to the county will have their records reviewed by the Coordinator of Gifted Education upon their return. Previous participation in the gifted education program does not automatically guarantee placement in the Mathews County Public Schools S.A.I.L. program upon return.

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.

General Intellectual Aptitude

- 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:

Specific Academic Aptitude - Mathematics

- 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: Off-level standards-based math assessment *as needed*

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:

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.

General Intellectual Aptitude

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - English

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s) **
- 1 Counselor(s) **
- 1 School Psychologist(s) **
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1+ Other(s) Specify: Special education teacher, related service providers, and/or other personnel**

** signifies as needed, as determined by the Coordinator of Gifted Education

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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.

General Intellectual Aptitude

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>
Hawthorne Gifted Evaluation Scale and/or HOPE Scale	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Classroom Performance Form	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Product sample	Classroom teacher(s)	Gifted resource teacher	Gifted coordinator
Classroom Observation Record	Gifted coordinator or resource teacher	Gifted coordinator or resource teacher	Gifted coordinator
Parent Permission to Evaluate and Questionnaire	Parent/guardian	Gifted staff	Gifted coordinator
Parent Checklist of Child's Traits	Parent/guardian	Gifted staff	Gifted coordinator
Otis Lennon School Ability Test	Gifted staff/classroom teachers	Pearson	Gifted coordinator
Measures of Academic Progress	Gifted staff/classroom teachers	Northwest Evaluation Association	Gifted coordinator
Naglieri Nonverbal Ability Test	Gifted staff	Gifted staff	Gifted coordinator
Record of current grades	Teacher(s)	Teacher(s)	Gifted coordinator
Other intelligence testing data (if available)	School psychologist	School psychologist	School psychologist

Specific Academic Aptitude - Mathematics

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>
Hawthorne Gifted Evaluation Scale and/or HOPE Scale	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Classroom Performance Form	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Product sample	Classroom teacher(s)	Gifted resource teacher	Gifted coordinator
Classroom Observation Record	Gifted coordinator or resource teacher	Gifted coordinator or resource teacher	Gifted coordinator
Parent Permission to Evaluate and Questionnaire	Parent/guardian	Gifted staff	Gifted coordinator
Parent Checklist of Child's Traits	Parent/guardian	Gifted staff	Gifted coordinator
Otis Lennon School Ability Test	Gifted staff/classroom teachers	Pearson	Gifted coordinator
Measures of Academic Progress	Gifted staff/classroom teachers	Northwest Evaluation Association	Gifted coordinator
Naglieri Nonverbal Ability Test	Gifted staff	Gifted staff	Gifted coordinator
Record of current grades	Teacher(s)	Teacher(s)	Gifted coordinator
Other intelligence testing data (if available)	School psychologist	School psychologist	School psychologist

Specific Academic Aptitude - English

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>
Hawthorne Gifted Evaluation Scale and/or HOPE Scale	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Classroom Performance Form	Classroom teacher(s) and previous year's teacher(s) (if appropriate)	Teacher(s)	Gifted coordinator
Product sample	Classroom teacher(s)	Gifted resource teacher	Gifted coordinator
Classroom Observation Record	Gifted coordinator or resource teacher	Gifted coordinator or resource teacher	Gifted coordinator
Parent Permission to Evaluate and Questionnaire	Parent/guardian	Gifted staff	Gifted coordinator
Parent Checklist of Child's Traits	Parent/guardian	Gifted staff	Gifted coordinator
Otis Lennon School Ability Test	Gifted staff/classroom teachers	Pearson	Gifted coordinator
Measures of Academic Progress	Gifted staff/classroom teachers	Northwest Evaluation Association	Gifted coordinator
Naglieri Nonverbal Ability Test	Gifted staff	Gifted staff	Gifted coordinator
Record of current grades	Teacher(s)	Teacher(s)	Gifted coordinator
Other intelligence testing data (if available)	School psychologist	School psychologist	School psychologist

All data will be compiled by the Coordinator of Gifted Education and gifted staff. Once data collection has been completed, a meeting of the Gifted Identification and Placement Committee will be scheduled. All data will be summarized on a profile form. No single criterion will be used to deny or guarantee access to the gifted program.

An eligibility decision will be made by the Gifted Identification and Placement Committee within 90 instructional days of receiving parent/guardian permission to evaluate.

Parents/guardians will be notified in writing of the committee's decision immediately following the meeting. The committee's decision will be one of the following:

- 1) Student is eligible for gifted education services (specify area)
- 2) Student is not eligible for gifted education services
- 3) More information is needed about the student before an eligibility decision can be made (Students cannot be placed on hold longer than one calendar year. The Gifted Identification and Placement Committee must specify during the identification and placement meeting which information is still needed to make a placement decision.)

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

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

General Intellectual Aptitude

Services for each student will be determined based on eligibility data. The Gifted Identification and Placement Committee will consider each student's demonstrated aptitude and achievement and will recommend appropriate services on an individual basis. These services will be communicated to the parent/guardian in writing. Parents/guardians will indicate their agreement to the recommended services by signing and returning the "Permission to Enter" form.

Specific Academic Aptitude - Mathematics

Services for each student will be determined based on eligibility data. The Gifted Identification and Placement Committee will consider each student's demonstrated aptitude and achievement and will recommend appropriate services on an individual basis. These services will be communicated to the parent/guardian in writing. Parents/guardians will indicate their agreement to the recommended services by signing and returning the "Permission to Enter" form.

Specific Academic Aptitude - English

Services for each student will be determined based on eligibility data. The Gifted Identification and Placement Committee will consider each student's demonstrated aptitude and achievement and will recommend appropriate services on an individual basis. These services will be communicated to the parent/guardian in writing. Parents/guardians will indicate their agreement to the recommended services by signing and returning the "Permission to Enter" form.

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.

General Intellectual Aptitude

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the referral for gifted education services, requesting permission to evaluate, outlining the identification and placement process, and requesting completion of a checklist and questionnaire.

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the decision of the Gifted Identification and Placement Committee. If a student is found eligible for gifted education services, a "Permission to Enter" form and a "Student Contact Information Sheet" are also sent with the decision letter. Students may begin to participate in the gifted education program once both of these forms have been received by the Office of Gifted Education.

Parents/guardians of a student found ineligible for gifted services may appeal the decision of the Gifted Identification and Placement Committee. The process must be initiated by contacting the Coordinator of Gifted Education directly and informing him/her of the intent to appeal. All appeals must be stated in writing and received by the Coordinator of Gifted Education within 10 instructional days after parents/guardians were informed of the Gifted Identification and Placement Committee's decision. The Appeals Committee will meet within 10 school days of the receipt of the letter of appeal. The Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee is comprised of a majority of individuals who were not on the original Gifted Identification and Placement Committee. The Appeals Committee is comprised of an odd number of members which include the superintendent or designee, principal or assistant principal of the child's school, a teacher or counselor, and other instructional or administrative staff as appropriate. Each member will have one vote. A majority vote will be required to change the original decision. The Coordinator of Gifted Education will be present to answer any questions from the original Identification and Placement Committee meeting and will keep the minutes of the Appeals Committee meeting. No additional data will be considered, including data provided from sources outside the division. The decision of the Appeals Committee is final. The superintendent or designee will notify the parents/guardians within 10 instructional days of the decision of the committee.

Specific Academic Aptitude - Mathematics

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the referral for gifted education services, requesting permission to evaluate, outlining the identification and placement process, and requesting completion of a checklist and questionnaire.

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the decision of the Gifted Identification and Placement Committee. If a student is found eligible for gifted education services, a "Permission to Enter" form and a "Student Contact Information Sheet" are also sent with the decision letter. Students may begin to participate in the gifted education program once both of these forms have been received by the Office of Gifted Education.

Parents/guardians of a student found ineligible for gifted services may appeal the decision of the Gifted Identification and Placement Committee. The process must be initiated by contacting the Coordinator of Gifted Education directly and informing him/her of the intent to appeal. All appeals must be stated in writing and received by the Coordinator of Gifted Education within 10 instructional days after parents/guardians were informed of the Gifted Identification and Placement Committee's decision. The Appeals Committee will meet within 10 school days of the receipt of the letter of appeal. The Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee is comprised of a majority of individuals who were not on the original Gifted Identification and Placement Committee. The Appeals Committee is comprised of an odd number of members which include the superintendent or designee, principal or assistant principal of the child's school, a teacher or counselor, and other instructional or administrative staff as appropriate. Each member will have one vote. A majority vote will be required to change the original decision. The Coordinator of Gifted Education will be present to answer any questions from the original Identification and Placement Committee meeting and will keep the minutes of the Appeals Committee meeting. No additional data will be considered, including data provided from sources outside the division. The decision of the Appeals Committee is final. The superintendent or designee will notify the parents/guardians within 10 instructional days of the decision of the committee.

Specific Academic Aptitude - English

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the referral for gifted education services, requesting permission to evaluate, outlining the identification and placement process, and requesting completion of a checklist and questionnaire.

The Coordinator of Gifted Education contacts parents/guardians by letter informing them of the decision of the Gifted Identification and Placement Committee. If a

student is found eligible for gifted education services, a “Permission to Enter” form and a “Student Contact Information Sheet” are also sent with the decision letter. Students may begin to participate in the gifted education program once both of these forms have been received by the Office of Gifted Education.

Parents/guardians of a student found ineligible for gifted services may appeal the decision of the Gifted Identification and Placement Committee. The process must be initiated by contacting the Coordinator of Gifted Education directly and informing him/her of the intent to appeal. All appeals must be stated in writing and received by the Coordinator of Gifted Education within 10 instructional days after parents/guardians were informed of the Gifted Identification and Placement Committee’s decision. The Appeals Committee will meet within 10 school days of the receipt of the letter of appeal. The Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee is comprised of a majority of individuals who were not on the original Gifted Identification and Placement Committee. The Appeals Committee is comprised of an odd number of members which include the superintendent or designee, principal or assistant principal of the child’s school, a teacher or counselor, and other instructional or administrative staff as appropriate. Each member will have one vote. A majority vote will be required to change the original decision. The Coordinator of Gifted Education will be present to answer any questions from the original Identification and Placement Committee meeting and will keep the minutes of the Appeals Committee meeting. No additional data will be considered, including data provided from sources outside the division. The decision of the Appeals Committee is final. The superintendent or designee will notify the parents/guardians within 10 instructional days of the decision of the committee.

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.

General Intellectual Aptitude

Students receiving services may be recommended for a change in services, including exit from or suspension of gifted education services, by parents/guardians, the gifted resource teacher, or the Coordinator of Gifted Education. Such requests must be made in writing. Parents/guardians will be notified in writing when a change in services is recommended by school staff and the Coordinator of Gifted Education will request written parental permission to update test scores. The Gifted Identification and Placement Committee will convene to review new, pertinent information. The student will be evaluated based on the same set of criteria required for identification. Parents/guardians are notified by letter of the decision for any change in services for their child as well as the right to appeal in writing to the Coordinator of Gifted Education within 10 instructional days of notification. The Appeals Committee will meet within 10 instructional days of its receipt of the letter of appeal (see appeals process in Part IV: Notification Procedures). The decision of the Appeals Committee is final.

Parents/guardians may temporarily withdraw a student from gifted services for a period of no more than one year. Such requests must be made to the Coordinator of Gifted Education in writing. Resumption of services shall require written parental permission. Services shall resume upon receipt of parental permission and approval of the Coordinator of Gifted Education.

Gifted education services for identified students who are outplaced will be determined on an individual basis.

Specific Academic Aptitude - Mathematics

Students receiving services may be recommended for a change in services, including exit from or suspension of gifted education services, by parents/guardians, the gifted resource teacher, or the Coordinator of Gifted Education. Such requests must be made in writing. Parents/guardians will be notified in writing when a change in services is recommended by school staff and the Coordinator of Gifted Education will request written parental permission to update test scores. The Gifted Identification and Placement Committee will convene to review new, pertinent information. The student will be evaluated based on the same set of criteria required for identification. Parents/guardians are notified by letter of the decision for any change in services for their child as well as the right to appeal in writing to the Coordinator of Gifted Education within 10 instructional days of notification. The Appeals Committee will meet within 10 instructional days of its receipt of the letter of appeal (see appeals process in Part IV: Notification Procedures). The decision of the Appeals Committee is final.

Parents/guardians may temporarily withdraw a student from gifted services for a period of no more than one year. Such requests must be made to the Coordinator of Gifted Education in writing. Resumption of services shall require written parental permission. Services shall resume upon receipt of parental permission and approval of the Coordinator of Gifted Education.

Gifted education services for identified students who are outplaced will be determined on an individual basis.

Specific Academic Aptitude - English

Students receiving services may be recommended for a change in services, including exit from or suspension of gifted education services, by parents/guardians, the gifted resource teacher, or the Coordinator of Gifted Education. Such requests must be made in writing. Parents/guardians will be notified in writing when a change in services is recommended by school staff and the Coordinator of Gifted Education will request written parental permission to update test scores. The Gifted Identification and Placement Committee will convene to review new, pertinent information. The student will be evaluated based on the same set of criteria required for identification. Parents/guardians are notified by letter of the decision for any change in services for their child as well as the right to appeal in writing to the Coordinator of Gifted Education within 10 instructional days of notification. The Appeals Committee will meet within 10 instructional days of its receipt of the letter of appeal (see appeals process in Part IV: Notification Procedures). The decision of the Appeals Committee is final.

Parents/guardians may temporarily withdraw a student from gifted services for a period of no more than one year. Such requests must be made to the Coordinator of Gifted Education in writing. Resumption of services shall require written parental permission. Services shall resume upon receipt of parental permission and approval of the Coordinator of Gifted Education.

Gifted education services for identified students who are outplaced will be determined on an individual basis.

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.

General Intellectual Aptitude

All identified students in kindergarten through twelfth grade have a Differentiated Education Plan (DEP). This plan is completed at the conclusion of each semester from identification through eighth grade and during the first semester for twelfth grade. The DEP for ninth through eleventh grade is comprehensive, and students will add to it each year at the end of the spring semester.

When possible, identified students are clustered in classrooms at the elementary and middle schools. The gifted resource teacher collaborates with cluster teachers to plan differentiated instruction. In addition, identified students in kindergarten through seventh grade receive structured extension and enrichment weekly in a pull-out setting. Eighth grade students work with the gifted resource teacher to conduct independent studies. Middle school students who qualify have the option to enroll in high school credit courses, in which the teachers provide appropriately differentiated instruction.

At the high school level, students who qualify may choose to take Honors, Advanced Placement, or Dual Enrollment courses, in which the teachers provide appropriately differentiated instruction. Students may also apply to attend Chesapeake Bay Governor's School, participate in the Associate's Degree program in collaboration with Rappahannock Community College, and/or complete an independent study project.

Specific Academic Aptitude - Mathematics

All identified students in grades four through twelve have a Differentiated Education Plan (DEP). This plan is completed at the conclusion of each semester

from identification through eighth grade and during the first semester for twelfth grade. The DEP for ninth through eleventh grade is comprehensive, and students will add to it each year at the end of the spring semester.

When possible, identified students are clustered in classrooms at the elementary and middle schools for mathematics instruction. The gifted resource teacher collaborates with math teachers to plan differentiated instruction. In addition, identified students in grades four through seven participate in structured extension and enrichment as appropriate. Eighth grade students may also work with the gifted resource teacher to conduct independent studies as appropriate. Elementary school students may participate in intensified math instruction with the math lab teacher. In addition, qualifying fourth grade students who have tested out of fourth grade math will be accelerated to fifth grade math. These students will take pre/post tests to ensure proper math placements. Middle school students who qualify have the option to enroll in high school credit courses including Algebra I, Geometry, and Algebra II, in which the teachers provide appropriately differentiated instruction.

At the high school level, students who qualify may choose to take Honors, Advanced Placement, or Dual Enrollment courses, in which the teachers provide appropriately differentiated instruction. Students may also apply to attend Chesapeake Bay Governor's School, participate in the Associate's Degree program in collaboration with Rappahannock Community College, and/or complete an independent study project.

Specific Academic Aptitude - English

All identified students in grades four through twelve have a Differentiated Education Plan (DEP). This plan is completed at the conclusion of each semester from identification through eighth grade and during the first semester for twelfth grade. The DEP for ninth through eleventh grade is comprehensive, and students will add to it each year at the end of the spring semester.

When possible, identified students are clustered in classrooms at the elementary and middle schools for reading, language arts, and English instruction. The gifted resource teacher collaborates with reading, language arts, and English teachers to plan appropriately differentiated instruction. In addition, identified students in grades four through seven participate in structured extension and enrichment as appropriate. Eighth grade students may also work with the gifted resource teacher to conduct independent studies as appropriate.

At the high school level, students who qualify may choose to take Honors, Advanced Placement, or Dual Enrollment courses, in which the teachers provide appropriately differentiated instruction. Students may also apply to attend

Chesapeake Bay Governor's School, participate in the Associate's Degree program in collaboration with Rappahannock Community College, and/or complete an independent study project.

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.

General Intellectual Aptitude

Students in kindergarten through eighth grade are typically grouped with age-level peers in every instructional setting and provided with appropriately differentiated instruction. Students in kindergarten through eighth grade are also grouped with age-level peers for all resource and elective courses. Students at the high school level are typically not restricted by age level when enrolling in courses, but have opportunities to interact with their age-level peers throughout the school day and week.

Specific Academic Aptitude - Mathematics

Students in grades four through eight are typically grouped with age-level peers in instructional settings other than mathematics. They may also be grouped with age-level peers in mathematics and provided with appropriately differentiated instruction. Students in grades four through eight are also grouped with age-level peers for all resource and elective courses. Students at the high school level are typically not restricted by age level when enrolling in courses, but have opportunities to interact with their age-level peers throughout the school day and week.

Specific Academic Aptitude - English

Students in grades four through eight are typically grouped with age-level peers in every instructional setting and provided with appropriately differentiated instruction. Students in grades four through eight are also grouped with age-level peers for all resource and elective courses. Students at the high school level are typically not restricted by age level when enrolling in courses, but have opportunities to interact with their age-level peers throughout the school day and week.

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.

General Intellectual Aptitude

When possible, identified students are clustered in classrooms at the elementary and middle schools in kindergarten through eighth grade, giving them daily opportunities to work with intellectual and academic peers. In addition, elementary and middle school pull-out programs provide gifted students with the opportunity to interact with other gifted students. At the high school level, identified gifted students have daily opportunities to interact with their intellectual and academic peers if they choose to enroll in Honors, Advanced Placement, Dual Enrollment, or Governor's School courses.

Specific Academic Aptitude - Mathematics

When possible, identified students are clustered in classrooms at the elementary and middle schools in grades four through eight, giving them daily opportunities to work with intellectual and academic peers in mathematics. Students also have the opportunity to work with intellectual or academic peers in intensified or accelerated math courses, as appropriate. In addition, elementary and middle school pull-out programs provide gifted students with the opportunity to interact with other gifted students. At the high school level, identified students have daily opportunities to interact with their intellectual and academic peers if they choose to enroll in Honors, Advanced Placement, Dual Enrollment, or Governor's School courses.

Specific Academic Aptitude - English

When possible, identified students are clustered in classrooms at the elementary and middle schools in grades four through eight, giving them daily opportunities to work with intellectual and academic peers in reading, language arts, and English. In addition, elementary and middle school pull-out programs provide gifted students with the opportunity to interact with other gifted students. At the high school level, identified students have daily opportunities to interact with their intellectual and academic peers if they choose to enroll in Honors, Advanced Placement, Dual Enrollment, or Governor's School courses.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

Gifted students are given the opportunity to work independently in the pull-out program in kindergarten through seventh grade. They also work independently in their eighth grade independent study, in the general classroom (as documented on their Differentiated Education Plans), as part of Honors, Advanced Placement, Dual Enrollment, or Governor's School courses at the high school level, and may also choose to enroll in the independent study course at the high school.

Specific Academic Aptitude - Mathematics

Gifted students are given the opportunity to work independently in the pull-out program in grades four through seven. They also work independently in their eighth grade independent study, in the general classroom (as documented on their Differentiated Education Plans), as part of Honors, Advanced Placement, Dual Enrollment, or Governor's School courses at the high school level, and may also choose to enroll in the independent study course at the high school.

Specific Academic Aptitude - English

Gifted students are given the opportunity to work independently in the pull-out program in grades four through seven. They also work independently in their eighth grade independent study, in the general classroom (as documented on their Differentiated Education Plans), as part of Honors, Advanced Placement, Dual Enrollment, or Governor's School courses at the high school level, and may also choose to enroll in the independent study course at the high school.

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.

General Intellectual Aptitude

A variety of instructional strategies will be used to foster intellectual and academic growth in the general classroom as well as in pull-out. Instruction will be differentiated for gifted students in content, product, and process as appropriate. Acceleration and curriculum compacting will be used as appropriate. There will be a focus on critical and creative thinking, higher order thinking skills

(Bloom's Taxonomy), problem-based learning, and inquiry. Teachers will have access to the Gifted Intervention Manual by Diana Henage for additional information on instructional strategies appropriate for use with gifted students.

Specific Academic Aptitude - Mathematics

A variety of instructional strategies will be used to foster intellectual and academic growth in the general classroom as well as in pull-out. Instruction will be differentiated for gifted students in content, product, and process as appropriate. Acceleration and curriculum compacting will be used as appropriate. There will be a focus on critical and creative thinking, higher order thinking skills (Bloom's Taxonomy), problem-based learning, and inquiry. Teachers will have access to the Gifted Intervention Manual by Diana Henage for additional information on instructional strategies appropriate for use with gifted students.

Specific Academic Aptitude - English

A variety of instructional strategies will be used to foster intellectual and academic growth in the general classroom as well as in pull-out. Instruction will be differentiated for gifted students in content, product, and process as appropriate. Acceleration and curriculum compacting will be used as appropriate. There will be a focus on critical and creative thinking, higher order thinking skills (Bloom's Taxonomy), problem-based learning, and inquiry. Teachers will have access to the Gifted Intervention Manual by Diana Henage for additional information on instructional strategies appropriate for use with gifted students.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Academic growth will be assessed in gifted students by using pre- and post-assessments and various non-traditional assessments including portfolios, rubrics, performance-based assessments, student reflection, and other formative and summative assessment tools which are deemed appropriate. Academic growth will be documented on semester Differentiated Education Plans in kindergarten through twelfth grade and semester progress reports in kindergarten through eighth grade.

Specific Academic Aptitude - Mathematics

Academic growth will be assessed in gifted students by using pre- and post-assessments and various non-traditional assessments including portfolios, rubrics, performance-based assessments, student reflection, and other formative and summative assessment tools which are deemed appropriate. Academic growth will be documented on semester Differentiated Education Plans in fourth through twelfth grade and semester progress reports in fourth through eighth grade.

Specific Academic Aptitude - English

Academic growth will be assessed in gifted students by using pre- and post-assessments and various non-traditional assessments including portfolios, rubrics, performance-based assessments, student reflection, and other formative and summative assessment tools which are deemed appropriate. Academic growth will be documented on semester Differentiated Education Plans in fourth through twelfth grade and semester progress reports in fourth through eighth grade.

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.

General Intellectual Aptitude

Mathews County Public Schools provides an academically demanding curriculum. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. The state required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

In accordance with the National Association of Gifted Children's recommendations, differentiation of curriculum and instruction may include:

- acceleration of instruction
- a high degree of complexity
- in-depth study
- advanced content, and/or
- variety in content and form

At the elementary level, gifted students are cluster grouped when possible and receive differentiated instruction from the classroom teacher. In addition, the gifted resource teacher pushes into the classroom when the schedule allows. Students have the opportunity to research topics and expand curriculum beyond what the normal classroom setting may allow. The gifted resource teacher works with the regular classroom teacher to use engaging, research-based strategies to offer greater breadth and depth to the curriculum. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Student opportunities for research, extension, and

enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem finding and solving are implemented. Students are accelerated on an individual basis. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the middle school level, gifted students are cluster grouped when possible and receive differentiated instruction from the classroom teacher. The gifted resource teacher pushes into the classroom when the schedule allows. Students have the opportunity to research topics and expand curriculum beyond what the normal classroom setting may allow. The gifted resource teacher works with the regular classroom teacher to use engaging, research-based strategies to offer greater breadth and depth to the curriculum. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Student opportunities for research, extension, and enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem finding and solving are implemented. Eighth grade students conduct independent studies, engaging in original research and production. Qualifying students have the opportunity to take accelerated and/or advanced courses. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the high school level, each gifted student meets with gifted staff annually to develop a goal-based Differentiated Education Plan. Differentiation of classroom instruction is provided by the teacher, with emphasis placed on higher-order thinking and generating products. Gifted students have the opportunity to enroll in Honors, Advanced Placement, or Dual Enrollment courses. Through a partnership with Rappahannock Community College, qualifying students can enroll in an Associate's Degree or first year certificate program. They may also participate in the Governor's Early College Scholars program. Additionally, students may apply to Chesapeake Bay Governor's School for Marine and Environmental Science, which provides opportunities for original research and production, cross-curricular study, and problem finding and solving. Gifted students are also eligible to take an independent study course, allowing one year of coursework or in-depth research and generation of a product in an area of study not offered at the high school.

A number of academic and creative competitions, contests, and enrichment experiences are offered to students at all levels.

Specific Academic Aptitude - Mathematics

Mathews County Public Schools provides an academically demanding curriculum. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. The state required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

In accordance with the National Association of Gifted Children's recommendations, differentiation of curriculum and instruction may include:

- acceleration of instruction
- a high degree of complexity
- in-depth study
- advanced content, and/or
- variety in content and form

At the elementary level, gifted students are cluster grouped when possible and receive differentiated instruction in mathematics from the classroom teacher or math lab teacher. The gifted resource teacher pushes into the classroom when the schedule allows. Students have the opportunity to research topics and expand curriculum beyond what the normal classroom setting may allow. The gifted resource teacher works with the regular classroom teacher to use engaging, research-based strategies to offer greater breadth and depth to the curriculum. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Student opportunities for research, extension, and enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem finding and solving are implemented. Students are accelerated on an individual basis. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the middle school level, gifted students are cluster grouped when possible and receive differentiated instruction in mathematics from the classroom teacher. The gifted resource teacher pushes into the classroom when the schedule allows. Students have the opportunity to research topics and expand curriculum beyond what the normal classroom setting may allow. The gifted resource teacher works with the regular classroom teacher to use engaging, research-based strategies to offer greater breadth and depth to the curriculum. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Student opportunities for research, extension and enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem

finding and solving are implemented. Eighth grade students conduct independent studies, engaging in original research and production. Qualifying students have the opportunity to take accelerated and/or advanced courses. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the high school level, each gifted student meets with gifted staff annually to develop a goal-based Differentiated Education Plan. Differentiation of classroom instruction in mathematics is provided by the teacher, with emphasis placed on higher-order thinking and generating products. Gifted students have the opportunity to enroll in Honors, Advanced Placement, or Dual Enrollment courses. Through a partnership with Rappahannock Community College, qualifying students can enroll in an Associate's Degree or first year certificate program. They may also participate in the Governor's Early College Scholars program. Additionally, students may apply to Chesapeake Bay Governor's School for Marine and Environmental Science, which provides opportunities for original research and production, cross-curricular study, and problem finding and solving. Gifted students are also eligible to take an independent study course, allowing one year of coursework or in-depth research and generation of a product in an area of study not offered at the high school.

A number of academic and creative competitions, contests, and enrichment experiences are offered to students at all levels.

Specific Academic Aptitude - English

Mathews County Public Schools provides an academically demanding curriculum. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. The state required curriculum objectives are modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

In accordance with the National Association of Gifted Children's recommendations, differentiation of curriculum and instruction may include:

- acceleration of instruction
- a high degree of complexity
- in-depth study
- advanced content, and/or
- variety in content and form

At the elementary level, gifted students are cluster grouped when possible and receive differentiated instruction in reading and language arts from the classroom teacher. The gifted resource teacher pushes into the classroom when the schedule allows. Students have the opportunity to research topics and expand curriculum beyond what the normal classroom setting may allow. The gifted resource teacher works with the regular classroom teacher to use engaging, research-based strategies to offer greater breadth and depth to the curriculum. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Student opportunities for research, extension, and enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem finding and solving are implemented. Students are accelerated on an individual basis. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the middle school level, gifted students are cluster grouped when possible and receive differentiated instruction in reading, language arts, and English from the classroom teacher. Differentiation of classroom instruction is documented by teachers on the Differentiated Education Plan form each semester, with emphasis placed on higher-order thinking and generating products. Extension and enrichment are provided using research-based instructional strategies and curricular models in the pull-out program. Cross-curricular units of study which involve problem finding and solving are implemented. Eighth grade students conduct independent studies, engaging in original research and production. Qualifying students have the opportunity to take accelerated and/or advanced courses. Middle Peninsula Summer Regional Governor's School offers in-depth problem-based learning experiences for students in grades three through seven.

At the high school level, each gifted student meets with gifted staff annually to develop a goal-based Differentiated Education Plan. Differentiation of classroom instruction in English is provided by the teacher, with emphasis placed on higher-order thinking and generating products. Gifted students have the opportunity to enroll in Honors, Advanced Placement, or Dual Enrollment courses. Through a partnership with Rappahannock Community College, qualifying students can enroll in an Associate's Degree or first year certificate program. They may also participate in the Governor's Early College Scholars program. Additionally, students may apply to Chesapeake Bay Governor's School for Marine and Environmental Science, which provides opportunities for original research and production, cross-curricular study, and problem finding and solving. Gifted students are also eligible to take an independent study course, allowing one year of coursework or in-depth research and generation of a product in an area of study not offered at the high school.

A number of academic and creative competitions, contests, and enrichment experiences are offered to students at all levels.

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.

General Intellectual Aptitude
Specific Academic Aptitude - Mathematics
Specific Academic Aptitude - English

According to Mathews County Public Schools Policy IGBB

PROGRAMS FOR GIFTED STUDENTS

The Mathews 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 the 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: July 17, 2012

Legal References: 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.

According to Mathews County Public Schools Policy IGBI
Local Plan for the Education of the Gifted

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, 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. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents. All of this information will be included in the course description guide.

Adopted: July 17,2012

Legal References: Code of Virginia, 1950, as amended, 22.1-253.13:1.D.

According to Mathews County Public Schools Policy IHA

GROUPING FOR INSTRUCTION

The Mathews School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes will be designed so each student will receive the maximum instructional benefit and will be based on:

1. the best interests of the student,
2. the educational level, or achievement level, of the student,
3. the availability of space,
4. the best educational climate for learning,
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping will remain flexible in order to take advantage of the best educational research currently available. Groups will be created, modified, or disbanded to be responsive to student needs.

Adopted: July 17, 2012

Local Plan for the Education of the Gifted

Legal References: Code of Virginia, 1950, as amended, 22.1-70, 22.1-78

According to Mathews County Public Schools Policy 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 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.

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: July 19, 2016

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

8 VAC 20-131-50.

8 VAC 20-131-90.

According to Mathews County Public Schools Policy IKFD

ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

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 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education. The standard unit of credit is based on a minimum of 140-clock hours of instruction and successful completion of the requirements of the course. The Mathews County School Board recognizes that instruction, learning and outcomes equivalent to those achieved in 140 clock hours of instruction can be attained in a variety of ways. The total number of standard credits that

can be achieved via the waiver option is seven (7) for the 2016-17 school term. Students may earn fractional credits via waiver.

Waivers are available for all secondary courses including Board of Education approved courses, Career and Technical education courses and local elective courses. Elective courses must be approved by the School Board, be explicitly described in the division's secondary course of study and have clearly defined and publicly available learning objectives commensurate in scope and detail with state learning standards and competencies.

In order to attain a standard unit of credit by means of a waiver of the 140-clockhour requirement:

- the outcomes of the work for which standard credit is awarded must be equal to progress and learning achieved in 140 clock hours of instruction;
- upon completion of the assigned work for the course, a student must have demonstrated mastery by meeting specific objectives and performance requirements of the course that match or exceed the expectations of students who have received 140 clock hours of instruction with similar standards, competencies or objectives; and
- the evidence of mastery of the pertinent content and skills for a student receiving a waiver must be fully documented, retained securely by the school division and available for review by the Virginia Department of Education (VDOE) on request.

Procedures

Criteria for awarding a waiver of the 140-clock-hour requirement for the course must be clear, objective and clearly communicated to the student and the student's parents prior to a student embarking on the effort.

The consequences of standard credits achieved by waiver with regard to class rank, grade point average and extracurricular eligibility must also be clearly defined and communicated to students and parents before a student embarks on the effort.

A student must receive approval from the school principal before pursuing the work, task or assessment that is required to meet the waiver criteria. The Waiver Committee and school counselors shall take into consideration the following for students who seek eligibility for standard units of credit via waiver of the 140- clock-hour requirement:

1. Evidence of ability,
2. Past scholastic achievement,
3. Cooperation of the individual student and his/her parents or guardian, and
4. Student's demonstrated readiness.

Miscellaneous

The Division Superintendent will identify a process for developing accommodations for students with limited English proficiency.

Pursuit of credit by waiver by students with disabilities will be prescribed by the student's Individualized Education Program (IEP) or 504 Plan.

Students who attain credit by waiver of the 140-clock-hour requirement will receive a grade for the course.

The fact that a student has received credit via waiver will be reflected on the student's transcript.

A student who is pursuing credit via waiver is enrolled in the relevant course for purposes of determining eligibility for extracurricular activities.

Waiver Pathway Options

Waivers are available by three pathways.

1. Courses that award a standard credit and have less than 140 clock hours of instruction

For students attaining standard units of credit by this waiver method, the school division maintains documentation based on this policy that defines its rationale for the reduction of instructional time and substantive evidence that it provides equivalent instruction with equivalent outcomes in the reduced clock hours.

2. Independent study, work sample portfolio, demonstrated performance and locally developed or Standards of Learning assessment

Evidence of the student's learning must encompass a comprehensive assemblage of media products, artifacts, and performance that demonstrates student has mastered academically rigorous material and meets or exceeds approved learning standards, competencies or objectives for the course.

The required content and evaluative criteria for the products must be defined prior to the advent of student work and based on the same objectives as the standard course.

The assemblage of evidence and overall process must be managed by a licensed and endorsed teacher in the area of the coursework with a series of program checkpoints throughout a specified timeline for the study. The checkpoints and timeline must be clearly articulated and communicated to the student.

The Waiver Committee must determine whether the work is of commensurate depth and quality as work performed in the traditional secondary classroom and meets predefined evaluative criteria communicated to the student.

The student must meet a predefined performance level on a locally developed assessment for the coursework. This may be an oral examination, performance (e.g., recital/concert), written test or some other objective tool or process developed by the school division. Applicable Standards of Learning assessments may also be used for this purpose.

3. Demonstrated achievement via national or international assessments

The assessment must:

- have a standardized administration;
- be determined to be valid and reliable by an external body;
- be used in other states or internationally; and
- be scored independently of the school division.

Before a waiver may be granted under this option, the division must have completed a rigorous review of the assessment, in accordance with this policy, and determined that it is aligned with the course objectives for which the waiver is being requested. The division determines a qualifying score for awarding a standard credit that equates with mastery of the course content and skills and communicates that score to the student.

The student must provide evidence to the school principal or the principal's designee through performance, product, interview and/or school staff professional judgment that the student has some command of the course content and should be allowed to demonstrate mastery-level performance for a standard credit.

The Division Superintendent will develop a Waiver Committee to determine a qualifying score for awarding a standard credit that equates with mastery of course content and skills. The Waiver Committee will include at least one (1) building administrator and the content area teacher.

The number of times a student may attempt to achieve the qualifying score shall be determined by the Waiver Committee.

If the division selects an assessment that has a monetary cost, it will ensure equitable access to this option for all students.

Appeal Process

The Division Superintendent shall appoint a Review Panel comprised of at least three (3) educators to resolve disputes regarding the attainment of standard units of credit via waivers in accordance with this policy. The Review Panel shall consist of the Assistant Superintendent, an administrator, school counselor and/or content area teacher who were not a member of the initial Waiver Committee. Different panels may be appointed for individual schools or groups of schools.

The Review Panel may review whether a student was properly denied permission to seek a standard unit of credit via waiver and whether a student was properly denied a standard unit of credit after having been determined to be eligible to seek the standard unit of credit via waiver.

Based on the evidence it reviews, the Review Panel may:

Local Plan for the Education of the Gifted

- award the standard credit
- deny the standard credit
- make additional assignments prior to determining whether to award the standard credit

The decision of the Review Panel may be appealed to the Division Superintendent. Any appeal must be filed within ten (10) business days of the decision of the Review Panel. The appeal will be decided within ten (10) business days from the time it is filed.

Continuing Role of State Assessments

While the division may use the Standards of Learning assessments for awarding a standard credit as outlined above, the Standards of Learning assessments will continue to be used in their traditional role as determiners of awarding verified credits.

Adopted: July 19, 2016

Legal References: Code of Virginia, 1950, as amended, § 22.1-253.13:4.
8 VAC 20-131-110

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.

The Coordinator of Gifted Education and/or gifted resource teacher will provide professional development annually to the faculty of each school on the gifted referral and identification process. This shall include information on the characteristics of gifted students. The Coordinator of Gifted Education and/or gifted resource teacher will also provide professional development on differentiation strategies to teachers in a variety of formats. The Coordinator of Gifted Education will collaborate on a regular basis with the Director of Special Education to provide professional development as it relates to twice-exceptional students. The Coordinator of Gifted Education and/or gifted resource teacher will provide additional professional development on a variety of topics to the leadership team, vertical teams, New Teacher-Mentor Program participants, faculty, and staff on an as-needed basis throughout the school year.

The Coordinator of Gifted Education will meet with the gifted resource teacher multiple times per year to review critical aspects of the gifted program and review assessments and student work samples used to indicate student growth. The gifted resource teacher will meet periodically with classroom teachers and special education teachers to collaborate and share teaching strategies that effectively meet the academic and socio-emotional needs of gifted students.

The Coordinator of Gifted Education will encourage teachers and staff to attend local conferences, workshops, and college courses and will work to provide these opportunities as available. Teachers and staff are also provided with opportunities to attend regional professional development through participation in Regional Education Consortium. The gifted resource teacher will receive annual professional development by attending local conferences and workshops. The Coordinator of Gifted Education will receive annual professional development, including attending the Virginia Consortium of Gifted Education Administrators annual meeting, the Virginia Association for the Gifted conference or seminar, and/or conferences offered by the Center for Gifted Education at the College of William and Mary.

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 Gifted Local Advisory Committee will assess the effectiveness of the school division's Local Plan for the Education of the Gifted each year and determine to what extent it is being implemented. Multiple criteria and sources of information will be used, which may include student data (academic growth, standardized test scores, demographics, numbers of referrals, etc.), documentation of progress toward goal implementation, stakeholder surveys, and any other information deemed pertinent by the Coordinator of Gifted Education or the committee. The committee will make recommendations for the improvement of the program. Any modifications to the Local Plan will be submitted annually to the school board for review and approval. An annual report of the extent to which the Local Plan for the Education of the Gifted is being implemented shall be submitted in writing to the superintendent in June and presented by the co-chairs of the Gifted Local Advisory Committee at the June school board meeting.

The Coordinator of Gifted Education shall submit an annual report of gifted programs and services to the Virginia Department of Education annually.

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.

Members of the Gifted Local Advisory Committee are nominated by the Coordinator of Gifted Education, the superintendent, the assistant superintendent, and the principals of each school and appointed by the Mathews County School Board. Membership will include parent, community, school personnel, and student representatives to reflect the ethnic and geographical composition of the school division.

1. Parent members will be solicited for one representative from each school in MCPS (total of 3).

All meetings are open to the public; therefore, multiple parents from each school may attend LAC meetings. When voting is required, only the official parent representative from each school will be allowed to vote upon committee decisions.

2. Community members will be solicited according to the categories established by the Local Plan for Gifted Education (total of 3).

All meetings are open to the public; therefore, multiple community members may attend LAC meetings. When voting is required, only the official community representatives will be allowed to vote upon committee decisions.

3. School personnel members will be solicited for one representative from each school in MCPS (total of 3).

All meetings are open to the public; therefore, multiple school personnel may attend LAC meetings. When voting is required, only the official school personnel representative from each school will be allowed to vote upon committee decisions.

4. Student members are solicited each summer from the rising 12th grade student population identified for gifted services (total of 1). The Office of Gifted Education is responsible for selecting a student representative prior to the first meeting of each year. The selected student will serve a one-year term as a non-voting member. In the event that he or she is unable to complete his or her term, another representative will be selected by the Office of Gifted Education.

The Gifted Local Advisory Committee shall meet a minimum of four times per year. The Coordinator of Gifted Education serves as an ex-officio member. Members of the public will be notified about the meetings via the Mathews County Public Schools website.

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

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

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

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent’s Signature

Printed Name

Date