

<p>2010 - 2012</p> <p>Local Plan for the Education of the Gifted</p>
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Submitted to the
 Virginia Department of Education
 Office of Secondary Instructional Services
 P.O. Box 2120
 Richmond, Virginia 23218-2120

School Division	Bland County Public Schools		
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Date Submitted			

2010 - 2012 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 2010 - 2012 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. Donna L. Poland, Specialist, Governor's Schools and Gifted Education, 804/225-2884, Donna.Poland@doe.virginia.gov.

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

A. Division Vision/Mission Statement

Bland County Public Schools strive toward ensuring that the purpose of each school is to provide opportunities and experiences that aid in the development of the full potential of each child enrolled in a safe learning environment.

B. Division Statement of Philosophy for Education of the Gifted

[8 VAC 20-40-60. A. 1]

Bland County Public Schools recognizes that gifted students are those whose potential is outstanding and will require special services to meet their needs. Programs for gifted students should address academic, creative and social-emotional needs. The key person in education to our gifted students is the regular classroom teacher. The school division strives toward enhancing regular classroom instruction for gifted students. The school division also recognizes that within any group of learners, there are differences in backgrounds, abilities, and interests. The gifted program is designed to provide individualization to meet those needs as much as possible in grades kindergarten through twelve.

Part I, continued

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

This section includes the division's 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. Identification:** Bland County Schools will utilize the screening and identification process to identify students with giftedness to provide enrichment activities and to meet their instructional needs in all levels.

- 2. Delivery of Services:** Bland County will provide services for the elementary age children on a pull-out basis for enrichment activities. High School age children will have the opportunity to receive instruction through advanced classes, advanced placement classes and dual credit courses.

- 3. Curriculum Development:** Bland County Schools will develop a differentiated curriculum which correlates with the Virginia Standards of Learning (SOL's).

- 4. Professional Development:** Bland County Schools will provide annual staff development activities that will assist teachers to plan and implement differentiated instruction.

- 5. Parent and Community Involvement:** Bland County Schools will pursue ways to increase parental and community awareness and participation for planned activities involving parents and the community.

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-7
Specific Academic Aptitude (SAA)	8-12
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

Note: For all items in Part II, Section B., local plans may summarize the division’s program information and may indicate the multiple areas included in each item by checking all appropriate areas of giftedness. However, if the division’s processes are significantly different among the areas of giftedness, then the local plan should include separate items for the areas of giftedness served by the division.

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

The Supervisor of Special Services, the school gifted coordinator and classroom teacher will create a pool of candidates during the school year to be reviewed at the end of the first semester. Information will be collected from classroom teachers concerning grades, test scores, characteristics often associated with the gifted and other relevant information. The Supervisor of Special Services along with the school gifted coordinator, principal, guidance counselor and classroom teacher will screen the candidates for further evaluation.

Part II, continued

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.

In addition to the collected pool of candidates, anyone including teachers, parents, students, and member of the community may make a referral to the school gifted coordinator at any time. The coordinator will then solicit referrals at his or her school by placing information about the program in teacher mailboxes located at each school and reminding school personnel about the program at scheduled meetings. The coordinator will also provide information at least once a year to parent groups such as PTSO, Homeroom Mothers, Board Meetings, Advisory Meetings, etc.

It will be explained that forms for the referral process may be obtained from the school gifted coordinator and then returned to that person within five working days. The timeline for the referral and eligibility process (35 working days) will also be included.

Efforts will be made to identify potentially gifted students from all ethnic and socio-economic groups, regardless of gender, including students who exhibit developmental difference and those who have handicapping conditions. Assessment tools used will be sensitive to the individual needs of the students and subgroups.

The determination of eligibility for gifted services is a committee decision. The identification committee is school based and may include the principal or designee, referring teacher, supervisor of special services, school gifted coordinator and others as requested by the supervisor of special services.

When screening, referral and eligibility decisions have been made, it is the responsibility of the supervisor of special services to notify the parents of the results. Parent permission will then be obtained to begin providing services.

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

4. Individual interviews

5. Individual or group aptitude test(s)

Specify: Slosson Intelligence Test Revised Version

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: Torrence Test of Creativity, Naglieri Nonverbal

Ability Test (NNAT)

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

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: _____

- b. Type of Identification/Placement Committee

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

School Division

The identification/placement committee is at the school level.

Bland County Public Schools

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
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Naglieri Nonverbal Ability Test	Supervisor of Special Services	Supervisor of Special Services School Gifted Coordinator	Supervisor of Special Services School Gifted Coordinator
Torrence Test of Creative Thinking	Supervisor of Special Services	Supervisor of Special Services School Gifted Coordinator	Supervisor of Special Services School Gifted Coordinator
Behavioral Characteristics Checklist	Classroom Teacher(s)	Supervisor of Special Services School Gifted Coordinator	Supervisor of Special Services School Gifted Coordinator
Slosson Intelligence Test Revised SIT-R3	Supervisor of Special Services	Supervisor of Special Services School Gifted Coordinator	Supervisor of Special Services School Gifted Coordinator
Gifted Evaluation Scale	Classroom Teacher(s)	Supervisor of Special Services School Gifted Coordinator	Supervisor of Special Services School Gifted Coordinator
Grades/ Area of Strength	Classroom Teacher(s)	N/A	Classroom Teacher

Bland County Public Schools

1. Referrals are made to the school gifted coordinator. The coordinator then sends a letter to the parent(s)/guardian(s) informing them of the referral and requesting permission for evaluation. The referral information is then forwarded to the Supervisor of Special Services. The school coordinator then begins a file and collects the required data. The above listed persons are responsible for the assessment components.
2. After all data is collected an eligibility committee meets to determine eligibility for services. Note: Bland County Public Schools does not allow any one single criterion to deny or guarantee access to gifted program services.
3. Once the referral process is initiated, eligibility decisions are made within 35 working days.
4. The Eligibility/Placement Committee reviews all data and comes to a decision with which the majority must agree.

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

The Eligibility/Placement Committee makes one of the following decisions:

- A. The student is identified as gifted and is eligible for services.
- B. The student does not meet the criteria for eligibility and is not eligible for services at this time.
- C. The committee is unable to make a decision and will monitor the student for a period of time/and or collect additional data.
- D. The student is a transfer student (out-of-district) and the division accepts their eligibility transfer once eligibility documentation has been received from previous school division.

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. Parent(s)/guardian(s) are notified in writing when the student has been referred for possible services.
2. Parent(s)/guardian(s) permission is obtained to complete the evaluation.
3. Following determination of eligibility, parent(s)/guardian(s) are notified in writing of the decision. If eligible, parental permission is obtained for placement.
4. If the student has been found ineligible, the parent / legal guardian will be notified of the findings and informed of their right to appeal.
5. Exit from the program will occur when the parent, student or school staff to determine this is appropriate. The parent / guardian will write a letter stating their wishes to have their child exit from the program. The school will document any relevant factors (grades, test scores, class performance, etc.) that indicate a need for a change in placement. This documentation will be kept in the student's cumulative folder.

Part II, continued

6. 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

Once identified, students remain in the gifted program (thus, the student is not re-evaluated) unless the student (with parental approval) wishes to be exited from the program. The school division requires a written request for exiting the program. When such a request is received, a school committee will meet with the parents to discuss the situation and attempt to resolve the issue. Minutes of the meeting will be taken and placed in the student's cumulative folder along with the parent request for removal.

Part II, continued

7. 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

The decision of the Eligibility/Placement Committee may be appealed by the parent, guardian, teacher, or student. Those requesting to have a committee decision reviewed should discuss concerns with the supervisor of special services. If a resolution cannot be reached, the parent(s)/guardian(s) must submit, in writing, the reason(s) for the appeal. After a written appeal is received, an Appeals Committee will evaluate and review the existing data and seek additional data if needed. The committee shall consist of:

1. School Gifted Coordinator
2. Principal / Designee
3. Appropriate Instructional Supervisors
4. Division Testing Coordinator
5. Supervisor of Special Services

The Appeals Committee will make the final decision. The Supervisor of Special Services will serve as the chairperson and will be responsible for collecting data, testing, and scheduling meetings. The appeals process will be initiated and completed within 15 working days. Parents will be notified in writing of the decision of the Appeals Process.

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-3	2a; 2b; 8b; 12a; 13b			
Elementary Grades ____ K-5	2a; 2b; 8b; 12a; 13b			
Middle School Grades ____ 6-7	2a; 2b; 8b; 12a; 13b			
High School Grades ____ 8-12		1; 6; 7a; 7b; 8b; 9a; 14, 15		

Bland County Schools offers services to gifted students in grades K - 12. In class differentiation is the main method used to deliver services to students so identified. Pull-out services are provided to elementary students for additional enrichment activities.

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
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10. International Baccalaureate
11. Mentorship program
12. Resource teacher

12a. Pull-out	12b. Within regular classroom
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13. Special seminars

13a. For credit	13b. Not for credit
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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].

Bland County Public Schools

**Part II, continued
Center Information**

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.)
Appalachian Summer Regional Governor's School	10, 11, 12	Summer - Annually	GIA, SAA	College Credit
UVA Saturday and Summer Enrichment Program	4 - 10	Summer - Annually	GIA, SAA	
A. Linwood Holton Governor School	10, 11, 12	Daily - School Year	GIA, SAA	Dual Credit
University of Virginia College at Wise	11, 12	Summer Annually	VPA	Credit in Theater Arts

Students in grades 10, 11 and 12 may participate in summer enrichment non-residential governor's school at Wytheville Community College (Appalachian Summer regional Governor's School) for a two-week period of time. A variety of core curriculum disciplines are offered to meet the needs of these gifted and talented children.

Students in grades 4, 5, 6, 7, 8, 9 and 10 may participate in the University of Virginia Summer Enrichment Program. It is a 12 day residential experience. Students live on-grounds at UVA and attend classes at a nearby private school. Their mission is to engage gifted and / or high ability students in high quality learning experiences.

Students in grades 10, 11 and 12 have the opportunity to participate in dual credit courses through Linwood Holton Governors School. Students have the opportunity to participate in on-line courses which are offered to students on a daily basis throughout the school year.

University of Virginia College at Wise offers a 3 week residential program for juniors and seniors who have demonstrated significant effort and achievement in performance or technical theater. Students will receive college credit in the area of theater arts.

Part II, continued

A. 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

Bland County Public Schools recognize that there is an extremely wide range of talent and interest among the gifted population in the nation's schools. Literature and research suggests that this variability exceeds that of the general population. Organization of instruction will be based on sound learning and developmental theories, as well as on specific student needs. The Supervisor of Special Services, School Gifted Coordinator, and many teachers have received training regarding Renzulli's Characteristics of Superior Students and Bloom's Taxonomy. Instructional decisions are made accordingly, and efforts are made to develop higher levels of thinking skills known to be vital in the 21st century schools. Teachers continue to receive training in differentiating the curriculum to meet student needs.

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

Bland County Public Schools expect classroom teachers of gifted students to differentiate their instruction in terms of content, process, and product. At all levels, teachers are encouraged to present content that is related to broad based themes, issues, or problems. Teachers are asked to encourage multiple responses, and to require products that challenge existing thought and ideas. They are also asked to stress development using new technology and products. Inter-disciplinary approaches are encouraged at all levels. Independent study and research is promoted so that students can develop knowledge and skills in areas of personal interest. The use of technology as an instructional tool is stressed.

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

*The building principal observes student and teacher progress in his/her school.

*Assessment strategies will include:

Evaluation of individual student achievement/recognitions
Review of standardized testing (to include SOL's)
Student grades in advance courses
Informal information/feedback from teachers, student, and parent(s)/guardian(s)
on various projects throughout the school year.
Student work samples or portfolios

*The overall program will be evaluated at the end of the school year by reviewing evaluations completed by teachers, students, and parents. Results will be shared with the Gifted Education Advisory Committee and the Bland County School Board.

Part II, continued

B. 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, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
<i>Ex. Four resource teachers/ grades K-4</i>	<u>GIA</u>	<i>Annual local training in curriculum differentiation and social & emotional needs of gifted students</i>
Full Time In-school Gifted Coordinator Grades K-12	<u>GIA</u> <u>SAA</u>	Annual and local training in curriculum differentiation and social and emotional needs of gifted students.

Bland 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
<i>Ex. 1 first grade teacher (cluster model)</i>	GIA	<i>Annual local training in curriculum differentiation and social & emotional needs of gifted students</i>
K-7 Classroom Teachers	GIA	Annual local training in curriculum differentiation and social and emotional needs of gifted students
8-12 Classroom Teachers in advanced core areas	GIA SAA	Training in specific content area

The Bland County School Board determines the hiring of personnel who teach students. The principal in each school is responsible for assigning students to classroom teachers. The principal will meet with the School Gifted Coordinator and decide which teachers are trained in gifted education and those who will be willing to work with the gifted students in that school. Staff development on gifted education will be provided on a regular basis. All teachers are considered full-time teachers of the gifted as it is likely that most teachers will have an identified student in his or her classroom.

Part II, continued

2. Methods of Selection

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

It is the responsibility of the principal of each school to select a teacher for a gifted student. Due to the small size of the Bland County School Division, most teachers have gifted students enrolled in their classroom

3. Methods of Evaluation

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

All teachers within the Bland County School Division are evaluated on a yearly basis by their building principal. The In-School Gifted Coordinator serves students in both areas of Bland County. He/She will be evaluated by each building principal in which he/she serves.

Part II, continued

C. 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 and community members will be involved in the gifted program by way of:

- A. Membership of the Gifted Education Advisory Committee
- B. Newsletter (quarterly)
- C. Local Newspaper articles
- D. Invitation to participate in community activities sponsored by the Gifted Program
- E. Student competitions
- F. Special classes
- G. Notices and invitations posted notifying parents of gifted conferences, meetings, workshops, etc.

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.

Bland County Public Schools

Form A

Parent and Community Involvement				
GIFTED PLAN COMPONENT	Bland County Schools will be increase parental and community awareness and participation as evidenced by participation sign-in sheets for planned activities involving parents and community.			
GOAL STATEMENT	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Parents and community members will become more involved in gifted education.	Seek to obtain more information/input for the Gifted Education Newsletter from parents, community members, teachers, and students. These activities will include such things as feedback from academic enrichment fair, community festival displays and entries, county fair entries, etc.	Supervisor of Special Services In-School Gifted Coordinator Education Advisory Members Principals	Annually	Parents and community members will be more aware of the gifted education program, activities, events, and displays provided by the Bland County School Division through the participating gifted students.

Bland County Public Schools

Form A

GIFTED PLAN COMPONENT	Parent and Community Involvement			
GOAL STATEMENT	Bland County Schools will be			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS

Bland County Public Schools

Form A

GIFTED PLAN COMPONENT	Parent and Community Involvement			
GOAL STATEMENT	Bland County Schools will			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS

Bland County Public Schools

Form A

GIFTED PLAN COMPONENT		Parent and Community Involvement		
GOAL STATEMENT		Bland County Schools will		
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS

Bland County Public Schools

Form B (optional)

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Bland 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	1
Teachers	2
Administrators	2
Support Staff	1
Community □ representatives of business, industry, arts	0
Community □ persons who are not parents of identified students	0
Students (optional)	1

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 Supervisor of Special Services, Gifted Education Teacher/ Assistant and building Principals nominate advisory committee members. This committee will reflect a geographical and demographic balance. The Supervisor of Special Services will present the nomination list to the Superintendent who will then present the nominations to the Bland County School Board for approval.

3. Meeting Schedule of the Local Advisory Committee

Number of times the committee is scheduled to meet annually.

___ Monthly ___ 3 times X 4 times ___ 5 times

___ Other, specify _____

Bland 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

____ Bland County ____
School Division Name

Superintendent's Name

Date

Bland 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 ___December 21, 2010___.

_____	_____Bland County_____
Board President's Signature	School Division Name

_____	_____
Board President's Name	Date

Bland 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