

An effective Gifted Education Advisory Committee:

- ▶ positively represents the community it serves;
- ▶ collaborates with school division staff and the community;
- ▶ utilizes operating procedures agreed upon by the committee membership;
- ▶ focuses attention on gifted education issues, not individual concerns or complaints; and
- ▶ utilizes new information, current research and best practices in gifted education for its program effectiveness review.

Prepared with assistance from the
**Virginia Advisory Committee for the
Education of the Gifted**

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Roles and Responsibilities of Local Gifted Education Advisory Committees

Guidelines for Local Gifted Education Advisory Committees

Local advisory committees for gifted education may be established in accordance with the *Regulations Governing Educational Services for Gifted Students*. Section 8VAC20-40-60B of the Regulations allows local school divisions to establish a local advisory committee composed of parent, school personnel, and other community members who are appointed by the board. This committee shall reflect the ethnic and geographic composition of the school division.

In accordance with the *Regulations*, if the school division has an advisory committee, it has two responsibilities:

- 1) to review annually the local plan for the education of gifted students, including revisions, and
- 2) to determine the extent to which the plan for the previous year was implemented.

The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.

The *Regulations* (8VAC20-40-60A.14) provide specific areas for the local advisory committee to address in their review of effectiveness for the divisions. These areas include, but are not limited to, 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. Such review shall be based on multiple criteria and shall include multiple sources of information. Procedures for this review shall be a component of the local plan for the education of gifted students.

It is recommended that each local advisory committee establish operating procedures. These procedures should include:

- the establishment of bylaws;
- the process of selection of members;
- the terms of service for members;
- the selection procedures and responsibilities of officers;
- a calendar of meeting dates;
- the timeline for annual review of effectiveness; and

- the procedures for communicating the effectiveness review to the school board and the superintendent.

The gifted education administrator should assist the committee by attending all meetings, providing technical and clerical support, providing division data for the review of program effectiveness, and serving as the office of primary responsibility for the committee. Each division may establish other goals and priorities for the local advisory committee to address as part of their overall responsibilities. The local advisory committee shall be compliant with Freedom of Information Act (FOIA) requirements.

Each school division should provide essential information to the local gifted advisory committee. Some items that should be made available to the committee are the division's local plan of gifted services, demographic data on student populations, recent advisory committee annual reports, current gifted education budget information, and copies of school literature that publicly promotes gifted education services. Links to the state regulations and state and national organizations can be found at the Virginia Department of Education's Web site, http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml.