

School Division \_\_\_\_\_

Date \_\_\_\_\_

**Peer Review Guidelines  
Local Plans for the Education of the Gifted  
2006-2010 REVISED**

**NOTE:** To assist in making necessary revisions, localities may request technical assistance on an individual basis by contacting Barbara McGonagill (Barbara.McGonagill@doe.virginia.gov), specialist, Governor's Schools and Gifted Education at 804/225-2884.

**Level One Review:** During this review the Department of Education will evaluate submitted local plans to determine that the following general guidelines apply:

\_\_\_\_ A. Each section of the division's plan presents clear, concise information about program services, following the format provided by the Department of Education.

\_\_\_\_ B. The plan and descriptions use standardized and consistent terminology paralleling the definitions and labels found in the *Regulations Governing Educational Services for Gifted Students* (amended February 1993).

\_\_\_\_ C. The plan includes the required supporting materials as outlined on page 25 of this document.

**Level Two Review:** A new review process will be used beginning in 2005. Designated peer review teams will assess the divisions' documents. Team membership will be based on nominations received from superintendents through a Superintendent's Memorandum. At this level of the review, teams determine that the proposed plan indicates evidence that the division is complying with the *Regulations Governing Educational Services for Gifted Students*, which may be accessed at the following Web site:

(<http://www.doe.virginia.gov/VDOE/Instruction/Gifted/gftplna.html#1Regs>).

Teams indicate the plan's compliance with the regulations by marking each item in the peer review sheets with one of the two following codes:

E = Evidence was found

NE = No evidence was found

The school division's designated gifted education coordinator will be provided with a copy of the completed peer review documents for the specific school division at the end of the peer review process.

**Level Three Review:** If necessary, the proposed plan will be returned to the school division personnel for specific revisions. Items marked as "NE" (no evidence was found) in the peer review documents must be modified to demonstrate compliance before the division's plan can be approved by the Department of Education.

**The Virginia Department of Education maintains the right to make final determination of a school division's compliance with the appropriate *Regulations Governing Educational Services for Gifted Students*.**

## **Timeline for Submission of 2005-2010 Plans**

June 30, 2005	Draft 2005-2010 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval due to the Department of Education
July – August 2005	Peer Review Sessions
September 2005	If needed, plans are returned to school divisions for modification and approval by the local school board
December 2005	Revised plan with local school board approval is sent to the Department of Education
January 2006	Letters of approval are issued to the division superintendent from the Department of Education

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

- A. Division Vision/Mission Statement**
- B. Division Statement of Philosophy for Education of the Gifted**  
[8 VAC 20-40-60. A. 1]
- C. Goals** [8 VAC 20-40-60. A.2]

This section includes the division’s five-year 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**
- 2. Delivery of Services**
- 3. Curriculum Development**
- 4. Professional Development**
- 5. Parent and Community Involvement**

pages 1 and 2

**Peer Review Team:** Please determine whether the following data are evident in the information provided on these pages. Circle **E** if evidence is clearly found for all elements in an item; circle **NE** if no or partial evidence is found for an item.

\_\_\_\_ Part I. Vision/Mission, Philosophy, and Goals

- E NE     A. Provides the division’s vision or mission statement.
- E NE     B. Provides the division’s statement or philosophy of education for its gifted students, extending the division’s vision/mission statement and encompassing the division’s rationale for providing such services.
- E NE     C. Provides at a minimum one goal statement for each of the following components of the gifted local plan:
  - \_\_\_\_ Identification
  - \_\_\_\_ Delivery of Services
  - \_\_\_\_ Curriculum Development
  - \_\_\_\_ Professional Development
  - \_\_\_\_ Parent and Community Involvement

## **Part II: Current Status of Gifted Education**

### **A. Area(s) of Giftedness/Grade Levels Served in the Division**

<b>Area of Giftedness</b>	<b>Grades Served</b>
<b>General Intellectual Aptitude</b>	
<b>Specific Academic Aptitude</b>	
<b>Practical/Technical Aptitude</b>	
<b>Visual/ Performing Arts Aptitude</b>	

page 3

\_\_\_\_ Part II. Current Status of Gifted Education

\_\_\_\_ A. Area(s) of Giftedness/Grade Levels Served

E NE Indicates that the division offers services continuously in either General Intellectual Ability (GIA) or Specific Academic Aptitude (SAA) in grades K-12 or a combination of GIA at elementary and SAA at secondary. Services for Visual and Performing Arts (VPA) or Practical and Technical Arts (PTA) are optional and no minimum service expectations are involved.

**Part II, continued**

**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

page 3

\_\_\_\_\_ B. Screening, Identification, and Placement Procedures

If the screening, identification, and placement process is the same for more than one area of giftedness, the appropriate checks should be included at the top of each section in Part II. Reviewers should make sure that all areas are complete for each area of giftedness, i.e., if the division uses SAA and VPA, the plan should include completed sections 1-9 for each, unless the division uses exactly the same process for both. Such overlap might be found in sections 8, 9, and 10.

Item 1. Screening Procedures

- E NE a. Describes the steps the division will take annually to review existing data for all students to determine students who should be formally referred for gifted services listed in Part II, Section A. Area(s) of Giftedness.
- E NE b. Provides an indication of time frame during the year that such existing data will be requested from teachers or will be reviewed.
- E NE c. Describes the specific strategies to be used to screen special populations of gifted learners. Special populations include students from economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient (LEP) groups.

**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.

Area of Giftedness: \_\_\_\_\_ General Intellectual Aptitude  
\_\_\_\_\_ Specific Academic Aptitude  
\_\_\_\_\_ Practical and Technical Arts Aptitude  
\_\_\_\_\_ Visual and Performing Arts Aptitude

page 4

Item 2. Referral of Students

E NE Specifies exactly the following information:

1. How referrals are solicited
2. Who may refer students
3. How referral forms\* may be obtained
4. To whom those forms are returned
5. Timeline for their acceptance
6. How information about the referral process is made available to parents of students, grades K-12\*

(All items must be found for an E to be awarded.)

\* Current versions of these items must be included in the appendices.

**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)
- \_\_\_\_\_ 6. Individual or group achievement test(s)
- \_\_\_\_\_ 7. Record of previous achievements (awards, honors, grades, etc.)
- \_\_\_\_\_ 8. Additional valid and reliable measures or procedures

Item 3. Multiple Criteria Listing

- E NE a. Indicates a minimum of four criteria used in the identification eligibility process; includes **names, dates/versions** of all standardized measures where appropriate. Separate forms should be provided for each area of giftedness, or items should be clearly marked to indicate to which area of giftedness they are applicable.
- b. Provides information about the validity and reliability of all measures except those that are standardized or norm-referenced and for which technical manuals are available to explain the validity and reliability coefficients.

**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

page 6

Item 4. Identification/Placement Committee

- E NE a. Notes an identification/placement committee that includes a person who knows the child being referred (child advocate) . [The gifted education coordinator is not required to serve on this committee and may, instead, be a member of the appeals committee.]
- E NE b. Indicates whether the division uses an identification/placement committee at each school or whether one committee serves the entire division.

**Part II, continued**

**5. Eligibility [8 VAC 20-40-40]**

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

page 7

Item 5. Eligibility

- E NE a. Specifies clearly how identification elements are collected; who administers each instrument; who collects and summarizes information used to lead to an eligibility decision. [This section should **depict all the people** who have a role in the process.]
- E NE b. Describes how eligibility decisions are made by the identification/placement committee:
  - (1) Matrix-based points method with cut-off score,
  - (2) Profile-based method relying on committee consensus, or
  - (3) Other method described in detail
- E NE c. Includes a statement within the body of the eligibility narrative stating that the division does not allow any one single criterion to deny or guarantee access to gifted programs.
- E NE d. Provides in the appendices a copy of all standard screening, referral, and eligibility forms that are consistent with the description of the process in this section.
- E NE e. Clearly indicates the specific amount of time the division has to make eligibility decisions based on direct referrals from parents, school staff, or other persons.

**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

page 8

Item 6. Determination of Services

E NE        Describes how the committee determines the appropriate educational service options based on the assessed potential of the student and the services provided by the division as outlined in Part II. Section C. page 12 of the plan.

**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

page 9

Item 7. Notification Procedures

E NE Describes when (at what stages) parents/guardians will be notified about identification/placement decisions, and any diagnostic re-evaluation, formal re-evaluation, or other prescribed monitoring of student progress.

**Part II, continued**

**8. 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

page 10

Item 8. Change in Instructional Services

- E NE    a. Notes if, how, and when students will be formally re-evaluated to remain eligible for services through the gifted education program.
- E NE    b. Notes who can initiate a change in instructional services and how those changes may be initiated.

**Part II, continued**

**9. 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

page 11

Item 9. Appeals

- E NE a. Describes the division's appeals process, how parents file an appeal, and their timeline for the submission of an appeal.
- E NE b. Describes the committee that will hear the appeal and whether additional data will be requested.
- E NE c. States clearly whether the division will accept data provided from sources outside the division.
- E NE d. Describes the timeline for the appeals committee to make its decision and for notification of parents/guardians.

Part II, continued

**Part II, C. Delivery of Services [8 VAC 20-40-60 A. 9]**

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
10. International Baccalaureate
11. Mentorship program
12. Resource teacher
  - 12a. Pull-out
  - 12b. Within regular classroom
13. Special seminars
  - 13a. For credit
  - 13b. Not for credit
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 below. 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]

page 12

\_\_\_\_ C. Delivery of Services

- E NE a. Reports the instructional services provided in all categories and/or at grade levels for gifted learners, based on the accompanying list of options.
- E NE b. Indicates both sequential and continuous delivery of services for each area of giftedness identified in Part II, Section A. Describes the continuous services provided as part of the total instructional program of the division. Provision indication denotes where modification or adaptation in the normal school setting has been provided to meet the needs of the gifted learner. 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]

**Part II, continued**

**C., continued**  
**Center Information**

<b>NAME OF CENTER</b>	<b>GRADES SERVED</b>	<b>TIME FRAME</b> (Daily, Weekly, Biweekly, Monthly)	<b>AREAS OF GIFTEDNESS SERVED</b> (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>SPECIAL PROGRAMS</b> (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)

Part II, Section C. continued

Divisions with center-based programs (item 5) should complete this table to indicate the name(s) of center(s), the grades served at the center, the time frame, and area(s) of giftedness or special programs that are offered at the specific site.

**Part II, continued**

**D. Instruction 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 for gifted learners.

Area of Giftedness: \_\_\_\_\_ General Intellectual Aptitude  
\_\_\_\_\_ Specific Academic Aptitude  
\_\_\_\_\_ Practical and Technical Arts Aptitude  
\_\_\_\_\_ Visual and Performing Arts Aptitude

page 15

\_\_\_ D. Instructional and Pedagogical Frameworks

Item 1. Theoretical Foundations

E NE Describes the theoretical foundations for the curriculum differentiation that the division uses with identified gifted learners. Demonstrates how the division's curriculum based on that model or models provides differentiated presentation of materials to meet the needs of all students identified in the division as gifted and demonstrates that the revised curriculum:

(Check all that are clearly indicated; for "E" rating, three of the five must be checked.):

- \_\_\_ Emphasizes academic rigor, complexity, abstractedness, and multifacetedness through integrated content experiences
- \_\_\_ Uses instruction strategies that accelerate and enrich required tasks, activities, and processes beyond grade-level or course expectations
- \_\_\_ Incorporates self-directed learning, critical inquiry, creative thinking and problem-solving skills, and optionally, leadership skills
- \_\_\_ Encourages multiple responses, diverse products, and new technologies that challenge existing ideas and thoughts
- \_\_\_ Incorporates a variety of evaluative strategies to assess the solutions and/or projects created by students to determine the effectiveness of accelerated and differentiated curricula for gifted learners

**Part II, continued**

- 2. Instructional Strategies** [8 VAC 20-40-60 A. 10] 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

page 15

Item 2. Instructional Strategies

- E NE Indicates the array of instructional designs that are incorporated to enable teachers to differentiate the curriculum in an appropriate manner.

**Part II, continued**

- 3. Assessment Strategies** [8 VAC 20-40-60 A. 10] 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

page 15

Item 3. Assessment Strategies

- E NE Indicates the array of evaluative strategies used to assess student work produced by students through their experiences with the differentiated curricula.

**Part II, continued**

**E. Personnel and Required Training** [8 VAC 20-40-60 A. 11]

**1. Designation of Personnel and Training Requirements**

\_\_\_\_ E. Personnel and Required Training

Item 1. Designation of Personnel and Training Requirements

- E NE a. Indicates by title and area of giftedness, those teachers considered full-time teachers of the gifted and the required training they must have to teach students identified as gifted. (Table found on page 16)
- E NE b. Indicates by title and area of giftedness, those teachers considered part-time teachers of the gifted and the required training they must have to teach students identified as gifted. (Table found on page 17)
- E NE c. Indicates the methods used to recruit/select and evaluate teachers of the gifted. (Not pictured, page 18 of the local plan.)

**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.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<i>Ex. 1 first grade teacher (cluster model)</i>	GIA	<i>Annual local training in curriculum differentiation and social &amp; emotional needs of gifted students</i>

**Part II, continued**

- F. 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.

page 19

\_\_\_\_ F. Parent and Community Involvement

- E NE Lists and/or describes strategies the division has established to involve the community in programs for the gifted. These actions should describe school-based as well as divisionwide activities, beyond the formation and efforts of the required local advisory committee, that foster dialogue among parents, staff, and community regarding provisions and services for gifted learners.

### **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.

page 20

#### \_\_\_\_ Part III. Plan for the Education of the Gifted

- E NE a. Provides a series of objectives and activities to support the goal statement(s) indicated in Part I of this plan.
- E NE b. Provides evidence that a goal with supporting objectives and activities will be met within a specific timeline by the division in each of the component areas of the plan. (Form A)
- E NE c. Provides a summary of events that are expected to occur by year for the life of the local plan for the gifted. (Form B, optional)

## **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)**

<b>Categories</b>	<b>Number represented</b>
Parents	
Teachers	
Administrators	
Support Staff	
Community □ representatives of business, industry, arts	
Community □ persons who are not parents of identified students	
Students (optional)	

#### **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.

#### **3. Meeting Schedule of the Local Advisory Committee**

Number of times the committee is scheduled to meet annually.

\_\_\_ Monthly \_\_\_ 3 times \_\_\_ 4 times \_\_\_ 5 times

\_\_\_ Other, specify \_\_\_\_\_

page 23

\_\_\_ Part IV: Local Advisory Committee and Assurances

#### **Item A. Local Advisory Committee**

- E NE a. Indicates the composition and number of advisory committee members by categories.
- E NE b. Describes how the committee selection process insures geographic and ethnic representation of the division.
- E NE c. Indicates the number of times the committee will meet per year.

**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 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

\_\_\_\_\_  
School Division Name

\_\_\_\_\_  
Superintendent's Name Printed

\_\_\_\_\_  
Date

page 24

Items B and C. Assurances and Signature

E NE The division superintendent's signature is the only one expected at this level review.

**Part V: Appendices**

The following items must be included in the appendices:

- Narrative of the division's services
- Referral form(s)

Review Team: Please check off the items as they are found in the appendices.

---

---

**Peer Review Team Membership**

**Date Review Completed**

NAME	SIGNATURE	DIVISION	PHONE	E-MAIL

Please return the original local plan and the peer review guidelines to the department's designee at the end of the review session. For further information, please contact Barbara McGonagill ([bmcgonag@mail.vak12ed.edu](mailto:bmcgonag@mail.vak12ed.edu)), specialist, Governor's Schools and Gifted Education at 804/225-2884.