

In accordance with the *Regulations*, the local advisory committee 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 *Regulations* (8VAC20-40-60A.14) provide specific areas for the local advisory committee to address in their review of effectiveness for the division. 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. 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. It is the responsibility of the school board to directly receive the local advisory committee's review of effectiveness and recommendations.

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

Understanding the Regulations Governing Educational Services for Gifted Students can be found at http://www.doe.virginia.gov/instruction/gifted_ed/ed_services_plans/understanding_the_regs.pdf

The *Reference Guide for the Development and Review of the Local Plan for the Education of Gifted Students* can be found at http://www.doe.virginia.gov/instruction/gifted_ed/ed_services_plans/reference_guide.pdf

Additional 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.

Virginia Department of Education
Office of Mathematics and Governor's Schools
Governor's Schools and Gifted Education
Ph: (804) 225-2884
Fax: (804) 786-1597



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Local school boards are required by the *Regulations Governing Educational Services for Gifted Students* (8VAC20-40-60A) to approve a comprehensive plan for the education of the gifted students that includes the components identified in the Regulations. In addition to approving the local plan, school boards must submit a comprehensive local plan to the Department of Education for technical review on a schedule determined by the department.

The following is a condensed listing of the required plan components:

- A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division;
- A statement of the division's program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement;
- Procedures for early and ongoing screening, referral, identification, and placement of gifted students, beginning with kindergarten through twelfth grade;
- Procedures for written notification to parents and legal guardians for testing;
- A policy for written notification to parents and legal guardians for identification and placement decisions;

- 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;
- 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;
- Evidence that service options from kindergarten through twelfth grade are continuous and sequential and parents and legal guardians shall receive assessment of each gifted student's academic growth;
- A description of the program's differentiated curriculum and instruction demonstrating accelerated and advanced content;
- Policies and procedures that allow access to programs of study and advanced courses;
- Evidence that school divisions provide professional development opportunities specific to gifted education for instructional personnel; and
- 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 equitable representation of students, the review of student outcomes and the academic growth of gifted students.

While the *Regulations* allow local school divisions to decide whether to establish a local advisory committee composed of parents, school personnel, and other community members reflective of the ethnic and geographic composition of the school division, it is the responsibility of the school board to appoint members to any existing advisory committee.