Greene County Schools
Local Plan for the Education of the Gifted
2025-2030

LEA#	**039**
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Date Approved by School Board	**01|08|25**

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.

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 Office of Advanced Learning at 804-418-4693.

The Greene County Schools Local Plan for the Education of the Gifted (2025–2030) outlines our approach to identifying and serving gifted students. This plan, as required by the Virginia Department of Education, reflects our mission to support and challenge all students, particularly those with exceptional academic potential. The plan details screening, referral, and services along with a commitment to equitable identification practices.

In compliance with Virginia's Regulations Governing Educational Services for Gifted Students, Greene County Schools (GCPS) identifies and serves students in General Intellectual Aptitude (GIA) from K-12. The division does not identify or serve students in Specific Academic Aptitude, Career and Technical Aptitude, or Visual and Performing Arts Aptitude.

General Information regarding the Gifted Program in Greene County 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.	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	N/A

(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

At Greene County Public Schools, we believe that every student deserves opportunities that allow them to reach their full potential. Our gifted education services provide advanced learners with experiences designed to foster independent thinking, creativity, and critical problem-solving skills. GCPS is committed to providing equitable access to gifted services for all students, including those from diverse backgrounds or who may be underrepresented.

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.

Gifted students demonstrate exceptional potential in general intellectual aptitude, which is measured through multiple criteria. GCPS uses a variety of tools, including nationally and locally normed assessments, behavior rating scales, and classroom observations, to evaluate this potential. Our identification process is designed to be inclusive and reflective of our diverse student population, ensuring that economically disadvantaged, Multilingual Learners (ML), and students from various cultural backgrounds have equal access.

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: Implement a comprehensive identification process for general intellectual aptitude in grades K-12, with an emphasis on identifying students from underrepresented populations.

B. **Delivery of Services:** Greene County Schools provides tailored gifted education services that evolve to meet the needs of students from elementary through high school. Identified students in **elementary and middle school** are supported with **Individualized Gifted Plans (IGPs)**, reviewed annually to align with each student's unique strengths, goals, and developmental needs.
    1. **Elementary School**: Differentiated instruction within the general education classroom emphasizes project-based learning, with opportunities for enrichment and acceleration to nurture creativity and critical thinking.
    2. **Middle School**: Middle school students are encouraged to follow accelerated math pathways and participate in enrichment programs such as National History Day, Robotics, and Destination Imagination. Each student's IGP guides individualized support and sets specific learning goals.
    3. **High School**: At the high school level, identified gifted students work with their counselors to select rigorous coursework that aligns with their academic needs and post-secondary goals. This may include Advanced Placement (AP) courses, dual enrollment, and honors classes. Students are also encouraged to apply to the Blue Ridge Virginia Governor's School (BRVGS) and/or PVCC Cohort for enhanced learning opportunities.

C. Curriculum and Instruction: Provide enriched and challenging learning experiences that are differentiated within the regular classroom setting to promote student growth.

D. Professional Development: Offer ongoing professional development focused on differentiation and supporting diverse gifted learners.

E. Equitable Representation of Students: Strive to increase the identification of students from diverse backgrounds through targeted outreach, unbiased assessment tools, and talent development.

F. Parent and Community Involvement: Enhance communication with parents and the community regarding gifted services, with resources available through our division website. **Parents will receive quarterly reports on their child's progress toward IGP goals to keep them informed and engaged in their child's academic progress.**

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**

All second and fourth-grade students undergo a Cognitive Abilities Test (CogAT), available in multiple languages, to screen for general intellectual aptitude. Identification procedures will ensure testing accommodations to ensure fair assessment, including accessible formats and tools to support diverse learning needs. Students scoring at or above the 95th percentile are referred for

further gifted evaluation. Local norms may also be considered through the multiple criteria process. In addition, teachers and educators may request evaluations for students at any grade level. Parent permission is required for any additional testing and to initiate the eligibility process. Parents have the option to opt out of the CogAT screener if they choose.

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**

Referrals for gifted services can be initiated by any parent or educator. Referral forms are accessible through each school's Gifted Coordinator. Referrals are processed twice per year, with eligibility meetings held in the fall and spring. A student may be referred once annually, with deadlines established for each eligibility window. Before the eligibility process begins, parents must sign a permission-to-test form. Parents have the option to opt out of the CogAT screener if they choose.

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

X 1. Assessment of appropriate student products, performance, or portfolio (as needed)

X 2. Record of observation of in-class behavior

X 3. Appropriate rating scales, checklists, or questionnaires

4. Individual interview

X 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)

X 6. Record of previous achievements (awards, honors, grades, etc.)

7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for **General Intellectual Aptitude**

Each school's Gifted Coordinator collects data, administers checklists and performance tasks, and conducts classroom observations. The Division Gifted Coordinator oversees the eligibility meeting, where the team considers the following multiple criteria:

- **Observation records**
- **Teacher and parent rating scales or checklists**
- **Nationally norm-referenced cognitive assessment scores**
- **Record of prior achievements**
- **Student work samples (as needed)**
- **Performance tasks (as needed)**

Eligibility decisions are communicated to parents in writing within two weeks of the meeting.

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.

A division-level Identification/Placement Committee reviews data and makes placement decisions. Committee members include one school psychologist, two school gifted coordinators, one division instructional team member, and the Division Gifted Coordinator. The committee strives for consensus on eligibility

decisions, ensuring that placement decisions are equitable and in the best interest of each student.

1. **Identification/Placement Committee** (8VAC 20-40-40D)
   a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

General Intellectual Aptitude

	Classroom Teacher(s)
	Gifted Education Resource Teacher(s)
	Counselor(s)
1	School Psychologist(s)
	Assessment Specialist(s)
	Principal(s) or Designee(s)
1	Division Gifted Education Coordinator
3	Other(s) School Gifted Coordinators (2) Division Instructional Team Members (1)

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

☐ School-level X **Division-level**

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.

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Scales for Identifying Gifted Students	Current classroom teacher(s); parents/caregivers	School gifted education coordinator(s)	School gifted education coordinator(s)
Classroom observation	School gifted education coordinator(s)	School gifted education coordinator(s)	School gifted education coordinator(s)
Cognitive Abilities Test (CogAT screener with online administration & scoring)	School gifted education coordinator(s) and/or Division gifted education coordinator	Online scoring	School gifted education coordinator (s)
Wechsler Abbreviated Scale of Intelligence and results report	School psychologist	School psychologist	School psychologist

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

To ensure that each gifted student's unique strengths are met with appropriate learning opportunities, Greene County Schools develops an Individualized Gifted Plan (IGP) for each identified student in grades K-8. Each IGP is created based on eligibility data and incorporates strength-based goals, focusing on enrichment and acceleration to promote intellectual and personal growth. IGPs are reviewed and updated annually by the end of the first nine weeks, with adjustments made as needed to align with student progress and evolving strengths.

In grades 6-8, students identified as gifted may follow accelerated math pathways and engage in specialized programs that align with their goals.

High school students are encouraged to pursue the most rigorous coursework available, including Advanced Placement (AP) and dual enrollment classes, as well as unique opportunities through the Blue Ridge Virginia Governor's School and the PVCC Cohort, offering specialized academic challenges for high-ability learners.

Service options are provided based on each student's individualized strength-based goals, with support from School Gifted Coordinators, who work closely with classroom teachers to ensure that gifted plans are

implemented effectively. At any point during the year, parents, teachers, or administrators may request a meeting to adjust a student's IGP to better meet the student's academic needs. Current IGPs carried over from the prior year will be shared with teachers by the school gifted coordinators and implemented within the first two weeks of the new school year to ensure continuity of services. Updated IGPs will be created and implemented no later than nine weeks into the school year. All IGPs will be submitted to and reviewed by the Division Gifted Coordinator to ensure consistency and alignment with program goals.

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

1. **Initiating Process: Parents are notified when the screening or referral process begins, and their permission is obtained for individual testing.**
2. **Results: After eligibility meetings, parents receive written notification of decisions and instructions for appeal if necessary.**
3. **Permission for Services: Upon determination of eligibility, parents provide permission for their child to begin gifted services.**

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

Parents receive written notification of any changes in services. They may request reevaluation or adjustment to services at any time. If consensus on service adjustments cannot be reached, appeals can be directed to the Division Gifted Coordinator.

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

Gifted services are offered continuously from K-12. In elementary and middle school, students receive differentiated instruction within their regular classrooms. At the high school level, students are encouraged to engage in advanced coursework, including AP, dual enrollment, and honors courses. Eighth-grade students are also encouraged to apply to the Blue Ridge Virginia Governor's School (BRVGS) for additional enrichment opportunities, while ninth-grade students may apply to our PVCC Cohort Associate Degree program.

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

Gifted students interact with age-level peers during core classes, electives, and school-wide events, fostering social development and collaboration.

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

Cluster grouping is used where possible in elementary settings, allowing students to learn alongside other high-ability learners. Middle School students have opportunities to complete advanced coursework in math and enrichment projects in history. High school students have opportunities for

specialized programs, such as BRVGS, PVCC Cohort, Virtual Virginia AP classes, and honors courses.

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 are provided opportunities to engage in independent learning through enrichment activities, research projects, and self-paced units that nurture their interests and strengths.

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

Instructional strategies include problem-based learning, inquiry-based activities, and interdisciplinary projects that require higher-order thinking and align with real-world applications.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude

To assess academic growth in gifted students, Greene County Public Schools uses a range of structured assessments to ensure that students receive appropriate support and challenges. Pre- and post-unit tests may be used to track learning gains and help teachers adjust instruction to address areas in need of reinforcement or additional challenge. Long-term projects, evaluated with detailed rubrics, emphasize critical thinking, creativity, and mastery of complex ideas. Regular check-ins and student reflections promote self-assessment and steady progress.

Benchmark and formative assessments, including quizzes and class activities, provide real-time insights into student understanding and are reviewed on an ongoing basis. This regular data review allows teachers to make timely instructional adjustments, ensuring that each student's growth needs are met effectively.

VVAAS data will also be reviewed to provide a broader picture of each student's academic growth over time. This data offers valuable insights into long-term trends, helping teachers identify whether students are progressing as expected and adjusting their support or enrichment accordingly.

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

Greene County Schools' curriculum emphasizes critical thinking skills, problem-solving, and independent learning. Differentiation strategies include:

- **Advanced reading and vocabulary materials**
- **Concept-based learning units**
- **Inquiry-based instruction**
- **Project-based learning**
    - **Independent and small-group research projects**
    - **Service-learning projects**

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

Policies ensure that all students have equitable access to advanced courses. Middle and High school students are encouraged to pursue challenging coursework. Middle School students have opportunities to enroll in high school, credit-bearing courses, and High School students are offered accelerated courses including dual enrollment, AP classes, honors courses, BRVGS, and PVCC Cohort. Interested students are provided with information on accessing these opportunities.

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 8VAC20-543-320 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.

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.

Greene County Schools provides ongoing professional development for educators through Professional Learning Community (PLC) meetings, where instructional coaches offer support in implementing effective strategies for gifted learners. The School Gifted Coordinator provides additional targeted training and support to ensure teachers are equipped to identify, differentiate, and meet the unique needs of gifted students, aligning with best practices in gifted education.

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.

Greene County Schools conducts an annual review of the gifted education program to assess and improve its effectiveness. This review examines screening, referral, identification, and service processes to ensure equitable access and student growth. Stakeholder feedback from parents, students, and teachers is gathered through surveys, helping to guide program improvements. This process keeps the program responsive and aligned with best practices in gifted education.

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.

Although a formal Local Advisory Committee is not currently established, Greene County Schools will consider implementing one in the future. Such a committee would provide input on service implementation, promote community involvement, and ensure ongoing alignment with community needs.

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.