

Insert School Division Name

Technical Review

Insert Timeframe For Applicability, e.g. 2010-2015

Local Plan for the Education of the Gifted

Date of Review: Insert date

| | | | |
|---|--------------------|---|--------------------|
| LEA# | Insert text | | |
| Superintendent | Insert text | | |
| Mailing Address | Insert text | | |
| Gifted Education Coordinator/ Designee | Insert text | Title Address Telephone E-mail | Insert text |
| Date Local Plan Approved by School Board | Insert text | | |

Technical Review

Local Plan for the Education of the Gifted

Section 8VAC20-40-60A of the *Regulations Governing Educational Services for Gifted Students* (http://www.doe.virginia.gov/administrators/superintendents_memos/2010/178-10a.pdf) 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.” Each school board must review and approve a comprehensive plan for the education of the gifted that provides specific explanations of the school division’s implementation of the *Regulations*. For the technical review, the Virginia Department of Education (VDOE) will request a division to send their most current, approved plan at the time of the review. Information on the VDOE technical review schedule can be found as part of Superintendent’s Memo 178-10, [Attachment B](#), dated July 30, 2010.

The technical review process will utilize designated review teams to assess school divisions’ documents. These teams will be comprised of various school division gifted coordinators and other school personnel from other regions across the Commonwealth. Technical review teams will determine the extent to which the local plan is in compliance with the requirements in the *Regulations*. Each division plan requirement can be linked to evidence-based best practices in the [Reference Guide for the Development and Review of Local Plans for the Education of the Gifted](#). Teams will indicate the level of compliance with each component of the Regulations by marking one of the criteria items listed as follows:

- Needs Additional Development
- Meets Standard

The school division’s designated gifted coordinator and the school board chairperson will be provided with a copy of the technical review document by the VDOE.

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

The Virginia Department of Education maintains the right to make the final determination regarding comments on the evaluation of local gifted plans.

General Information regarding the Gifted Program in Insert School Division Name

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) | Insert grades |
| 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.)

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|-----------------|---------------|
| This section of the plan indicates the areas of giftedness to be served by the school division and the grades in which services begin. Division services must include either general intellectual aptitude or specific academic aptitude (English, history and social science, mathematics, or science). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| School divisions selecting identification in general intellectual aptitude must begin identification in kindergarten and continue services through twelfth grade. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |
| School divisions selecting specific academic aptitude may identify students in one or more specific academic areas as assessment instruments exist to support identification. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |

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

This section includes a statement of philosophy for the gifted education program.

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|-----------------|---------------|
| This component of the local plan provides for a philosophical statement of the division’s perspective on gifted education. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides for the transformation of an abstract, theoretical concept into a concrete, observable, measurable definition of a gifted student in the local school division. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

A. Identification

B. Delivery of Services

C. Curriculum and Instruction

D. Professional Development

E. Equitable Representation of Students

F. Parent and Community Involvement

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|-----------------|---------------|
| This component of the local plan provides a statement of the school division’s gifted education program goals and objectives for identification. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This component of the local plan provides a statement of the school division's gifted education program goals and objectives for delivery of services. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides a statement of the school division's gifted education program goals and objectives for curriculum and instruction. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides a statement of the school division's gifted education program goals and objectives for professional development. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides a statement of the school division's gifted education program goals and objectives for equitable representation of students. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides a statement of the school division's gifted education program goals and objectives for parent and community involvement. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|-----------------|---------------|
| This component of the local plan addresses the screening process used to screen all students and to create a pool of potential candidates, K-12; the timeframe for requesting data, as may be necessary, for the screening process; and, specific strategies to be used to screen and identify special populations of gifted learners. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan addresses how direct referrals are solicited; who can refer students; how appropriate referral forms are obtained; to whom those referral forms are returned; a timeline for the referral form acceptance; and, how information about the referral process is made available to parents of students K-12 and others. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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

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

Identification in General Intellectual Aptitude (GIA) programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in Specific Academic Aptitude (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.

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

Three or more categories shall be included to develop a profile or composite for each student being considered.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|-----------------|---------------|
| This component of the local plan shall include evidence that a minimum of three measures from the list of seven categories are to be included in the identification process. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides evidence that the identification process of gifted students is designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| The identification procedures shall include the review of valid and reliable instruments and data that assess students' potential for advanced achievement, as well as instruments that assess demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes (8VAC20-40-20 Identification). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |
| This component of the local plan shall include a nationally norm-referenced aptitude test as one of the three measures used for identification in general intellectual aptitude (8VAC20-40-40 D.4). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |
| This component of the local plan shall include a nationally norm-referenced aptitude or achievement test as one of the three measures used for identification in a specific academic aptitude area (8VAC20-40-40 D.5). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |
| This component of the local plan shall include a portfolio or other performance measures in the identification of visual or performing arts or career and technical aptitude (8VAC20-40-40 D.6). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |
| This component of the local plan shall include evidence that no single criterion is used to determine a student's eligibility (8VAC20-40-40 D.3). | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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

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.

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

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

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. Included in this section shall be a description of the eligibility process and 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.

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

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

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|-----------------|---------------|
| This component of the local plan delineates the makeup of the identification and placement committee according to state requirements. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides evidence that the identification and placement committee reviews multiple data sources to determine a student's eligibility and placement for services. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This component of the local plan provides evidence that the identification and placement committee operates within 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. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan provides the process by which the identification and placement committee determines which of the school division's service options match the learning needs of the eligible student. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| This component of the local plan includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan includes the procedures used for (b) requesting permission for individual testing and/or collection of additional information. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan includes the procedures used for (c) requesting permission for provision of appropriate service options. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan includes the procedures used for (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This component of the local plan includes the policy and/or procedures for written notification to parents/legal guardians of the identification and placement committee's decision. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan includes the policy and/or procedures for a change in student placement or exit of the program. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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

Evidence that gifted education service options from kindergarten through twelfth grade are (i) continuous and sequential, (ii) provide instructional time during the day with age-level peers, (iii) provide instructional time with intellectual and academic peers, (iv) provide instructional time to work independently, and (v) foster intellectual and academic growth of gifted students.

Procedures for assessing and reporting academic growth in gifted students are evident.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|-----------------|---------------|
| This component of the plan shows that service options must be continuous and sequential through twelfth grade beginning in kindergarten for GIA and at an appropriate grade level for SAA. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| This component of the plan shows that students spend instructional time with their age-level peers. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan shows that students spend instructional time with their intellectual and academic peers. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan shows that service options afford students instructional time to work independently. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan shows that service options foster intellectual and academic growth. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan provides the procedures for assessing and reporting academic growth in gifted students. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This component of the local plan provides a description of the division’s appropriately differentiated curriculum and instruction for gifted learners. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| The curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| The curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (ii) original research or production. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| The curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (iii) problem finding and solving. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| The curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (iv) higher level thinking that leads to the generation of products. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| The curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (v) a focus on issues, themes, and ideas within and across areas of study. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| The curriculum and instructional strategies provide evidence that supports students to work at increasing levels of complexity that differ significantly from those of their age-level peers. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

Double Click on this Sentence to Insert School Division Name

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This section of the plan provides evidence that appropriately differentiated curriculum and instruction is delivered by professional instructional personnel trained to work with gifted students. (8VAC20-40-40 E.1) | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| This component of the local plan provides the policies and procedures that allow identified students access to programs of study and advanced courses. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the plan provides service options that include advance course offerings paced and sequenced commensurate with the learning needs of gifted students. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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 below in 8VAC20-542-310.

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.

Double Click on this Sentence to Insert School Division Name

- 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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| This component of the local plan provides a plan for professional development that addresses the teacher competencies in 8VAC20-542-310. Not all competencies need to be addressed in a given year; professional development addressing all the competencies can occur over time. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|------------------------|----------------------|
| This component of the local plan provides a process through which various components of the local plan are reviewed for effectiveness. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |
| This component of the local plan indicates that the review of effectiveness is based on multiple criteria and includes multiple sources of information. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|--|--|------------------------|----------------------|
| If the division has elected to establish a local advisory committee, this component of the local plan includes the procedures for the establishment of the committee in accordance with the Regulations. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard <input type="checkbox"/> N/A | | |

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.

| DIVISION PLAN REQUIREMENTS | CRITERIA RATING | RECOMMENDATIONS | COMMENDATIONS |
|---|--|-----------------|---------------|
| This component of the local plan allows the school division to indicate that all assurances are provided as part of the gifted program. | <input type="checkbox"/> Needs Additional Development <input type="checkbox"/> Meets Standard | | |