

1Middlesex County Public Schools

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| 2005 - 2010 Local Plan for the Education of the Gifted |
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Submitted to the
Virginia Department of Education
Office of Secondary Instructional Services
P.O. Box 2120
Richmond, Virginia 23218-2120

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| School Division | Middlesex County Public Schools | | |
| Mailing Address | P.O. Box 205, Saluda, VA 23149 | | |
| Superintendent | Dr. Oliver Spencer | | |
| Gifted Education Coordinator/Designee | Beth Knight Brown | Title Alternate Address Telephone E-mail Address | Coordinator for Gifted Education 2911 General Puller Hwy (804) 758-2277 bbrown@mcps.k12.va.us |
| Date Submitted | | | |

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2005-2010 Local Plan for the Education of the Gifted

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2005-2010 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of divisions' plans. For more information, please contact Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, 804/225-2884, bmcgonag@mail.vak12ed.edu.

Timeline for Submission, Review, and Approval

| | |
|--------------------|--|
| June 30, 2005 | Draft 2005-2010 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval due to the Department of Education |
| July - August 2005 | Peer Review Sessions |
| September 2005 | If needed, plans are returned to school divisions for modification and approval by the local school board |
| December 2005 | Revised plan with local school board approval is sent to the Department of Education |
| January 2006 | Letters of approval are issued to the division superintendent from the Department of Education |

Middlesex County Public Schools

Part I: Vision/Mission, Philosophy, and Goal Statements

A. Division Vision/Mission Statement:

The goal of Middlesex County Public Schools is to provide a framework for excellence by building a learning community committed to providing an educational program that recognizes the unique abilities, talents, and needs of the individual student. The mission is to educate all students to their maximum potential and prepare them for productive lives in the 21st century. Middlesex Public Schools will foster an academically rich, yet flexible environment that offers both challenge and choice tailored to the differing abilities, needs, interests, and aspirations of their students. To accomplish this mission the division will encourage and support a committed partnership with staff, parents, and the community.

B. Division Statement of Philosophy for Education of the Gifted:

Middlesex County students of all ability levels are entitled to educational opportunities that enable them to develop their potential to its highest level. Among those students of all abilities, are those designated as gifted and talented students. According to the U.S. Congress (1988), the term "gifted and talented students" means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to fully develop such capabilities. (P.L. 100-297, Sec. 4130) This definition was revised in 1993 by the United States Department of Education:

Children and youth with outstanding talent perform and show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience and environment.

These children and youth exhibit high levels of performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (*National Excellence: A Case for America's Talent*, 1993)

To attain their maximum potential, gifted and talented learners need curricular and instructional opportunities directed to their unique needs. Guiding principles include:

- Differentiated curriculum for the gifted learner should span grades preK-12;

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- Regular classroom curricula should be adapted, modified or replaced to meet the unique needs of gifted learners;
- Instructional pace should be flexible to allow for the accelerated learning of gifted learners as appropriate;
- Educational opportunities for subject and grade skipping should be provided to gifted learners.
- Learning opportunities should consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.
- Children, who learn faster and with greater emphasis on concepts and abstract thought, need appropriate interactions and flexible pacing to explore knowledge in depth and should have different educational goals.

Upon referral, these students will be identified and assessed by professionally qualified persons through the use of multiple assessments and criteria to ascertain their strengths and abilities. After identification and acceptance into the program, a differentiated learning plan (DLP) will be drafted and maintained yearly to guide the child's development.

Middlesex County Schools will provide to those individuals identified as gifted and talented, an opportunity to explore learning, master content, and develop capabilities at an appropriate pace, using the guiding principles of this plan and under the collaborative guidance set forth by the gifted support team. The gifted support team includes the gifted education coordinator, school principal, teacher advocate, psychologist, and guidance counselor. Together, the student, parents, and designated members of the support team will draft a DLP that will set goals and pursue them in accordance with the individual's intellectual abilities, academic aptitude, and talent from kindergarten through grade 12. In summary, gifted education services will include curricular and instructional opportunities directed to the unique needs of the gifted child and integrated into the general education program.

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Part I, continued

C. **Goals** [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

1. Improve Identification:

To better serve all populations of gifted learners MCPS will:

- **Refine the existing identification and referral process for General Intellectual Aptitude (K-12) students**
- **Define and refine the identification and referral process to include students of Specific Academic Aptitudes in grades 3-12**
- **Continue to look at the eligibility process for reliability and validity of instruments in order to improve student profiles**
- **Create a talent pool for grades K-2**
- **Communicate these improvements effectively to all stakeholders within the community**

2. Coordinate Delivery of Services:

- **MCPS will create and implement a Differentiated Learning Plan (DLP) for every identified child as a collaborative team (Gifted Coordinator, teacher, student, and parent), that is prescriptive in nature and sets learning goals which challenge the gifted learner and reflect the child's interests, capabilities, learning style, and academic needs. This DLP will be more than an array of gifted services; it will be reviewed by all those involved as a working document throughout the year to guide instructional differentiation, outline specific goals, and highlight strategies for individual student success in the classroom. Classroom teachers will differentiate lessons tailored to meet the cognitive needs of their students. The DLP will also offer other resource options when appropriate.**

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3. **Enhance Curriculum Development:**
 - **MCPS will develop a framework for excellence that offers the challenge of appropriate curricula that is differentiated in nature to meet the cognitive needs of gifted learners in the areas of General Intellectual Aptitude; Specific Academic Aptitude; and Visual and Performing Arts. This framework includes all special programming and service options in addition to classroom differentiation in instruction. MCPS will also seek to enlarge staff to assist in this effort.**

4. **Provide Professional Development**

MCPS will:

 - **Provide staff development on specific issues: identify and recognize the unique needs of gifted students; build awareness of the social and emotional issues relating to gifted learners; help staff to plan and create differentiation in instruction for gifted learners.**
 - **Create and implement a classroom collaboration model with gifted professionals to help teachers plan and implement differentiation;**
 - **Model effective differentiated lessons.**
 - **Provide classroom teachers with courses for gifted endorsement and other professional opportunities like seminars and conferences.**
 - **Seek salary stipends for classroom teachers of the gifted who have met endorsements in gifted education.**

5. **Increase Parental Support and Community Involvement**

MCPS will:

 - **Include parents in developing, implementing, and reviewing progress on annual Differentiated Learning Plans for their children;**
 - **Actively recruit parent volunteers for auxiliary programs and classroom support;**
 - **Develop a parent forum for regular and/or ongoing communication;**
 - **Offer staff development to interested parents when appropriate;**
 - **Publicize any needs, events and/or other offerings related to gifted education services using local media sources.**

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Part II: Current Status of Gifted Education

A. Area(s) of Giftedness/Grade Levels Served in the Division [8 VAC 20-40-60. A. 3]

| Area of Giftedness | Grades Served |
|---------------------------------------|---------------|
| General Intellectual Aptitude (GIA) | K-12 |
| Specific Academic Aptitude (SAA) | 3-12 |
| Practical/Technical Aptitude (PTA) | |
| Visual/Performing Arts Aptitude (VPA) | 10-12 |

B. Screening, Identification, Placement Procedures [8 VAC 20-40-40]

1. Screening Procedures [8 VAC 20-40-40]

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

General Intellectual Ability and Specific Academic Aptitude Screening

Screening is the active search for students who should be evaluated for identification. A pool of potential candidates is created annually each spring. All students in Grade 2 are given the Otis Lennon Test of Abilities (OLSAT 7) as a general screening instrument. Periodically throughout the year, teachers of students in grades K-12, are actively solicited to examine quarterly student academic performance or achievement, available test data, and records of incoming transfer students and refer their top students. To insure that low income, culturally handicapped or limited English proficient learners are included; teachers receive information to aid them in recognizing gifted characteristics for students from diverse backgrounds.

Visual and Performing Arts Screening

A pool of students who may have potential need for services provided through our gifted program is created through general screening of student performance and products and direct referral by a parent,

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teacher, peer or other individual who knows the student. Self-referral is also accepted.

General screening of student products is carried out at grades 10-12. Auditions, try-outs, awards, artistic accomplishments, portfolios, and recitals are reviewed by the Art and Music teachers. Transfer students who are previously identified in another division are automatically placed in the screening pool.

2. Referral of Students [8 VAC 20-40-40]

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

Referral Process and Timeline for General Intellectual and Specific Academic Aptitude

The nomination or referral of students is a continuous process throughout the year. Anyone may refer a child at anytime. Referrals are solicited and accepted from independent sources including teachers, administrators, parents, and students. Teachers receive training on identification of gifted students and how to refer students. Information about the referral process is available in all school offices and also on the district website. To encourage referrals, brochures are on display in each school office and this information appears on the district website. Referral forms are available in each school office and at the office of gifted education. Any source may also contact the school guidance counselor or Gifted Coordinator for more information about the referral

There are four types of referrals:

- 1) Referral by professional staff- staff (teachers, administration and guidance counselors) are asked to consider all students who are not identified that demonstrate behaviors and characteristics of gifted learners. Teachers are also informed of gifted characteristics for students from diverse backgrounds to help identify students from special populations who have been previously underserved.
- 2) Referral by parent/guardian of the child being referred.
- 3) Referral by student through self- nomination or peer nomination
- 4) Referral by automatic consideration for transfer students identified in other divisions

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Staff Referrals:

Step 1: School Level Staff members are asked to

- Fill out the referral form
- Get parent signature on referral/permission to test form,
- Complete the teacher rating scale
- Record cumulative data including available test scores
- Attach recent grades
- Collect high quality student work samples for review

Guidance Counselors at the school level will assist and monitor the referral package for completion during the referral process.

Step 2: The referral package is then forwarded to the gifted coordinator for initial consultation with the guidance counselor, school principal, and school psychologist. The goal of this meeting is to discuss what evaluation instruments, interviews, observations, or assessment data should be gathered prior to the eligibility meeting. A variety of available testing options and strategies are to be considered at this time to optimally match up with additional needs of students of special populations (economically disadvantaged, culturally diverse, handicapped, or limited English proficient (LEP)).

Step 3: The coordinator will then contact the parent/guardian to update them on the referral progress and to inform them that the school psychologist will be conducting further testing and assessments. The coordinator is available to conduct and monitor any achievement testing if needed.

Step 4: The school psychologist will conduct psychological testing and inform the coordinator as soon as testing is completed.

Step 5: When all requested evaluations are completed, an eligibility meeting will be called by the gifted coordinator. At eligibility /placement meetings, a panel consisting of principal, guidance counselor, gifted coordinator, referring staff and/or classroom teacher, and school psychologist will review the student profile to determine placement. Communication to parents regarding the decision will follow immediately with return response by parent requested within 10 days of notice. Placement consent forms or information about the appeals process will be included in the communication.

Referrals by any other independent source (parent or student) should contact the guidance office and complete a referral form on the student. The guidance counselor will then process the parent referral permission to evaluate form, attach copy of grades, document existing test data and information on file, and request completion of teacher rating scales and submission of portfolio products from team teachers. After this is done, the package is then forwarded to the coordinator of gifted education and the subsequent process outlined above is performed in a similar fashion.

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Visual Arts and Performing Arts Referral Process

Students are referred by direct referral from a parent, teacher, peer or other individual who knows the student. Self-referral is also accepted. The referring source completes a referral form available through the gifted education Office at MHS or guidance office. The gifted coordinator receives the form and attaches pertinent data, gets parent permission to evaluate and schedules a pre-eligibility screening meeting.

A pre-eligibility screening meeting is held with the counselor, respective arts teacher, and gifted education coordinator. At this time the committee decides what assessment data needs to be collected: Teacher rating scales and/or teacher recommendations, are collected as well as student performance indicators.

The student compiles and presents a representative sampling of their work (portfolio) including honors, awards, certificates, and products in an interview or performance setting. Interview qualitative statements, a portfolio evaluation matrix, and staff observations are compiled and added to the referral package. Then the eligibility screening committee meets to ascertain the student's eligibility.

The Identification/Placement Committee (consisting of Principal, guidance counselor, gifted coordinator, and arts teacher advocate) completes a Committee Summary of Findings and Recommendations to determine eligibility in the Visual and Performing Arts Program. If the student is found eligible, an acceptance letter is sent to the parent with a Placement Consent Form to be returned to the office of Gifted Education within 10 days. If the student is found ineligible a letter is sent detailing the appeals process with a requisite timeline.

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Part II, continued

3. Multiple Criteria Listing [8 VAC 20-40-50]

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

1. Assessment of student products, performance, portfolio

2. Record of observation of in-class behaviors

3. Appropriate rating scales, checklists, and questionnaires (Gifted Rating Scales, Pfeiffer & Jarosewich, 2003; Parent Checklist- Jim Deslisle.)

4. Individual interviews

5. Individual or group aptitude test(s)

Specify: OLSAT 7 Otis Lennon School Ability Test , WISC-IV (Wechsler Intelligence Scale for Children), NNAT (Naglieri Non-Verbal Ability Test) , PSAT(Preliminary Scholastic) and (SAT) Scholastic Aptitude Test

6. Individual or group achievement test(s)

Specify: W-J III (Woodcock Johnson, 3rd edition, 1999.), Stanford 10; PALS (kindergarten)

7. Record of previous achievements (awards, honors, grades, etc.)

8. Additional valid and reliable measures or procedures

Specify: Advanced Criterion reference scores on State Indicators (SOLS) etc.

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Area of Giftedness: _____ General Intellectual Aptitude
_____ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
__X__ Visual and Performing Arts Aptitude

1. Assessment of student products, performance, portfolio

2. Record of observation of in-class behaviors

3. Appropriate rating scales, checklists, and questionnaires
(Gifted Rating Scale- 2003 Pfeiffer & Jarosewich)

4. Individual interviews

5. Individual or group aptitude test(s)

Specify: _OLSAT 7

_____ 6. Individual or group achievement test(s)

Specify:

7. Record of previous achievements (awards, honors, grades,
etc.)

8. Additional valid and reliable measures or procedures

Specify: Audition for Performing Arts candidates

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Part II, continued

4. Identification/Placement Committee [8 VAC 20-40-40]

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child; please indicate who will serve in that capacity.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

1-2 Classroom Teacher(s) Advocate

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: Child Advocate on request

b. Type of Identification/Placement Committee

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

School

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Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Classroom Arts Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Child Advocate on request

c. Type of Identification/Placement Committee

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

School

Division

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Part II, continued

5. Eligibility [8 VAC 20-40-50]

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

| Measure | Administered/ Completed by | Scored by | Provided to the committee by |
|---|--|------------------------|--|
| Behaviors checklist Gifted Rating Scales | Current classroom teachers | Coordinator | School division gifted education coordinator |
| Ability Data (i.e.OLSAT 7) | School Psychologist | School Psychologist | Gifted Coordinator |
| Achievement Data Stanford 10 | School Psychologist/ gifted coordinator | either | Psychologist/ Coordinator |
| SOLS | Annual testing | State | Guidance |
| Parent Checklist | Parent | Gifted Coordinator | Gifted Coordinator |
| Observations/Interview | Gifted Coordinator | | Gifted Coordinator |
| Record of previous achievements(awards, honors) | | | All sources- student, parent, teacher |
| Grades | Teachers | Teachers | Guidance |
| Other testing(PALS etc) | Teachers | Teachers | Guidance |
| Portfolio of student work | Student | Teachers | Teacher |

All students who are referred, individually or by screening, may have potential need for services provided through our gifted program and will be individually analyzed. Within ten days of referral, parents will be notified by the school and /or the Gifted Coordinator that their child is a potential candidate. A letter will be sent home requesting permission to evaluate and collect data on the child.

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The Coordinator and the Guidance Counselor at the child's home school will establish folders for each student and begin collecting and summarizing information that will be used to lead to an eligibility decision. The parent will complete a questionnaire or checklist. The teachers will compile information, grades, test scores, complete a rating scale(s), and collect representative samples of work done by the student for portfolio review by the eligibility committee.

When this is complete, a consultative meeting will be held with the guidance counselor, gifted coordinator, principal/ designee, and school psychologist to determine what further assessments need to be collected. Copies of the Permission to Evaluate form will be given to the school psychologist and the parent will be called by the Coordinator to communicate what further testing or evaluation is needed.

The school psychologist will schedule and conduct those assessments in a timely manner. The coordinator may also assist in this process. (Note: Achievement test scores sometimes require as much as 21+ working days to be returned to the district).

Upon completion of the school psychologist's report and receipt of all test scores, an eligibility meeting will be scheduled by the gifted coordinator. The school eligibility/ placement committee will review all student documents, information from observations, interviews, rating scales, checklists, questionnaires and data which are summarized on the student eligibility profile sheet and the school psychologist report to determine if the child is eligible for placement in the program.

After discussion of the student by the committee, the following decision options are to be made:

1. Student eligible to receive gifted education services
2. Student not eligible to receive services
3. Student continues under observation while further data is collected.

This determination is a consensus of the committee which bases its decision on all of the information presented in the student profile. No single instrument, score, or criterion is used to include or exclude a child from eligibility. If the student is determined ineligible for our gifted program, parents/legal guardians shall be notified by letter of the committee's decision and informed about an appeals process. If the student is found eligible, parents/guardians will be notified by letter for permission to place their child in the gifted program.

This process will be completed within 75 school days of the initial referral.

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Area of Giftedness: _____ General Intellectual Aptitude
 _____ Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 _____X_ Visual and Performing Arts Aptitude

| Measure | Administered/ Completed by | Scored by | Provided to the committee by |
|---|-------------------------------|---------------------|--|
| Behaviors checklist | Current classroom teachers | Gifted Coordinator | School division gifted education coordinator |
| Ability measure(OLSAT) | Coordinator | coordinator | coordinator |
| Representative Portfolio - including awards/Honors received | Student | Screening Committee | Student/ Art Teacher |
| Interview | Committee | Committee | Gifted Ed Coordinator |
| Audition | Student | Committee | Student/Music Teacher |
| Grades | Teachers | Teachers | Guidance Counselor |

Within ten days of a referral, parents will be notified by the gifted education coordinator of the child's referral for possible eligibility into the program and legal permission to evaluate will be ascertained. The gifted coordinator will establish folders for each student and begin collecting and summarizing data to be considered.

A consultative meeting will be then be held with the counselor, respective arts teacher, and gifted education coordinator. At this time, the committee will decide what additional data needs to be collected: Parent checklist, Teacher rating scales and/or teacher recommendations, student performance indicators, portfolio requirements etc. The student will compile a representative sampling of their work (portfolio) and include honors, awards, certificates, and products and present it in an interview or performance setting. Identification and Placement Committee members will be present for the portfolio presentation/performance. Interview, qualitative statements, a portfolio evaluation matrix/ or performance rubric, and staff observations are compiled and added to the referral package.

Within sixty days of the initial referral, an eligibility committee will meet to process the referral and ascertain the student's eligibility. The

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Eligibility/Placement Committee consisting of Principal, guidance counselor, gifted coordinator, and arts teacher advocate, will discuss the student and complete a Committee Summary of Findings and Recommendations Form to determine eligibility in the Visual and Performing Arts Program. If the student is found eligible, an acceptance letter is sent to the parent with a Placement Consent Form to be returned to the office of Gifted Education within 10 days. If the student is found ineligible a letter detailing the appeals process with a requisite timeline is sent.

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Part II, continued

6. Determination of Services [8 VAC 20-40-40]

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Specific placement decisions, either for intellectual aptitude or for specific academic aptitude, are recommended by the school-level eligibility committee based on available data. Such recommendations are forwarded to the Office of Gifted Education. For each candidate found eligible, a range of placement options is afforded the student through the writing of the Differentiated Learning Plan.

Every effort is made to insure that the identified gifted learner is benefiting from a maximum of program options. Each student who is found eligible shall receive services appropriate to his/her area of giftedness: General Intellectual Aptitude (K-12); Specific Academic Aptitude (3-12). These services shall begin immediately upon receipt of parental/legal guardian permission to place the child in the Pupil Enrichment Program.

All teachers of students with General or Specific Aptitudes will differentiate lessons according to this plan and the individual needs of their students. The Visual and Performing Arts teachers will also differentiate lessons for students with Visual and Performing Arts aptitudes.

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Part II, continued

7. Notification Procedures [8 VAC 20-40-60. A. 4]

This section includes the procedures used for (1) notifying parents/guardians when the individual identification process is initiated; (2) requesting permission for individual testing and/or collection of additional information; and (3) requesting permission for provision of services.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

1. Once screening is completed, notification is sent to the parents of those students in the screening pool that the identification process has been initiated.

2. Parents must give permission for students to be evaluated. Within ten days of the general screening of test scores or receipt of a direct referral, a letter shall be sent home requesting parental/legal guardian permission to evaluate the child.

3. Any decisions resulting from the Eligibility meeting will be communicated to parents within 10 days. If the student is found eligible for the Pupil Enrichment Program, a letter is sent with an enclosed Placement Consent Form (return requested within ten days) requesting permission to place and provide child appropriate services. If the child is found ineligible, a letter of explanation as well as details about the appeals process and timeline will be forwarded and returned within 10 days.

4. Parents must give permission in order for a student to receive gifted education services

5. Parents participate in the writing of the student's Differentiated Learning Plan.

6. Communications with parents are also included in changes in service options or DLP.

7. Notification to parents by letter will be sent out detailing the review process if formal reassessment is to be considered.

8. Parents must give permission for a student to exit a program.

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Part II, continued

8. Change in Instructional Services [8 VAC 20-40-60. A. 5]

This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Parents/guardians may request a change in placement within a program at any time they feel such a change is best for their child. Placement of individual students shall be subject to periodic review and evaluation. A change in placement may be initiated by the student and/or the parent/legal guardian. A written letter requesting change in placement within the program or exit from a program is required.

The classroom teacher or other faculty can also initiate a request for a change in eligibility status. However, prior to this time, adjustments are made in the Differentiated Learning Plan to reflect changes in the services received. All changes involve the parent, teacher(s), school level administrator, and the coordinator for Gifted Education.

Instructional staff may recommend reassessment, and possible exiting of the program if the student shows a lack of interest and task commitment for an extended period of time, inability of the student to perform commensurate with other gifted students, or a student may no longer be in need of services. If there is recommendation for exit or change in placement, parents will be notified by letter explaining the review process. Students will then be re-evaluated by the eligibility/placement committee, and a decision made. Data from outside sources can be submitted for review but it is up to the discretion of the committee on whether it will be considered as part of this decision. A review of placement may result in continued placement, change in placement, or initiation of exit procedures. If the decision results in change of eligibility status, parents will be notified within 10 days by letter including information about an appeal option.

Students who have exited can only be reconsidered for services or reevaluation after one calendar year.

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Part II, continued

9. Appeals [8 VAC 20-40-60. A. 5]

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Parents are notified in writing when the eligibility committee does not find a student eligible. Information about the appeal process is conveyed. An appeal will include the following steps:

- Parent must contact the Department of Gifted Education within 10 working days to set up a meeting with the Coordinator.
- The Coordinator / designee must meet with the parent within 10 working days to discuss the eligibility process and the data on which the decision was made.
- Within five working days of the joint meeting, the parents may appeal the non-eligible status of their child to the Coordinator of Gifted Education by writing a letter stating the reasons for challenging the decision.
- An appeals committee will convene to review the data to determine whether not to reverse the initial decision. Data from outside sources can be submitted for review but it is up to the discretion of the committee on whether it will be considered as part of this decision. This meeting will be held within 10 working days of receipt of the parental request for an appeal.
- Parents will be notified of the results of the appeal committee's decision within five working days.

The appeals committee shall include the Assistant Superintendent for Instruction, Principal/ designee, school psychologist, and child advocate (guidance counselor or teacher). The Gifted Education Coordinator will attend the meeting in an ex-officio capacity. The determination of the committee is a final decision.

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Part II, continued

C. Delivery of Services [8 VAC 20-40-60. A. 9]

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 13 to complete this form.

| Levels/Grades | General Intellectual Aptitude (GIA) | Specific Academic Aptitude (SAA) | Practical/ Technical Aptitude (PTA) | Visual/ Performing Arts Aptitude (VPA) |
|-----------------------------|--|--|--|---|
| Primary Grades K-2 | 2a,2b,8a,8b, 12a,12b,14, 17 | 17 | | |
| Elementary Grades 3-5 | 2a,2b,8a,8b, 12a,12b,14, 15 | 2a,2b,8a,8b, 12a,12b,14, 15 | | |
| Middle School Grades 6-8 | 2a,2b,7a,7b, 8a,8b,9b,11, 12a,12b, 13b,14,15 | 2a,2b,7a,7b, 8a,8b,9b,11, 12a,12b, 13b,15 | | |
| High School Grades 9-12 | 1,2a,2b,3a,3b, ,3c,3d,3e,4c,6 7a,8a,8d,9a, 9b,11,13b,16 | 1,2a,2b,3a,3b,3c, 3d,3e,4c,6,7a,8a, 8d,9a,9b,11,13b, 16 | | 2a,7,8a,9b,11, 13b,16 |

Middlesex County Public Schools

Part II, continued

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part II, C. Delivery of Services)

1. Academic-Year Governor's School
2. Acceleration based on individual needs
 - 2a. Content area
 - 2b. Grade level
3. Advanced/Honors classes in specific content areas
 - 3a. English
 - 3b. Foreign language
 - 3c. Mathematics
 - 3d. Science
 - 3e. Social Studies
 - 3f. Other _____
4. Advanced Placement
 - 4a. English
 - 4b. Foreign language
 - 4c. Mathematics
 - 4d. Science
 - 4e. Social Studies
 - 4f. Other _____
5. Center-based program
 - 5a. Biweekly
 - 5b. Full-time
 - 5c. Weekly
 - 5d. Other _____
6. Dual enrollment
7. Guidance services addressing special needs of the gifted
 - 7a. College/career counseling
 - 7b. Small group sessions
 - 7c. Other _____
8. In-class differentiation by regular classroom teacher (cluster model)
 - 8a. Heterogeneously grouped
 - 8b. Homogeneously grouped
 - 8c. Multi-age grouped
 - 8d. Other cluster format _____
9. Independent study
 - 9a. For credit
 - 9b. Not for credit
10. International Baccalaureate
11. Mentorship program
12. Resource teacher
 - 12a. Pull-out
 - 12b. Within regular classroom
13. Special seminars
 - 13a. For credit
 - 13b. Not for credit
14. Saturday or Summer Services
(May not be used as the division's single delivery of services)
15. Summer Regional Governor's School
16. Summer Residential Governor's School
17. Talent Pool, grades K-2

A list of all center-based programs should be included using the table on page 14. The type of school or program and the grades served should be noted. Divisions may not use 5a, 5c, 5d, 12a, 12b, or summer or weekend services as the sole services provided to students at any grade level. [*Virginia Plan for the Gifted*, page 9].

Middlesex County Public Schools

Part II, continued

Center Information- Not Applicable to Middlesex County

| NAME OF CENTER | GRADES SERVED | TIME FRAME (Daily, Weekly, Biweekly, Monthly) | AREAS OF GIFTEDNESS SERVED (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA) | SPECIAL PROGRAMS (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.) |
|-----------------------|----------------------|---|---|---|
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Middlesex County Public Schools

Part II, continued

D. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Middlesex County Public Schools utilizes a variety of theoretical foundations to frame the division's curricula and instruction for gifted learners. Our teachers and programs are influenced thusly: Howard Gardner's Theory of Multiple Intelligences reminds us of the unique nature of each of our gifted learners and the importance of matching individual strengths and learning objectives, devising different ways of teaching and learning. Renzulli's organizational model of cluster grouping students is used throughout the grade levels serving to build interrelationships and shared learning and his ideas on special programming reflect in extended enrichment models. The work of Michael Piechowski and Kazimierz Dabrowski enlightens us about the intensities of the socio-emotional nature of children. Sally Reis' focus on portfolio development encourages us to look longitudinally at our students, provide theme-based studies, hands-on learning and problem solving in our daily planning. Donna Ford's work with underrepresented populations of gifted learners has shown us the importance of understanding the cultural, academic and family issues that may factor into possible underachievement of some gifted students. Karen Rogers's research on ability grouping and acceleration provides a foundation for decision making when service options are to be considered. Sometimes Joyce Van Tassel-Baska's constructs of differentiation in teaching using concept, product, and process or integrating the curricula in English, math, science and social studies are influential in guiding teacher curriculum decisions. The practical ideas of Susan Winebrenner can be seen in identification instruments, differentiated learning plans and strategies and techniques every teacher can use in the classroom to meet the academic needs of the gifted and talented. Higher level thinking and critical thinking are often inspired using an inquiry technique or questioning model of Benjamin Bloom's Taxonomy. John Feldhusen's ideas about the importance of integrating community members into enrichment programs are reflected in our community volunteer efforts at our schools. Judy Galbraith and Jim Deslisle provide all of us with survival guides for living with our unique differences while seeking out challenge and choice.

Teachers of gifted students (K-12) are expected to differentiate the curricula through advanced level content, open-ended tasks, and variations in complexity of thought. The division incorporates a variety of evaluative strategies to assess the solutions and /or projects created by students to determine the effectiveness of accelerated and differentiated curricula for gifted learners.

Middlesex County Public Schools

2. Instructional Strategies

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.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Classroom teachers determine the strategies that the students will need in order to have an appropriately differentiated curriculum. Teachers are expected to engage the learner in a variety of ways as needed:

- Compact the curriculum by pre-testing, observation, portfolio assessment, and other appropriate assessments providing time for enrichment opportunities and/or acceleration.
- Accelerate subject and grade level when appropriate
- Use reading materials that are conducive for achievement level and offer challenging and complex concepts
- Use original thematic/ or interdisciplinary approaches which focus on themes, issues, or real life problems
- Incorporate independent study in order for students to develop knowledge and skills in personal interest
- Offer opportunities for choice in topic, presentation, mode and resources for group or independent projects. Original and in-depth study is encouraged.
- Incorporate open-ended tasks stressing innovation, self-direction, and real world application. Students will be encouraged to develop products that create new knowledge and ideas, use a variety of techniques, media, and forms in both independent and group work.
- Offer opportunities to participate and observe professionals in outside field experiences and mentoring.
- Provide opportunities to display talents, work, and/or perform.
- Promote critical thinking and lead discussion using shared inquiry or questioning with Bloom's Taxonomy.
- Design and deliver lessons that take into account the multiple learning styles and intelligences of the classroom.
- Assist students in selecting coursework that that offer the greatest opportunity for individual growth including advanced, honors, advanced placement and dual enrollment.
- Utilize individual DLPs, monitor their progress and help to provide learning experiences that will enrich the needs of the gifted learners in the classroom.

Middlesex County Public Schools

3. Assessment Strategies

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Procedures used to assess student knowledge, solutions, products, or projects resulting from accelerated, enriched, and/or differentiated curricula include:

- Pretest and posttest results
- Learning contracts
- Checklists
- Direct classroom observations
- Ongoing communication
- Surveys
- Portfolios
- Rubrics
- Student products
- Program evaluations
- College credit
- Auditions/try outs/recitals/ performances/art shows
- Artistic accomplishments
- Evaluation by real audiences/experts
- End of Course tests
- SOL tests
- Results of student work entered in competitions
- SAT scores
- AP test scores
- Grades: monitor and report progress of students throughout the school year

Middlesex County Public Schools

Part II, continued

E. Personnel and Required Training [8 VAC 20-40-60. A. 11]

1. Designation of Personnel and Training Requirements

Teachers, who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation.

Full-time teachers of the gifted are typically those personnel who work predominantly during the day and/or week with identified gifted students.

| TEACHING/GRADE | PROGRAM (General Intellectual Ability-GIA, Specific Academic -Aptitude-SAA) | REQUIRED TRAINING |
|--|--|--|
| 5 Kindergarten Teachers 4 First Grade Teachers 5 Second Grade Teachers | GIA | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |
| 4 Third Grade Teachers, | GIA,SAA | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |

Middlesex County Public Schools

Part II, continued

Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

| TEACHING/GRADE | PROGRAM (General Intellectual Ability-GIA, Specific Academic -Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA) | REQUIRED TRAINING |
|---|--|--|
| 4 Fourth Grade Teachers, 5 Fifth Grade Teachers | <i>GIA, SAA</i> | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |
| 25 6 th -8 th grade teachers | <i>GIA, SAA</i> | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |
| 25 9-12 grade teachers | <u><i>GIA, SAA</i></u> | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |
| 3 10 th -12 th grade teachers | <u><i>VPA</i></u> | All teachers working with gifted students will be provided staff development, as well as opportunities to attend workshops, seminars, conferences and graduate course in Gifted Education. |

MCPS cluster-groups identified gifted students. All teachers assigned to work with those individuals at elementary, middle and secondary teachers are considered to be part-time teachers of the gifted. Training is offered to all.

Middlesex County Public Schools

Part II, continued

2. Methods of Selection

This section includes the methods used to select teachers of the gifted.

The Assistant Superintendent of Instruction is responsible for recruiting and hiring appropriate personnel to educate all learners. This selection is based on educational endorsements, training, experience, and desire to work with gifted students. Teachers participate in training related to working with gifted students and a gifted endorsement is encouraged. The program administrator is required to have an endorsement in gifted education and a Master's Degree relating to the field is preferred.

3. Methods of Evaluation

This section includes methods used to evaluate teachers of the gifted.

All Middlesex County teachers are evaluated through a uniform process approved by the Middlesex County School Board.

The Coordinator for Gifted Education's performance is evaluated by the Assistant Superintendent for Instruction.

Middlesex County Public Schools

Part II, continued

F. **Parent and Community Involvement** [8 VAC 20-40-60. A. 13]

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

- Parents are an active integral member of the learning community.
- Parents communicate information about the child and advocate on their behalf. They participate in the writing of their child's DLP and carry out responsibilities stated therein.
- Parents will be kept informed of the differentiation provided for and progress of their child. This will be done through parent/teacher conferences, progress reports, and perusal of the Differentiated Learning Plans.
- Parent and community involvement in the gifted program is encouraged through the following:
 - Information available in schools and in central office about gifted program
 - Newsletter distributed semi-annually from the Gifted Education Office
 - Gifted Advisory meetings are open to the public and representatives solicited from schools, parents, and community.
 - Informational forums and/workshops for parents.
 - Some in-service training for teachers will be open to parents to observe.
 - Recruitment of parents and other talented individuals in the community will be encouraged to participate in gifted programming as teachers, guest speakers, mentors, and judges. They are reflected in many programs such as : Junior Great Books, Chess Instruction, Odyssey of the Mind, Great Computer Challenge, After- School Enrichment etc.
- Community awareness is fostered through appearances by the coordinator at local churches, school board meetings, and community service organizations.
- The coordinator will provide information to parents and the press about courses, conferences, workshops, and competitions, as well as summer enrichment and other enrichment opportunities for gifted learners.
- Community awareness is also enlightened by local newspaper coverage of events and activities relating to gifted students and services offered in Middlesex County Public Schools

Middlesex County Public Schools

Part III: Plan for the Education of the Gifted

Divisions are required to indicate objectives and activities for the goals indicated in Part I, C. of this document. This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

Divisions should provide the required information using Form A, page 21 of this document. Divisions should use a separate page for each goal and may duplicate the pages, as needed. Please number all pages consecutively, 21-1, 21-2, etc. Divisions may complete Form B, page 22, which is optional; it summarizes the division's required activities across years and goal areas.

Middlesex County Public Schools

| GIFTED PLAN COMPONENT | Identification | | | |
|--|---|---|--------------------------|--|
| GOAL STATEMENT | To better serve all populations of gifted learners, revise the existing identification and referral process for General Intellectual Ability (K-12) students. Expand and refine the identification and referral process to include students of Specific Academic Aptitudes in grades 3-12..Create a talent pool in grades K-2. Communicate these improvements to all stakeholders. | | | |
| OBJECTIVES | ACTIVITIES | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |
| Conduct an extensive review of existing process for GIA | <ul style="list-style-type: none"> • Establish committee • Review current procedures/forms • Conduct research on identification • Collect info from other sources • Reformat existing forms • Reformat existing process | Coordinator Coordinator/Com. | 2005-6 | Data collected |
| Develop criteria for selection of Specific Academic Aptitude candidates | <ul style="list-style-type: none"> • Research and gather data from outside sources • Consult with DOE • Consult with specialists in Assessment in Gifted Ed • Complete draft of revised procedures for identifying SAA 3-12 | Coordinator | 2005/6 | New Forms and procedures Draft into plan |
| Reactivate and refine existing identification for Visual and Performing Arts Program | <ul style="list-style-type: none"> • Research and gather data from outside sources • Consult with DOE • Consult with specialists in Assessment in Gifted Ed • Complete draft of revised procedures for identifying SAA 3-12 • Establish Committee w/in arts dept. • Research/ revise existing process • Specify requirements/process for musical Performing Arts students • Recruit students into program | Coordinator Coordinator/Com Arts teachers | 2005-2006 2005-10 | Data collected from outside sources Draft / inc. in plan Increased number of identified students |

Middlesex County Public Schools

| GIFTED PLAN COMPONENT | Identification (cont.) | | | |
|---|--|---|-----------------------------|---|
| GOAL STATEMENT | To better serve all populations of gifted learners, revise the existing identification and referral process for General Intellectual Ability (K-12) students. Expand and refine the identification and referral process to include students of Specific Academic Aptitudes in grades 3-12..Create a talent pool in grades K-2. Communicate these improvements to all stakeholders. | | | |
| OBJECTIVES | ACTIVITIES | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |
| Field test revised identification procedures and forms | <ul style="list-style-type: none"> • Instruct staff on new procedures • Use procedures • Monitor results | Coordinator All Staff Eligibility Committee/ Coordinator | 2005-6 2005-7 2005-10 | Training Focused referrals refined and more improved process |
| Study the eligibility process and the validity and reliability of instruments to improve student eligibility profiles | <p>Collect information from other divisions on instruments used and their degree of satisfaction. Monitor our referrals yearly. Use a variety of instruments</p> <p>Consult with measurement experts around the state and testing companies. Field test recommendations.</p> | Eligibility Committee/ Coordinator | 2005-2010 | The decision making process using student eligibility profile summary sheets should Improve consensus on the committee. |
| Evaluate referrals annually and compare demographic profiles | <p>Collect data and compare demographic balance to division data</p> <p>Provide information on identifying gifted students and include issues relating to Special Populations when doing an inservice at the beginning of every year. Post information on websites for all stakeholders. Solicit teachers to refer top</p> | Eligibility Committee/ Coordinator Coordinator | 2005-10 2005-2010 | Continuous improvement to seek out the underserved populations Increasing number of referrals of students from Special |

Middlesex County Public Schools

| | | | | |
|--|---|---|--------------------------------|--|
| <p>Create a Talent Pool for Students in Grades K-2</p> | <p>students after marking periods and testing.</p> <p>Establish a Talent Pool Committee: composed of Arts representative, Asst. Principal, Coordinator, Grade Level teachers. Define purpose of the Talent Pool and criteria for selection.</p> <p>Establish programming for identified students that enriches student learning, critical thinking, and creativity.</p> | <p>Coordinator</p> <p>Talent Pool Committee</p> <p>Coordinator and community volunteers</p> | <p>2005-6</p> <p>2005-2010</p> | <p>Populations</p> <p>Written guidelines for Talent Pool K-2</p> <p>Special Programs offered outside of classroom.</p> |
|--|---|---|--------------------------------|--|

Middlesex County Public Schools

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|------------------------------|---|-----------------------------|-----------------|-------------------------|
| GIFTED PLAN COMPONENT | DELIVERY OF SERVICES | | | |
| GOAL STATEMENT | Create and implement a Differentiated Learning Plan (DLP) for every identified child as a collaborative team that is prescriptive in nature and sets learning goals which challenge the gifted learner and reflect the child's interests, capabilities, learning style, and academic needs. | | | |
| OBJECTIVES | ACTIVITIES | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |

Middlesex County Public Schools

| | | | | |
|--|--|--|---------|--|
| <p>Create a new Differentiated Learning Plan (DLP) that is prescriptive in nature and reflects the child's talents and academic needs.</p> <p>Provide information to stakeholders on DLPS/Roles of support team</p> <p>Meet with collaborative support teams and write DLP plans.</p> <p>Document changes for services on DLPs</p> | <p>Research and analyze existing DLP forms and process</p> | Coordinator | 2005-6 | Collected examples and comments |
| | <p>Design a DLP that allows for recording continual progress and yearly review.</p> | Coordinator | 2005-6 | Draft of New DLP in plan |
| | <p>Disseminate drafts of DLPS and information on roles of stakeholders to all stakeholders</p> | Coordinator | 2005-6 | Mailings to all parents Faculty in-service |
| | <p>Write DLPS for students collaboratively when opportunities/needs arise. Teachers and parents can request DLPs to be written when conferences are scheduled on students.</p> | Gifted Coordinator, teacher (s), student, and parent | Ongoing | New DLPs will gradually replace old forms when conferences are held. All students will have a current active form on file by 2010. |
| | <p>As additional services options are changed, DLPs will be amended.</p> | Gifted Support team member | Ongoing | Changes noted on DLP |

| | | | | |
|--|---|-----------------------------|-----------------|-------------------------|
| <p>GIFTED PLAN COMPONENT</p> <p>GOAL STATEMENT</p> | CURRICULUM DEVELOPMENT | | | |
| | <p>Develop a framework for excellence that offers the challenge of appropriate curricula that is differentiated in nature to meet the cognitive needs of gifted learners in the areas of General Intellectual Aptitude; Specific Academic Aptitude; and Visual and Performing Arts. This framework includes special programming in addition to classroom differentiation.</p> | | | |
| OBJECTIVES | ACTIVITIES | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |

Middlesex County Public Schools

| | | | | |
|------------------------------|--|-----------------------------|-----------------|-------------------------|
| GIFTED PLAN COMPONENT | CURRULUM DEVELOPMENT | | | |
| GOAL STATEMENT | Develop a framework for excellence that offers the challenge of appropriate curricula that is differentiated in nature to meet the cognitive needs of gifted learners in the areas of General Intellectual Aptitude; Specific Academic Aptitude; and Visual and Performing Arts. This framework includes special programming in addition to classroom differentiation. | | | |
| OBJECTIVES | ACTIVITIES | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |

Middlesex County Public Schools

| | | | | |
|---|---|---|----------------------------|---|
| Enlarge service options to all content areas | Research area wide offerings in other divisions | Coordinator | Yearly Complete by 2010 | Expansion of MES Junior Great Program to Middle and High School Stock Market Game |
| | Expand classroom programming at all levels and recruit volunteer personnel/contacts | Coordinator Community Cadre/ English Departments Math/Science/Social Studies Teachers | Yearly | Knowledge Master League competitions in content areas Newspaper in Classroom Science Fair/Science investigations Odyssey of the Mind Great Computer Challenge Lego League/Engineering |
| | Establish and maintain an after-school enrichment program at MES | Coordinator/MES Principal/Volunteers | Yearly | After school enrichment offered at MES |
| | Establish mentors for the Arts Department and forum for annual display of talent | Mentors | Yearly | Mentor list Fine Arts Festival Night |
| Enlarge staff to accommodate growing needs of program | Establish a gifted resource position at another school | Coordinator/asst super./principal | 2008 | MES resource teacher |

Middlesex County Public Schools

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|------------------------------|---|-----------------|-------------|-----------------|
| | | | | |
| GIFTED PLAN COMPONENT | PROFESSIONAL DEVELOPMENT | | | |
| GOAL STATEMENT | MCPS will provide staff development on gifted education and enhance the level of education of its staff to meet the different needs of gifted children. | | | |
| | | POSITION | DATE | EXPECTED |

Middlesex County Public Schools

| OBJECTIVES | ACTIVITIES | RESPONSIBLE | DUE | RESULTS |
|--|--|---|-----------------|--|
| Provide staff development on specific issues: | Training will be provided on the new plan for 2005-10 and continue to include: | Coordinator | 2005 and Yearly | Faculty meetings Staff Dev Days |
| Identification/ Needs of gifted students | Characteristics and Needs of Gifted Learners Learning Styles | Coordinator/guest speaker | 2005-2010 | Differentiation in classroom. Needs and Learning styles considered in teacher planning/DLP writing |
| Classroom Differentiation | *Offer link and in service on using technology to expand differentiation *Offer classroom differentiation class using Susan Winebrenner materials | Coordinator | 2005 2005-8 | Workshop 60 pt class offered to teachers |
| Increase educational endorsement of teachers | Offer college credit courses onsite to get gifted endorsement | Coordinator/Asst. Superintendent of Instruction | 2006 | 3 hr classes on site Increase numbe of teachers with gifted endorsement |
| Encourage quality educators to remain teaching in MCPS | Offer stipends for gifted endorsements to teachers who are teaching gifted learners in the classroom and stipends for extra-curricular coaching positions (i.e. OM, GCC) | Coordinator/Asst. Superintendent | 2005-2010 | stipends for endorsement in budget;stipends for coaching extra-curricular options |

| | |
|------------------------------|---|
| GIFTED PLAN COMPONENT | PARENTAL SUPPORT AND COMMUNITY INVOLVEMENT |
| | MCPS will continue to actively recruit parental support and solicit community involvement for its gifted program. |

Middlesex County Public Schools

| GOAL STATEMENT | | POSITION RESPONSIBLE | DATE DUE | EXPECTED RESULTS |
|---|--|-----------------------------|------------------|--|
| OBJECTIVES | ACTIVITIES | | | |
| Increase parental support/involvement | Include parents in developing, implementing and reviewing Differentiated Learning Plans for their children. | Gifted Support Team | 2005-2010 | Parental involvement in DLP meetings |
| | Recruit parent volunteers for auxiliary programs and classroom support | Coordinator-Teachers | 2005-2010 | Parent volunteer cadre in classroom |
| Develop parent forum for communication | Publish newsletter for parents Parent Night | Coordinator | 2006-2010 | Gifted Newsletter Yearly Fall Parent Night held |
| Offer staff development to parents/community | Open staff development of interest to parents who might want to attend | Coordinator | 2005-2010 | Parent participation at staff development |
| Invite public to arts offerings | MCPS Talent Showcase night | Arts Committee | 2005-10 2005- | Community participation |
| Publicize any needs, events ,and/or offerings related to gifted education services using local media source | Provide press releases to various media Solicit community to attend advisory meetings and other events Contact members of the community to serve as mentors and sponsors | Coordinator | 2010 | Publications |

Middlesex County Public Schools

Part IV: Local Advisory Committee and Assurances

A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]

1. Composition of Local Advisory Committee (LAC)

| Categories | Number represented |
|---|--------------------|
| Parents | 6 |
| Teachers | 3 |
| Administrators | 2 |
| Support Staff | 1 |
| Community □ representatives of business, industry, arts | 1 |
| Community □ persons who are not parents of identified students | 1 |
| Students (optional) | 1 ad hoc |

2. Selection of Members for the Local Advisory Committee

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

The local advisory council is composed of: the coordinator, the assistant superintendent, one school board member, one principal, 1 teacher representatives/ designees and 2 parents from each school, 2 community members and one student who serves in an ad hoc capacity on request. Each year school personnel make suggestions for representation and every effort is made to consider the demographics of our community.

3. Meeting Schedule of the Local Advisory Committee

Number of times the committee is scheduled to meet annually.

___ Monthly X 3 times ___ 4 times ___ 5 times

___ Other, specify _____

Middlesex County Public Schools

Part IV, continued

B. Assurances [8 VAC 20-40-60. A. 6 and 7]

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

C. Superintendent's Certification

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

Superintendent's Signature

School Division Name

Superintendent's Name

Date

Middlesex County Public Schools

Part IV, continued

D. Approval by the Local School Board

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on

_____.

Board President's Signature

School Division Name

Board President's Name

Date

Middlesex County Public Schools

Part V: Appendices

The following items must be included in the appendices:

- ❑ Narrative of the division's services
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information
- ❑ Referral form(s)
- ❑ Checklists/observation documents for parents/teachers/others
- ❑ Permission to test form
- ❑ Permission to place form
- ❑ Matrix/profile/other data collection instrument
- ❑ Letter of acceptance
- ❑ Letter denying eligibility with indication of parent's/guardian's right to appeal
- ❑ Change in placement form
- ❑ Exit form
- ❑ Appeals process document
- ❑ Professional development schedule for the current year
- ❑ Professional personnel evaluation document, if different from division's standard process
- ❑ Letter/announcement of local advisory committee meeting