

# Bland County Public Schools

## Local Plan for the Education of the Gifted

2023-2028

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

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

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

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

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

## Bland County Public Schools

### **General Information regarding the Gifted Program in Bland County Public Schools**

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	Insert grades
Career and Technical Aptitude (CTA)	Insert grades
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Insert grades

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

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

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

*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.*

**B. Division Operational Definition of Giftedness**

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

*Bland County Schools is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Gifted students are those students in kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the following area:*

*General Intellectual Aptitude: Students will demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.*

## **Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

- **Identification:**

- *All BCPS students, including under – represented populations will have an equal opportunity to be considered for identification in the Talent Pool and enrichment programs.*
- *Students in grade 1<sup>st</sup>- 3<sup>rd</sup> will participate in universal screening mid-school year.*
- *Administration/teachers/staff will be provided procedures and professional development for eligibility of gifted students.*
- *Continue to search, review and revise profiles of high performing students using the most current data and information that are applicable to the gifted screening process.*
- *Criteria will be implemented to identify students with a special education diagnosis who are also gifted.*
- *Upon enrollment, any new student to BCPS, beginning in 1<sup>st</sup> grade, will have the opportunity to be screened for identification in the gifted program.*

- **Delivery of Services:**

- *An in school gifted coordinator will collaborate with classroom teachers about enrichment activities, provide guides, models, checklist, and sample lessons as requested.*
- *High school age students will have the opportunity to receive instruction through advanced classes, advanced placement classes, dual credit courses and through appropriate differentiation in classes that will enhance and enrich learning experiences for gifted students.*
- *Bland County Public Schools will provide enrichment activities and trips to gain academic application and understanding.*
- *Gifted students will be provided specialized pull-out instruction designed to enrich and extend curriculum with intellectual and academic peers.*

- **Curriculum and Instruction:**

- *In school gifted coordinators will consult with classroom teachers to develop appropriate classroom enrichment and extension materials.*
- *Differentiation documentation will be sent to parents at the end of each semester.*
- *Continuous research and curriculum development of differentiated instruction that meets the cognitive and instructional needs of the gifted students.*

- **Professional Development:**

- *Bland County Public Schools will offer opportunities for professional development in the area of gifted education at the school, division and/or regional levels.*
- *Bland County Public Schools will develop and provide professional development to classroom general education teachers emphasizing the characteristics and special needs of gifted students and cultural competency to ensure that all teachers understand the traits and learning strengths of students from diverse backgrounds.*

- **Equitable Representation of Students:**

- *Increase involvement with families and community leaders to communicate with families of underrepresented populations in their communities and through the use of native language.*
- *Review alternate assessment tool to ensure equitable representation of students in K-12, including but not limited to, economically disadvantaged, culturally diverse, limited English proficiency and students with disabilities.*

- **Parent and Community Involvement:**

- *The Local Advisory Committee will meet 4 times annually during the school year.*
- *Parents and community members will be encouraged to participate in activities arranged for student/parent involvement.*
- *District resources will be available on Bland County Public Schools website.*

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

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

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

#### **Screening Procedures for General Intellectual Aptitude**

*The purpose of the screening process is to create a pool of potential candidates from all students.*

*K – 12<sup>th</sup> grade level screening – Screening at these grade levels is an ongoing process through the efforts of the in-school gifted coordinator who regularly provides information to their facilities regarding the characteristics of gifted students and the referral process. Screening activities include, but are not limited to, working directly with the classroom teacher to observe students, examining new testing data that becomes available, reviewing student honor rolls and student work, noting students who win school-wide, district wide, state-wide or national academic contests. The in-school gifted coordinator will provide information to parent groups about the characteristics of students eligible for gifted services and the referral process when the opportunities are available.*

*Each teacher will review current assessment data and other sources of information on each kindergarten through twelfth-grade student once annually: after the end of the first semester. Based on this data and using the Bland County Public Schools screening tool, teachers will refer to the gifted program students who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment.*

*Students may be referred by classroom teachers, other instructional staff members, parents, students and by self-referral for the gifted identification process.*

*School contracted psychologists, who are routinely assisting with the identification of students for Special Education programs from time to time, discover students who should be considered for identification as twice-exceptional. Students who are evaluated for inclusion in certain Special Education programs are sometimes found to be potential candidates for the gifted program. This is especially true of physically handicapped students, and sometimes students identified as ADHD. No child is excluded from consideration for identification as gifted based on race, income, ethnic background, or for cultural background. Increased attention will be focused on students who represent traditionally underserved populations, such as minorities, those of low socio-economic status and those receiving services from Special Education. No child is excluded from consideration for identification as gifted based on race, ethnic background, or for cultural background.*

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

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

**Referral procedures for General Intellectual Aptitude**

*The in-school gifted coordinator or teacher solicits referrals of students to the gifted program from the classroom teachers, parents, individual students and community members. Information about the school referral process can be found on the county website and made available during student orientation and parent visitations. It is the principal's responsibility to inform parents of the referral process. The gifted coordinator or teacher and the principal will ensure that parents and classroom teachers receive the appropriate forms for referral. Completed referral forms are returned to the in-school gifted coordinator, gifted teacher or the school principal.*

*Students who transfer in to Bland County from in-state or out-of-state, and have been identified as gifted, will have a records review by the schools eligibility committee.*

*Referrals to the Gifted Program are accepted at any time throughout the school year. Upon receipt of the referral form, the in-school gifted coordinator or teacher will send a parent letter informing them of the referral, requesting permission for evaluation and data collection. Once parent permission is received, the in-school gifted coordinator or teacher will collect information from teachers, collect data, review data, record information relevant to the identification process and will complete the Student Profile to aid in determining eligibility. The timeline for making eligibility decisions is 90 instructional days from the school division's receipt of the parent's or legal guardians consent for testing.*

*The eligibility team for gifted services is a committee decision. The eligibility team is school based, and may include the principal or designee, the guidance counselor, the referring teacher, the in-school gifted coordinator or teacher and others as requested by the coordinator.*

*Once screening, referral, and eligibility decisions have been made, it is the responsibility of the in-school gifted coordinator, gifted teacher or the principal to notify parents of the results from the eligibility meeting. A letter will be sent home by the in-school gifted coordinator, gifted teacher or the principal to inform parents of the eligibility committee's decision. If parents agree to their child receiving services, a permission letter is signed and returned to the in-school gifted coordinator, gifted teacher or the principal.*

*The in-school gifted coordinator or teacher is responsible for providing a list of identified students to the division coordinator at the end of each six weeks.*

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

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

Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

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

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

General Intellectual Aptitude

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

Specify:

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

**D. Placement Procedures (8VAC20-40-60A.3)**

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

**1. Identification/Placement Committee (8VAC 20-40-40D)**

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

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

- Classroom Teacher(s)  
 Gifted Education Resource Teacher(s)

Counselor(s)

- School Psychologist(s)  
 Assessment Specialist(s)  
 Principal(s) or Designee(s)  
 Gifted Education Coordinator  
 Other(s) Specify:

- b. Type of Identification/Placement Committee

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

- ☒ School-level ☐ Division-level

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### 2. **Eligibility** (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

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

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<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	In-School Gifted Coordinator or teacher	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator
Torrence Test of Creative Thinking	In-School Gifted Coordinator or teacher	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator
Behavioral Characteristics Checklist	Classroom Teacher(s)	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator
Slosson Intelligence Test Revised (SIT-R3)	In-School Gifted Coordinator or teacher	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator
HOPE Teacher Rating Scale	Classroom Teacher(s)	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator
Grades / Area of Strength	Classroom Teacher(s)	Supervisor of Special Services or In-School Gifted Coordinator	Supervisor of Special Services or In-School Gifted Coordinator

*Referrals are made to the in-school gifted coordinator. The coordinator or gifted teacher 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.*

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

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

General Intellectual Aptitude

*Upon review of the data collected the Eligibility/Placement committee decides upon one of the following options:*

- 1. The student demonstrates general intellectual aptitude and performance potential to the extent that differentiated learning options and enrichment are necessary to meet his or her needs.*
- 2. The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided in the regular classroom are required to meet his or her academic needs.*
- 3. The student should be monitored by the classroom teacher and other school personnel.*

*Each student determined eligible will be indentified as showing General Intellectual Aptitude. Students in grades K-7 will be clustered (depending on number of identified students per grade level) in a regular classroom. All students in grade K-12 will be provided differentiation instruction from the classroom teacher on an as needed basis. Students in grades 9-12 will also have the opportunity to participate in advanced classes, advanced placement classes, dual enrollment classes or Governor School Courses.*

#### **Part IV: Notification Procedures (8VAC20-40-60A.4)**

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

##### **General Intellectual Aptitude**

*Once a student has been referred for a formal assessment through the general screening process, as a transfer, or directly by a parent or other person, the referral is recorded by the in-school gifted coordinator or gifted teacher. A letter that provides information about the division's gifted program is sent to the parent explaining the formal assessment and identification process. Attached to this letter is a parent permission form allowing Bland County Schools to begin evaluation of their child. No action is taken until the permission form is received. If there is no response, at least two additional attempts to obtain permission (by letter and phone) will be made. After the eligibility committee has made a determination, the in-school gifted coordinator or gifted teacher sends a second letter to the parent indicating the decision of the committee requesting permission for placement in the gifted program. Included in the identification notification is the indication that the parent/guardian has the right to appeal the identification decision.*

##### ***Appeals***

*If a parent or student does not agree with the services recommendation of the Eligibility Committee, the following appeals process shall be followed:*

- ☐ *Appeal of denial of services may be made by contacting Supervisor of Special Services in writing and requesting an appeal hearing to review the student's placement.*
- ☐ *An Appeal Committee composed of at least three professional staff members will evaluate and review the existing data and seek additional data if needed within thirty instruction days of the request.*
- ☐ *During an appeal, the reasons for the appeal and for the denial of services will be discussed and records as well as the eligibility committee's data will be reviewed. The Appeal Committee will use criteria consistent with the eligibility committee's criteria to maintain continuity of placement standards.*
- ☐ *The individual requesting the appeal will be notified within thirty instruction days of the appeal hearing as to the decision of the Appeal Committee.*
- ☐ *If the parent wishes additional testing, the parent is responsible for the expense of the testing.*

*If an appeal cannot be settled at the school level, the case will be forwarded to the Supervisor of Special Services who will make a final determination. The Supervisor of Special Services may request permission for additional testing.*

**Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

*Monitoring of student placement is conducted continuously by the in-school gifted coordinator on an informal basis through observation of performance and through conferences with the student and staff. If the program is meeting the needs of the student, placement will continue. However, if placement is in question, a more formal evaluation will be conducted, with parent permission, by the In-School Gifted Coordinator or gifted teacher. This re-evaluation will consist of the following:*

- ☐ Behavioral Characteristics Checklist
- ☐ Gifted Evaluation Scale
- ☐ Grades
- ☐ Slosson (as needed)
- ☐ Naglieri Nonverbal Ability Test (as needed)

*A pupil may be released from a placement under the following conditions:*

- 1) The student is determined to need an alternative placement;*
- 2) The student is determined no longer eligible according to the identification criteria; or*
- 3) The student's parent/guardian requests a change in placement (in writing) from the gifted program.*

**Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)**

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

**A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

**General Intellectual Aptitude**

*Bland County Schools offers gifted services to students in grades K-12. When a student is identified as eligible for services under General Intellectual Aptitude, acceleration, in-class differentiation are the main tools utilized in grades K-12 to meet the student's intellectual needs.*

*Teachers utilize instructional strategies that accelerate, enrich, and extend the required tasks, activities and processes beyond the grade-level or course expectations as indicated by the Standards of Learning and on an as needed basis. Students in grades K-12 will be cluster grouped in their respective classrooms. This service option will allow time for teachers to provide differentiation and accelerate instruction for those students identified as gifted.*

**B. Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

**General Intellectual Aptitude**

*Students at the (K-7) elementary level are cluster grouped to allow instructional time with age-level peers to further allow for differentiation at the classroom level as well as acceleration. Their instruction is differentiated in the classroom setting occurring throughout the week. At the middle and high school levels, students are cluster grouped in the four core subject areas to allow for acceleration and time with age level peers. Students participate in electives which accounts for additional time in the classroom setting with age level peers.*

**C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

*Bland County provides differentiated instruction through cluster grouping in the regular classroom setting in all grade levels. Students are exposed to critical thinking, creative thinking, and independent research based on curriculum units developed for all identified gifted learners. The regular classroom teacher and in-school gifted coordinator or gifted teacher are expected to integrate these skills into their instruction to assess students on their academic and intellectual development not only through grade level content, but accelerated content*

**D. Service Options Provide Instructional Time to Work Independently**

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

General Intellectual Aptitude

*Gifted students in Bland County are given the opportunity for independent study in the regular classroom setting. Teachers integrate critical thinking, creative thinking and independent research which allow students the opportunity to synthesize information and make connections between new information and previously learned information.*

**E. Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

*Through the use of Bloom's Taxonomy of Higher Order Thinking Skills gifted students curriculum will be differentiated in content by allowing analysis, synthesis and evaluation. In grades K-7 students will be clustered allowing time to work with their age level peers. In 8-12 students will be cluster grouped and have the opportunity to participate in advanced classes, dual credit classes and may participate in the Governors School programs. Differentiation is provided through student choice, inquiry learning, experimentation, competitions, self directed learning and advanced content. Academic growth is measured through pre-assessment, post-assessment, STAR Math, STAR Reading, PALS, and nine-week benchmark testing.*

**F. Procedures for Assessing Academic Growth in Gifted Students**

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

**General Intellectual Aptitude**

*Bland County teachers will verify the various forms of differentiation occurring for the identified gifted students in their classrooms using the Differentiation Documentation Checklist sent home at the end of each semester. The documentation will provide information on the areas where differentiation has occurred and will substantiate the academic growth of identified gifted students in Bland County Public Schools.*

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

**General Intellectual Aptitude**

*Bland County Public Schools is committed to providing appropriate differentiated curriculum and instruction to students identified as gifted. Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation will be stressed to provide differentiation. Differentiated instruction is characterized by utilizing student choice, inquiry learning, experimentation, competitions, self directed learning and advanced content.*

*The curriculum for gifted is also designed to be different from the general educational program in Bland County Public Schools. While it rests within the regular curriculum, it is focused to provide not "more" of the same activities, but qualitatively "different" learning opportunities. The educational experiences offered are intended to help gifted students develop their potential.*

*All teachers receive professional development in the instruction of differentiation in the regular classroom setting at the beginning of each school year. Opportunities to complete the add-on endorsement for Gifted Education has been provided to all personnel.*

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

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

General Intellectual Aptitude

*Bland County Public Schools will allow access to advanced programs and courses based on previous scholastic achievement, scores, performance, prerequisites and recommendations. Review of evidence can include discussions with the student and their parents or guardian. Bland County Public Schools staff will have the final determination for student placement in courses. Students who desire to enroll in advanced programs must be prepared to accept rigorous requirements. Service options include dual enrollment, year round Governors School through A. Linwood Holton, and AP courses through Virtual Virginia and a local community college.*

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

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

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

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5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

*Bland County Public Schools offers annual training and professional development that addresses the characteristics and needs of gifted students. Training includes the following:*

- ☐ *Region VII Gifted Consortium Meetings*
- ☐ *Regional summer professional development opportunities (Speaking for the Gifted Workshop)*
- ☐ *In-School professional development activities*
- ☐ *Division wide professional development activities*
- ☐ *In-School workshop with the In-school Gifted Coordinator*

**Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

*Bland County Public Schools will ensure the effectiveness of the gifted program in the following ways:*

- 1. The Gifted Plan will be reviewed annually by the Gifted Advisory Committee and revised as needed.*
- 2. The findings from the Gifted Advisory Committee will be submitted in writing to the division superintendent and the school board.*
- 3. The In-school Gifted Coordinator or gifted teacher will provide the school board annually with an update to the division superintendent and the school board.*
- 4. The Gifted Plan will be approved by the school board for the school years 2023 – 2028.*
- 5. Advisory committee minutes are provided to the school board as an informational item for review.*
- 6. Parents of gifted children, gifted students and all school personnel are surveyed annually as to the effectiveness and needs of the Gifted Program.*

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

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

*Bland County Public Schools will include the following on the Local Advisory Committee for the Gifted:*

- 1. Parent(s) – At least one parent from each area school will be included on the advisory committee. Parent's names will be forwarded to the Supervisor of Special Services from building principals or the in-school gifted coordinator or gifted teacher. The Supervisor of Special Services will then contact the names provided to determine interest in serving on the committee.*
- 2. Principal – A principal from one of the area schools will participate on the advisory committee.*
- 3. Supervisor of Special Services*
- 4. At least one regular education teacher*

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

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

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

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

		
Division Superintendent's Signature	Printed Name	Date