

Newport News Public Schools

Proposed Local Plan for the Education of the Gifted

2019-2024

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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. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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 Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Newport News Public 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) - English	
Specific Academic Aptitude (SAA) - Mathematics	
Career and Technical Aptitude (CTA)	3-5
Visual and/or Performing Arts Aptitude (VPA) - Theatre	3-5
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	3-5

(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

The Newport News Public School system is committed to the academic success of all students and to providing challenging learning experiences for all students that build individual strengths and optimize abilities. Each day in Newport News Public Schools, we focus on one mission: ensuring that all students graduate *college, career and citizen-ready*. To this end, the experiences in our schools prepare students for their roles as a learner, a future employee and a contributing citizen in the 21st century.

The school division believes that giftedness is evident across the diverse student populations of our city. We subscribe to the philosophy that identified gifted students have the right to an education that provides the opportunity for developing their maximum potential with regard to individual characteristics and unique learning needs.

Newport News Public Schools is committed to providing differentiated educational services designed to foster the academic and intellectual growth of gifted students. We believe that the curriculum and goals for gifted students should be directed toward a quality education through a sound, well-planned, academic program differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend student learning. Instruction should allow for various learning styles, individualization, and enrichment beyond the academic requirements, and have continuity from kindergarten through grade 12.

The mission of the Gifted Services program is to challenge students to reach their maximum potential using differentiated instruction as we teach accelerated and advanced content and skills. This content encourages in-depth learning in core subjects, creativity, analytical thinking, abstract ideas, and real-world problem solving in both collaborative and independent work. Newport News Public Schools believes that the classroom should be a place where the student can experience the joy and privilege of work, the application of his/her mind, the responsibilities of cooperation, and self-direction by participating in group and individual activities. We also believe that a student's social and emotional development should be addressed in the educational experience. We strive to provide a rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of gifted individuals within their unique culture to produce self-directed, life-long learners who will become productive citizens.

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.

General Intellectual Aptitude (GIA): Newport News Public Schools operational definition of "gifted students" are those students in public elementary, middle, or high school beginning in kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the

potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. The students' aptitudes and potential for accomplishment are so outstanding that they require special educational programs to meet their academic needs.

Career and Technical Aptitude (CTA): Students who demonstrate superior reasoning skills, technical curiosity, exceptional problem solving skills, and creative and imaginative expression beyond their age-level peers in career, technical, and STEM (science, technology, engineering, and math) principles.

Visual and Performing Arts (VPA): Newport News Public Schools defines such students as those who demonstrate or have the potential to demonstrate, as evident in their portfolios of work and other specified criteria, superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual arts and/or performing arts.

These students will be identified by professionally qualified individuals through the use of multiple criteria as having potential or demonstrated aptitudes in the following areas:

General Intellectual Aptitude (GIA):

Students identified for the General Intellectual Aptitude program have demonstrated abilities in the top 90th percentile ranking on at least one nationally norm-referenced ability/aptitude test. Additional indicators of exceptional ability include (but are not limited to) teacher observation forms, parent observation forms and current grades.

Career and Technical (CTA):

Career and Technical ability is measured by aptitude test, teacher/parent rating scales, student portfolio, and observed student work.

Visual and Performing Arts (VPA):

Visual and performing arts ability is measured by teacher/parent rating scales, student portfolio, and observed student art work or audition.

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:

- a. Increase knowledge of the characteristics and social/emotional needs of urban gifted learners from diverse populations and low socio-economic backgrounds through professional development for all K-12 staff.
- b. Increase knowledge of the screening and referral process for gifted services through professional development for all K-12.
- c. Begin training in referral and identification processes with school district staff for Visual and Performing Arts and Career and Technical Aptitude Programs with the implementation of the programs to begin in September of 2020.

B. Delivery of Services:

- a. Visual and Performing Arts and Career and Technical Aptitude Programs will begin implementation in September of 2020.
- b. Evaluate and expand services, support, and options for culturally, linguistically, and economically diverse identified gifted students, including those who are twice exceptional and underachieving.

C. Curriculum and Instruction:

- a. Provide differentiated instructional services that are designed to maximize the academic and intellectual growth of our learners in grades K-12.
- b. Collaborate with the Career and Technical Supervisor and the STEM Supervisor on the creation of curriculum units for the Career and Technical Program.
- c. Collaborate with the Visual and Performing Arts Supervisor on the creation of curriculum units for the Visual and Performing Arts Program.

D. Professional Development:

- a. Increase knowledge of the characteristics of urban gifted learners from culturally, linguistically, and economically diverse backgrounds for all K-12 staff.
- b. Increase knowledge of the gifted services screening and referral process for all K-12 staff to include the Visual and Performing Arts and Career and Technical Aptitude Program which will begin implementation in September of 2020.
- c. Provide an instructional mentor, endorsed in gifted education, for teachers who serve gifted students at the discretion of the principal, gifted supervisor, or executive leadership.
- d. Continue partnership with local college to offer gifted education endorsement cohort options for school personnel and staff involved in the instruction of gifted learners.

E. Equitable Representation of Students:

- a. Continue mass screening of all NNPS second graders to ensure all students have an opportunity to be included in the talent pool.
- b. Evaluate, revise and continue the equity initiative in schools that have historically low rates of referral and identification of students for gifted services.
- c. Increase knowledge of the characteristics and needs of urban gifted learners from culturally, linguistically, and economically diverse backgrounds for all K-12 staff.
- d. Evaluate and expand services, support, and options for culturally, linguistically, and economically diverse identified gifted students, including those who are twice exceptional and underachieving.
- e. Promote and publicize the Career and Technical Aptitude Program and the Visual and Performing Arts Program and ensure all students have an opportunity to be included in the referral process.

F. Parent and Community Involvement:

- a. Increase the knowledge of the gifted program through the district website, newsletters, TAG Advisory Board, and other school communication.
- b. Hold annual events to spotlight gifted programming and opportunities.

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 (GIA)

- Screening of students for Gifted Services is an ongoing process in Newport News. Gifted screening information is posted on the NNPS website. Referral forms are available in all schools, or through the Gifted Services Department.
- Members of the Gifted Services Department shall confer with classroom teachers annually in grades K-5 to determine candidates for referral.
- The Gifted Services Department will conduct professional development sessions to inform staff members of the referral process, identification procedures, and characteristics of gifted students. Additional training may include the use of teacher observation or rating scales, and workshops on gifted characteristics.
- Schools with historically low referral and gifted identification rates participate in the K-2 Gifted Services Equity Initiative designed to increase the number of students from underserved populations who are referred and/or qualify for gifted services. As part of the Equity Initiative, Gifted Services Department staff conduct observations at the K-5 level, co-teach or model creativity lessons, and work collaboratively with the classroom teachers to refer students for screening.
- At the 6-12 grade levels, members of the Gifted Services Department shall confer with students, teachers, and administrators to determine placement in appropriately advanced classes and programs such as the Governor’s School for Science and Technology. Classroom observation, additional training, and testing are arranged as needed.
- A list of students referred by teachers, parents, counselors, or administrative personnel is compiled by the Gifted Services Department staff. Referrals for grades 6-12 are submitted to the Gifted Services Department.
- The Supervisor of Gifted Services and department members review the results of standardized tests for potential student referrals.
- To ensure that all students have an opportunity to be included in the screening pool, all second graders not already identified as gifted are given an aptitude test in the fall. Any student who scores at the high average range 80% on an aptitude test is given a full evaluation for possible placement in the Gifted Services Program.

Screening Procedures for Career/Technical Aptitude (CTA)

- Screening of students for Gifted Services is an ongoing process in Newport News. Gifted screening information is posted on the NNPS website. Referral forms are available in all schools, or through the Gifted Services Department.
- Members of the Gifted Services Department shall confer with classroom teachers annually in grades 3-5 to determine candidates for referral.
- Gifted Services Department staff conduct professional development sessions to inform staff members of the referral process, identification procedures, and characteristics of gifted students. Additional training may include the use of teacher observation or rating scales, or workshops on gifted characteristics.
- A list of students referred by teachers, parents, counselors, or administrative personnel is compiled by the Gifted Services Department.
- The Supervisor of Gifted Services and staff review the results of performance tasks examples submitted for potential student referrals.

Screening Procedures for VPA - Visual Arts (VPA)

Screening Procedures for VPA - Theatre (VPA)

- Screening of students for Gifted Services is an ongoing process in Newport News. Gifted screening information is posted on the NNPS website. Referral forms are available in all schools, or through the Gifted Services Department.
- Members of the Gifted Services Department shall confer with classroom teachers annually in grades 3-5 to determine candidates for referral.
- Gifted Services Department staff conduct professional development sessions to inform staff members of the referral process, identification procedures, and characteristics of gifted students. Additional training may include the use of teacher observation or rating scales, or workshops on gifted characteristics.
- A list of students referred by teachers, parents, counselors, or administrative personnel is compiled by the Gifted Services Department.
- The Supervisor of Gifted Services and staff review the results of performance tasks examples, portfolios, or student auditions submitted for potential student referrals.

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 (GIA)

- Students K-12 may be referred for evaluation for (GIA) gifted services by teachers, administrators, parent or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.
- Once a student is referred for gifted services, written parent permission is obtained prior to evaluation.
- Parents receive written notification of the eligibility decision within 90 instructional days of receipt of the referral by the Gifted Services Department.
- To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, fall referrals will be accepted through October and Spring referrals will be accepted through March.
- Elementary students may only be referred and/or tested for General Intellectual Aptitude (GIA) gifted services a total of three times (not including appeals) during their K-5 years. This includes the district mass screening in 2nd grade.
- Middle school and High School students may be referred and screened for General Intellectual Aptitude (GIA) gifted services twice (not including appeals).
- Guidance counselors/registrars review transfer student files upon enrollment. Students who have been identified as gifted in another school district will receive a referral for gifted services. All previous valid and reliable assessment data will be considered during eligibility along with current evidence gathered by NNPS Gifted Services Department.
- Military transfer students will be considered immediately.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available for the student and the student is properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.
- While referrals are accepted throughout the year, the preferred referral windows include:
 - September: New to the system and transfer students
 - October: 2nd grade district wide NNAT screening with full evaluation beginning in December
 - December/January: K and 1st referrals
 - March: 3rd and 4th grade
 - April: 6th-11th grade

Referral procedures for Career and Technical Aptitude (CTA)

- Students in grades 2-5 may be referred for evaluation for Career and Technical Aptitude (CTA) gifted services by teachers, administrators, parent or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.
- Once a student is referred for gifted services, written parent permission is obtained prior to evaluation.
- Parents receive written notification of the eligibility decision within 90 instructional days of receipt of the referral by the Gifted Services Department.
- To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, fall referrals will be accepted in November and Spring referrals will be accepted in April.
- Elementary students may only be referred and/or tested for Career and Technical Aptitude (CTA) gifted services a total of two times (not including appeals) during their 2nd-5th grade years.
- Guidance counselors/registrars review transfer student files upon enrollment. Students who have been identified as gifted in another school district will receive a referral for gifted services. All previous valid and reliable assessment data will be considered during eligibility along with current evidence gathered by NNPS Gifted Services Department.
- Military transfer students will be considered immediately.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available for the student and the student is properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.
- While referrals are accepted throughout the year, the preferred referral windows include:
 - September: New to the system and transfer students
 - November: 2nd-5th
 - April: 2nd-5th

Referral procedures for Visual and Performing Arts (VPA)

- Students in grades 2-5 may be referred for evaluation for Visual and Performing Arts (VPA) gifted services by teachers, administrators, parent or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.
- Once a student is referred for gifted services, written parent permission is obtained prior to evaluation.
- Parents receive written notification of the eligibility decision within 90 instructional days of receipt of the referral by the Gifted Services Department.
- Elementary students may only be referred and/or tested for Visual and Performing Arts (VPA) gifted services a total of two times (not including appeals) during their 2nd -5th grade years.
- To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, fall referrals will be accepted in November and Spring referrals will be accepted in April.
- Guidance counselors/registrars review transfer student files upon enrollment. Students who have been identified as gifted in another school district will receive a referral for gifted services. All previous valid and reliable assessment data will be considered during eligibility along with current evidence gathered by NNPS Gifted Services Department.
- Military transfer students will be considered immediately.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available for the student and the student is properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.
- While referrals are accepted throughout the year, the preferred referral windows include:
 - September: New to the system and transfer students
 - November: 2nd-5th
 - April: 2nd-5th

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

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 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)
- 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

No single score or criterion may be used to include or exclude a child for eligibility in the Gifted Services Program. The committee may request additional information if needed or may defer the decision until additional information is available. The committee may also consider scores on other norm-referenced ability if such information is available. If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made at the school level, by the administrator in collaboration with the Gifted Services Department.

High ability students may be placed in a TAG Talent Pool program. Those students are then formally evaluated in the spring to determine eligibility in the gifted program. If a student is found eligible, he/she will be offered placement in a full-time gifted program.

The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.

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.

Career/Technical Aptitude

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 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)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for **Career/Technical Aptitude**

No single score or criterion may be used to include or exclude a child for eligibility in the Gifted Services Program. The committee may request additional information if needed or may defer the decision until additional information is available. The committee may also consider scores on other norm-referenced ability if such information is available.

The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.

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.

VPA - Theatre

VPA - Visual Arts

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 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)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for VPA - Theatre

Additional identification information for VPA - Visual Arts

No single score or criterion may be used to include or exclude a child for eligibility in the Gifted Services Program. The committee may request additional information if needed or may defer the decision until additional information is available. The committee may also consider scores on other norm-referenced ability if such information is available.

The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.

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.

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

- 1 Classroom Teacher(s)
- 2 Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- 1 Assessment Specialist(s)
- Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Other school personnel with specific expertise, Special Education Department staff, School Counseling Department staff, ESL staff as needed)

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

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

Career/Technical Aptitude

1 Classroom Teacher(s)

2 Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

1 Assessment Specialist(s)

Principal(s) or Designee(s)

1 Gifted Education Coordinator

1 Other(s) Specify:

Other school personnel with specific expertise, Special Education Department staff, School Counseling Department staff, Career and Technical Department staff, STEM Department staff, ESL staff as needed)

b. Type of Identification/Placement Committee

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

School-level

Division-level

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

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

VPA - Visual Arts

VPA - Theatre

- 1 Classroom Teacher(s)
- 2 Gifted Education Resource Teacher(s)
- Counselor(s)

- School Psychologist(s)
- 1 Assessment Specialist(s)
- Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Other school personnel with specific expertise, Special Education Department staff, School Counseling Department staff, Visual and Performing Arts staff, ESL staff as needed)

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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. 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
Parent Evaluation Rating Scale of gifted behaviors	Parent or legal guardian	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Teacher Evaluation Rating Scale of gifted behaviors	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Grades	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Ability Tests	NNAT, OLSAT, CoGAT or K-BIT, administered by Gifted Services Department	Pearson Company, Harcourt, Houghton Mifflin Harcourt, or by School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Previous achievements, performance tasks, and academic progress	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator

Timeline: General Intellectual Aptitude

- The division level eligibility committee meets monthly to review eligibility files and to make an eligibility/placement decision based on the available information. Students' strengths are noted on the eligibility profile through aptitude test scores, grades, teacher and parent rating scales, and other performance indicators as available.
- No single score or criterion may be used to include or exclude a child from eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.
- The decision of the identification and placement committee is made within 90 instructional days of the receipt of the referral. Parents/guardians are notified in writing of the decision. All decisions may be appealed.
- If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made at the school level, by the administrator in collaboration with the Gifted Services Department.

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. 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.

Career/Technical Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Parent Evaluation Rating Scale of gifted behaviors	Parent or legal guardian	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Teacher Evaluation Rating Scale of gifted behaviors	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Grades	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Ability Tests (NNAT, CoGAT, OLSAT, or K-BIT)	Administered by Gifted Services Department	Pearson Company, or by School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Performance Tasks	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department/Career and Technical Department/STEM Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Portfolio of work	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department/Career and Technical Department/STEM Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Previous achievements and academic progress	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator

Timeline: **Career/Technical Aptitude**

- The division level eligibility committee meets monthly to review eligibility files and to make an eligibility/placement decision based on the available information. Students' strengths are noted on the eligibility matrix through test scores, grades, teacher and parent rating scales, and other performance indicators as available.
- No single score or criterion may be used to include or exclude a child from eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.
- The decision of the identification and placement committee is made within 90 instructional days of the receipt of the referral. Parents/guardians are notified in writing of the decision. All decisions may be appealed.

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. 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.

VPA - Visual Arts

VPA - Theatre

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Parent Evaluation Rating Scale of gifted behaviors	Parent or legal guardian	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Teacher Evaluation Rating Scale of gifted behaviors	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Grades	Classroom teacher(s)	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Performance Tasks	Classroom Teacher(s) and/or Gifted Services staff	Gifted Services Department/Fine Arts Staff	School division Gifted Education Supervisor or Gifted Testing Coordinator
Audition or performance	Classroom teacher(s) and/or Gifted Services staff	Gifted Services Department/Fine Arts Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Portfolio of work	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department/Fine Arts Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Previous achievements and academic progress (This may include any ability testing previously administered.)	Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator

VPA - Visual Arts

VPA - Theatre

Timeline:

- The division level eligibility committee meets at least monthly to review eligibility files and to make an eligibility/placement decision based on the available information. Students' strengths are noted on the eligibility matrix through test scores, grades, teacher and parent rating scales, and other performance indicators as available.
- No single score or criterion may be used to include or exclude a child from eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.
- The decision of the identification and placement committee is made within 90 instructional days of the receipt of the referral. Parents/guardians are notified in writing of the decision. All decisions may be appealed.

3. 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

Students' strengths are noted on the eligibility profile through test scores, grades, teacher and parent rating scales, and other performance indicators as available. Once a student has been identified as gifted or potentially gifted, the division level identification and placement committee determines the appropriate gifted program for the student.

- Kindergarten: Identified gifted students participate in a resource pull-out program at their school with a Gifted Services teacher during second semester.
- Grades 1-2: Identified gifted students participate in a resource pull-out program at their school with a Gifted Services teacher. Within Newport News, all second grade students are screened for gifted services and possible placement in the full-time gifted program beginning in third grade.
- Grades 3-5: Depending on the results of a student's gifted evaluation, he/she may participate in the General Intellectual Aptitude program. If a child is identified as potentially gifted, he/she may participate as a TAG Talent Pool Candidate if the child meets the criteria set forth by the Gifted Services Department. The teacher differentiates instruction to meet the student's needs in the gifted cluster classroom. The student will be formally evaluated during the spring of the academic year.
- Grades 6-8: Identified gifted students may participate in a full-time gifted site program for grades 6-8. The Gifted Services Department works with students at the middle school level to determine the appropriate levels of coursework and sequence of advanced classes.
- Grades 9-12: The Gifted Services Department works with students at the high school level to determine the appropriate levels of coursework and sequence of

advanced or honors classes, Advanced Placement classes, and may recommend application to the Governor's School for Science and Technology, the International Baccalaureate Program, Dual Enrollment, or for one of the high school magnet programs.

- The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.
- Identified gifted students who withdraw from Newport News Public Schools for one semester or longer will be reevaluated on their return to determine current placement needs.
- Military transfer students will be considered immediately for possible placement in the Gifted Services Program.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available and the student has been properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.

Career/Technical Aptitude

Students' strengths are noted on the eligibility profile through test scores, grades, teacher and parent rating scales, performance task, portfolio, and other performance indicators as available. Once a student has been identified as gifted the division level identification and placement committee determines the appropriate gifted program for the student.

- Grades 3-5: Identified gifted students participate in a resource pull-out program at their school with a Gifted Services teacher.
- The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.
- Identified gifted students who withdraw from Newport News Public Schools for one semester or longer will be reevaluated on their return to determine current placement needs.
- Military transfer students will be considered immediately for possible placement in the Gifted Services Program.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available and the student has been properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.

VPA - Theatre

VPA - Visual Arts

Students' strengths are noted on the eligibility profile through test scores, grades, teacher and parent rating scales, performance tasks, audition, portfolio, and other performance indicators as available. Once a student has been identified as gifted the division level identification and placement committee determines the appropriate gifted program for the student.

- Grades K-5: Identified gifted students participate in a resource pull-out program at their school with a Gifted Services teacher.
- The Gifted Services Department notifies the administrators and/or a school counselor of a student's eligibility decision. The school administrators shall notify the teachers and/or additional personnel within the school. Parent permission is obtained prior to placement in the Gifted Services program. Gifted eligibility decisions may be appealed.
- Identified gifted students who withdraw from Newport News Public Schools for one semester or longer will be reevaluated on their return to determine current placement needs.
- Military transfer students will be considered immediately for possible placement in the Gifted Services Program.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but the placement will not be valid until a Newport News address is available and the student has been properly enrolled in the division.
- Students previously identified as gifted in another school division must go through Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.

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

- As part of the district-wide second grade screening, parents are notified via letter of the aptitude screening process, the testing window, and result notification. Additional reminders of the testing date may be communicated with parents by the school or by the Gifted Services Department.
- For students completing the full eligibility and placement process, parent/guardians are notified in writing and permission is obtained prior to initiating each step in the eligibility and placement process:
 - A letter is sent to parents when a referral is received, requesting permission to evaluate. Parents are asked to complete a parent evaluation checklist of gifted characteristics. Parent permission must be received in order for students to continue with the evaluation process.
 - A letter is sent to parent to notify them of the eligibility decision and right to appeal.
 - Written permission is required for students to receive gifted services and approval must be given for program admission to occur.
- For a student who is selected as a TAG Talent Pool Candidate, a copy of the signed selection criteria form and the signed parent permission form should be kept on file at the school and then another sent to the Gifted Services Department.
- Appeals Process: An eligibility or placement decision made by the eligibility committee may be appealed.
 - The first required step in the Appeals Process is to speak to the Gifted Services Supervisor or a Gifted Services Department designee to discuss the decision. Concerns can usually be resolved at this level.
 - If not, the next step is to submit a letter including specific reasons for requesting an appeal. This letter must be submitted to the Gifted Services Supervisor within 20 instructional days of the receipt of the original eligibility or placement decision.
 - An appeals committee will be convened within 30 days of the receipt of the written request and will review all relevant information. Members of the appeals committee may include the Gifted Services Supervisor, one or more Gifted Services staff members, an assessment specialist, classroom teachers, school counselors, and administrators. Additional performance information may be collected by the committee.
- Parents/guardians will be notified by letter of the committee's decision.

- The decision of the Appeals Committee is final.

Career/Technical Aptitude

VPA - Theatre

VPA - Visual Arts

- For students completing the full eligibility and placement process, parent/guardians are notified in writing and permission is obtained prior to initiating each step in the eligibility and placement process:
 - A letter is sent to parents when a referral is received, requesting permission to evaluate. Parents are asked to complete a parent evaluation checklist of gifted characteristics. Parent permission must be received in order for students to continue with the evaluation process.
 - A letter is sent to parent to notify them of the eligibility decision and right to appeal.
 - Written permission is required for students to receive gifted services and approval must be given for program admission to occur.
- Appeals Process: An eligibility or placement decision made by the eligibility committee may be appealed.
 - The first required step in the Appeals Process is to speak to the Gifted Services Supervisor or a Gifted Services Department designee to discuss the decision. Concerns can usually be resolved at this level.
 - If not, the next step is to submit a letter including specific reasons for requesting an appeal. This letter must be submitted to the Gifted Services Supervisor within 20 instructional days of the receipt of the original eligibility or placement decision.
 - An appeals committee will be convened within 30 days of the receipt of the written request and will review all relevant information. Members of the appeals committee may include the Gifted Services Supervisor, one or more Gifted Services staff members, an assessment specialist, classroom teachers, school counselors, and administrators. Additional performance information may be collected by the committee.
- Parents/guardians will be notified by letter of the committee's decision.
- The decision of the Appeals Committee is final.

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

- Written permission will be obtained from parents/guardians prior to any individual changes in placement.
- If a parent/guardian requests a change in placement from pull-out services with the Gifted Services teacher or participation in the full-time gifted class, the parents should contact the Gifted Services Supervisor and/or the school administrator. Additional current information, including testing, current teacher recommendations, current grade, and observation feedback will be requested. The performance data of the student will be reviewed by the eligibility and placement committee members to determine the appropriate academic placement.
- If a parent is opting a child out of gifted services, the parent must complete the Gifted Services Opt-out form declining continuation in the gifted program. If an identified gifted student is withdrawn from Newport News Public Schools or from the gifted program for more than one semester, the student may need to go through the formal identification and placement process at the time of re-enrollment in Newport News Public Schools. Academic data including current grades and test scores will be reviewed as part of the placement decision.
- All gifted site teachers conduct Academic Reviews for all students in full-time gifted programs if a child is struggling within the program.

Academic Review Process:

1. Schedule a conference with the student, parent/ guardian(s), school personnel, and the Supervisor of Gifted Services to address the area(s) in which the student is experiencing difficulty. All parties will collaborate to devise a plan of action for the student. The plan of action should include modifications of the present program. These modifications may include:
 - mainstreaming for part of the day
 - working individually with school counselor or other school personnel
 - adapting expectations to meet needs of student while maintaining program standards
 - transferring to pullout program with the Gifted Services Teacher (elementary only)
2. The plan of action must include a time for a follow-up conference and specific educational goals. During the interim, the teacher(s) must keep the parent(s) informed each week of the progress of the student.
3. At the follow-up conference, the teacher(s), school personnel, and Supervisor of Gifted Services will meet to review the student's progress and determine a course of action.
4. If a change of placement is eminent, parents will be notified by a letter from the Supervisor of Gifted Services which will include the appeals process. Parents are notified of any change in placement within 45 working days of the decision.
5. Parents may request by letter a change in any placement at any time. Once the request is made, the Supervisor of Gifted Services will implement the appropriate steps to transition the student. Any change in placement will be made within 5 working days of the parental request.

Career/Technical Aptitude

VPA - Visual Arts

VPA - Theatre

- Written permission will be obtained from parents/guardians prior to any individual changes in placement.
- If a parent/guardian requests a change in placement from pull-out services with the Gifted Services teacher, the parents should contact the Gifted Services Supervisor and/or the school administrator. Additional current information, including testing, current teacher recommendations, current grade, and observation feedback will be requested. The performance data of the student will be reviewed by the eligibility and placement committee members to determine the appropriate academic placement.
- If a parent is opting a child out of gifted services, the parent must complete the Gifted Services Opt-out form declining continuation in the gifted program. If an identified gifted student is withdrawn from Newport News Public Schools or from the gifted program for more than one semester, the student may need to go through the formal identification and placement process at the time of re-enrollment in Newport News Public Schools. Academic data including current grades and test scores will be reviewed as part of the placement decision.
- All gifted site teachers conduct Academic Reviews for all students in gifted programs if a child is struggling within the program or within the general education setting.

Academic Review Process:

1. Schedule a conference with the student, parent/ guardian(s), school personnel, and the Supervisor of Gifted Services to address the area(s) in which the student is experiencing difficulty. All parties will collaborate to devise a plan of action for the student. The plan of action should include modifications of the present program. These modifications may include:
 - mainstreaming for part of the day
 - working individually with school counselor or other school personnel
 - adapting expectations to meet needs of student while maintaining program standards
2. The plan of action must include a time for a follow-up conference and specific educational goals. During the interim, the teacher(s) must keep the parent(s) informed each week of the progress of the student.
3. At the follow-up conference, the teacher(s), school personnel, and Supervisor of Gifted Services will meet to review the student's progress and determine a course of action.
4. If a change of placement is eminent, parents will be notified by a letter from the Supervisor of Gifted Services which will include the appeals process. Parents are notified of any change in placement within 45 working days of the decision.
5. Parents may request by letter a change in any placement at any time. Once the request is made, the Supervisor of Gifted Services will implement the appropriate steps to transition the student. Any change in placement will be made within 5 working days of the parental request.

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

- Students in grades K-5 are served through the Gifted Resource program or in full-time gifted sites.
- Potentially gifted students in grades 3-5 are served through the TAG Talent Pool Program.
- Students in grades 6-8 are served through the full-time gifted sites.
- Students in grades 9-12 are served through advanced, honors, Advanced Placement, Virtual Virginia, and/or dual enrollment classes.
- Students in grades 11-12 may also be served through the Governor's School for Science and Technology or the International Baccalaureate 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

In general, students are served within their grade levels. If a student needs advanced instruction in a specific content area such as math, the student may be moved into a higher grade level class for that subject, but generally remains with his or her age peers for most other course work. Appropriately differentiated instruction is offered within each grade level. Cross-grade flexible groupings may occur as needed to meet the needs of the students, particularly within the Gifted Resource program. Grade skipping in grades K-5 is an option at the discretion of the principal at the school level in collaboration with the Gifted Services Supervisor, and parent/guardian, taking into account the social, emotional, and academic needs of the student on an individual basis.

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

- Newport News Public Schools offers Gifted Resource classes for students in K-2. These classes provide a full cross-disciplinary content-based curriculum at an advanced level. Additional independent assignments are provided weekly to the students in K-2.
- Potentially gifted students may participate in the TAG Talent Pool program in grades 3-5 with differentiation from the classroom teacher.
- Identified gifted students in grades 3-8 participate in full-time gifted programs. The gifted program provides a comprehensive curriculum and educational experience designed specifically to meet the needs of gifted learners.
- High school students have available a wide range of advanced classes, including Advanced Placement courses, Virtual Virginia classes, magnet programs, and dual enrollment classes to meet specific academic needs. In addition, the International Baccalaureate program and the Governor's School for Science and Technology provide rigorous and advanced instruction that meets the needs of gifted learner.

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

The Gifted Services Programs are strongly focused on building independent capacity within students by providing opportunities for real-world and original research, problem based learning, and inquiry learning. The Governor's School for Science and Technology and the International Baccalaureate Programs have strong research and independent study components. Within the general curriculum, opportunities for independent learning and enrichment extensions are provided. Learning/Independent Study contracts are available as needed.

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

Each day in Newport News Public Schools we focus on one mission: ensuring that all students graduate college, career and citizen-ready. To this end, the experiences in our schools prepare students for their roles as a learner, a future employee and a contributing citizen in the 21st century. Our academic model stresses higher level thinking skills, real-world application of work, and rigorous coursework. Newport News also uses collaborative group work and performance assessments. The division offers choices for students, with specialized elementary, middle, and high school magnet programs in engineering, performing arts, math, science, technology, international studies, and communications. On the high school level, students have access to a variety of options for advanced learning including distance learning (Virtual Virginia), dual

enrollment courses, Advanced Placement courses, Honors courses, and may apply to the Governor's School for Science and Technology or the International Baccalaureate Program.

Within the Gifted Services Resource Program, TAG Talent Pool Program, and the full-time gifted sites, the teachers use a variety of research-based best practices for gifted students. We emphasize higher level critical and creative thinking skills, inquiry based learning, problem solving, advanced vocabulary acquisition, scientific analysis, and original research. Teaching strategies are based on best practices for gifted learners, and include flexible pacing and grouping, inquiry processes, curriculum compacting, tiered instruction which provides challenge and complexity, differentiation of content, Socratic seminars, research, service learning, problem-solving, and Career Pathways connections.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

- In addition to the student growth model used by the Virginia Department of Education, a variety of formative and summative assessments are used in the division. These assessments may include but are not limited to:
 - Teacher-made formative and summative assessments
 - Pre and post assessments
 - Informal assessments such as class discussions, daily performance, or performance assessment activities
 - Rubrics for independent projects and problem-based learning activities
 - Self-reflection
 - Documentation of enrichment opportunities
 - Benchmark Testing
 - SOL testing
 - SAT and PSAT scores
 - International Baccalaureate and Advanced Placement scores

Data available for analysis includes numbers of students scoring at the advanced level on the SOL tests, number of students taking advanced classes, numbers of students applying for and enrolling in the Governor's School for Science and Technology or the International Baccalaureate Program, and similar data points used to monitor overall progress of students identified as gifted.

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.

Career/Technical Aptitude

- Students in grades 3-5 are served through the Gifted Resource programs.

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.

Career/Technical Aptitude

In general, students are served within their grade levels, but may be cluster grouped with multi-grade level peers as well. Appropriately differentiated instruction is offered within the classes. Cross-grade flexible groupings may occur as needed to meet the needs of the students, particularly within the Gifted Resource programs.

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.

Career/Technical Aptitude

These classes provide a full cross-disciplinary content-based curriculum at an advanced level centered around STEM, career and technical fields. Opportunities for problem-solving, hands-on learning, critical thinking, and exploration are provided.

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.

Career/Technical Aptitude

The Gifted Services Programs are strongly focused on building independent capacity within students by providing opportunities for real-world and original research, problem based learning, and inquiry learning. Opportunities for career exploration, critical thinking, STEM infused lessons are provided.

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.

Career/Technical Aptitude

Each day in Newport News Public Schools we focus on one mission: ensuring that all students graduate college, career and citizen-ready. To this end, the experiences in our

schools prepare students for their roles as a learner, a future employee and a contributing citizen in the 21st century. Our academic model stresses higher level thinking skills, real-world application of work, and rigorous coursework. Newport News also uses collaborative group work and performance assessments. Within the Gifted Services Program, we emphasize higher level critical and creative thinking skills, inquiry based learning, problem solving, advanced vocabulary acquisition, scientific analysis, and original research. Teaching strategies are based on best practices for gifted learners, and include flexible pacing and grouping, inquiry processes, differentiation of content, problem-solving, and Career Pathways connections.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

Career/Technical Aptitude

In addition to the student growth model used by the Virginia Department of Education, a variety of formative and summative assessments are used in the division. These assessments may include but are not limited to:

- Teacher-made formative and summative assessments
- Pre and post assessments
- Informal assessments such as class discussions, daily performance, or performance assessment activities
- Rubrics for independent projects and problem-based learning activities
- Self-reflection
- Documentation of enrichment opportunities

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.

VPA - Visual Arts

VPA - Theatre

- Students in grades 3-5 are served through the Gifted Resource 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.

VPA - Visual Arts

VPA - Theatre

In general, students are served within their grade levels, but may be cluster grouped with multi-grade level peers as well. Appropriately differentiated instruction is offered within the classes. Cross-grade flexible groupings may occur as needed to meet the needs of the students, particularly within the Gifted Resource program.

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.

VPA - Visual Arts

VPA - Theatre

These classes provide a full cross-disciplinary content-based curriculum at an advanced level centered around Visual and Performing Arts, visual arts, improvisation, critical thinking, spontaneous thinking, performance. Opportunities for problem-solving, hands-on learning, critical thinking, and exploration are provided.

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.

VPA - Theatre

VPA - Visual Arts

The Gifted Services Programs are strongly focused on building independent capacity within students by providing opportunities for real-world and original research, problem based learning, and inquiry learning. These classes provide a full cross-disciplinary content-based curriculum at an advanced level centered around Visual and Performing Arts, theatre, visual arts, improvisation, critical thinking, spontaneous thinking, and performance skills.

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.

VPA - Visual Arts

VPA - Theatre

Each day in Newport News Public Schools we focus on one mission: ensuring that all students graduate college, career and citizen-ready. To this end, the experiences in our schools prepare students for their roles as a learner, a future employee and a contributing citizen in the 21st century. Our academic model stresses higher level thinking skills, real-world application of work, and rigorous coursework. Newport News also uses collaborative group work and performance assessments. Within the Gifted Services Program, we emphasize higher level critical and creative thinking skills, inquiry based learning, problem solving, advanced vocabulary acquisition, scientific analysis, and original research. Teaching strategies are based on best practices for gifted learners, and include flexible pacing and grouping, inquiry processes, differentiation of content, problem-solving. The Visual and Performing Arts Program will focus on opportunities for exploration of improvisation, visual arts, theatre, performance skills, and spontaneous thinking.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

VPA - Theatre

VPA - Visual Arts

In addition to the student growth model used by the Virginia Department of Education, a variety of formative and summative assessments are used in the division. These assessments may include but are not limited to:

- Teacher-made formative and summative assessments
- Pre and post assessments
- Informal assessments such as class discussions, daily performance, or performance assessment activities
- Rubrics for independent projects and problem-based learning activities
- Self-reflection
- Documentation of enrichment opportunities

Proposed Draft

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

Differentiated instruction for gifted and advanced learners is characterized by appropriately leveled content infused with critical thinking, problem-solving, complexity and depth, and pacing variations. The Gifted Services Programs (Gifted Resource Program, full-time gifted sites, the TAG Talent Pool program, Honors classes, Advanced Placement Program, the International Baccalaureate Program, and the Governor's School for Science and Technology use best-practices curricula and teaching strategies for gifted students that provide:

- Advanced content and pacing of instruction
- Problem solving
- Higher level thinking that promotes creativity and generation of products
- Focus on issues, themes, and real-world problems within and across areas of study
- Original research and production
- Advanced language acquisition
- World Language curriculum opportunities

Some differentiation strategies used in the district included:

- Analytic Sorts: sorting information into specific categories based upon concepts
- Anchor Activities: enrichment activities that vary in difficulty and interest to extend learning after a lesson
- Bloom's Taxonomy: increasing levels of thinking through complexity and assignments
- Choice Boards/Menus: organizers that vary in interest and difficulty which reflect learning in the form of a product
- Concept-Based Units: thematic units that explore general ideas through real-world applications
- Creative Problem Solving: exploring academic risk-taking to discover a solution to a problem
- Curriculum Compacting: a tiered instructional practice which assesses prior knowledge, addresses new content and extends/accelerates curriculum
- Group Investigations: working collaboratively to solve problems
- Flexible Grouping: Based on student interest or readiness, used after pre-assessment

Newport News Public Schools

- Flexible Questioning: high level questioning promotes high level thinking where the teacher can direct and adjust questions accordingly for student level and ability and aligns with Bloom's Taxonomy
- High Level Questioning: open-ended questions posed to encourage diverse and complex thinking
- Independent Study: an individual unit of research with emphasis on student interest and readiness level, which typically reflects learning in the form of a product
- Jigsaw: a cooperative learning strategy which encourages leadership, ownership and teamwork to guide students in their own learning
- Learning Centers: skill-based independent or small group activities to achieve mastery of skills
- Literature Circles: small groups of students who meet to discuss a piece of literature in depth
- Most Difficult First: students demonstrate mastery of a concept by completing the 5 most difficult problems with a minimum of 85% accuracy
- Pre-Assessments: informal assessments to gather student information (assessment of ability, interest, learning profile, concept/knowledge)
- Problem-Based Learning: inquiry-based, student-centered instructional strategy in which students explore problems in depth to create solutions
- Project-Based Learning: a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge
- Simulations: creative, complete units of instruction that incorporate traditionally taught material into a simulated environment in the classroom
- Socratic Seminar: students engage in discussion about ideas and moral dilemmas in a structured and supportive environment
- Tiered Instruction: varied levels of activities to ensure students explore ideas at their instructional level to continue growth

Material and strategies used on the elementary and middle school levels may include language arts curriculum units from the Center for Gifted Education at The College of William and Mary, Hands-on Equations mathematical units, Junior Great Books, vocabulary development units, higher level novels, Renzulli Learning Differentiation program, and lab program connections to area museums and facilities.

To ensure that the curricula are taught appropriately, all full-time teachers of the gifted in Newport News should have an endorsement in gifted education, and are encouraged to be actively working on the endorsement in order to have it completed within three years of hire, and to attend professional development offerings offered by the district.

General education classroom teachers, counselors, and administrators are supported in providing appropriately differentiated and advanced instruction through a variety of professional development opportunities and a division-wide emphasis on higher level thinking, inquiry, and problem solving.

Career/Technical Aptitude

The Career and Technical Aptitude Gifted Services Program use best-practices curricula and teaching strategies for gifted students that provide:

- Advanced content and pacing of instruction
- Problem solving
- Higher level thinking that promotes creativity and generation of products
- Focus on issues, themes, and real-world problems within and across areas of study
- Original research and production
- Advanced language acquisition
- Career Pathways Program
- STEM strategies
- Project Lead the Way (PLTW) Launch

Material and strategies used on the elementary level may include Renzulli Learning Differentiation program, STEM strategies, robotics, Career Pathways. Activities will be open-ended, minimizing a one-right answer orientation, and stimulate further investigation. Students are encouraged to construct meaning and use inductive reasoning to discover patterns, ideas, and underlying principles. Choice is a hallmark of gifted programming. New material is presented at an accelerated pace and uses a wide variety of methods to maintain interests and accommodate different learning styles. Structured group activities help students develop social and leadership skills.

To ensure that the curricula are taught appropriately, all full-time teachers of the gifted in Newport News are should have an endorsement in gifted education, are encouraged to be actively working on the endorsement in order to have it completed within three years of hire, and to attend professional development offerings offered by the district.

Classroom teachers, counselors, and administrators are supported in providing appropriately differentiated and advanced instruction through a variety of professional development opportunities and a division-wide emphasis on higher level thinking, inquiry, and problem solving.

VPA - Theatre

VPA - Visual Arts

The Visual Arts Gifted Services Program uses best-practices curricula and teaching strategies for gifted students that provide:

- Advanced content and pacing of instruction
- Problem solving
- Higher level thinking that promotes creativity and generation of products
- Focus on issues, themes, and real-world problems within and across areas of study
- Original research and production
- Advanced content language
- Visual Arts
- Visual and Performing Arts
- Generation of artistic products

- Artistic skill development

Material and strategies used on the elementary level may include program, improvisation scenarios, Odyssey of the Mind materials, connections to area museums and theatres. Activities will be open-ended, minimizing a one-right answer orientation, and stimulate further investigation. Students are encouraged to construct meaning and use inductive reasoning to discover patterns, ideas, and underlying principles. Choice is a hallmark of gifted programming. New material is presented at an accelerated pace and uses a wide variety of methods to maintain interests and accommodate different learning styles. Structured group activities help students develop social and leadership skills.

To ensure that the curricula are taught appropriately, all full-time teachers of the gifted in Newport News should have an endorsement in gifted education, are encouraged to be actively working on the endorsement in order to have it completed within three years of hire, and to attend professional development offerings offered by the district.

General education classroom teachers, counselors, and administrators are supported in providing appropriately differentiated and advanced instruction through a variety of professional development opportunities and a division-wide emphasis on higher level thinking, inquiry, and problem solving.

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**
- Career/Technical Aptitude**
- VPA - Visual Arts**
- VPA - Theatre**

Newport News School Board Policies state:

School Program Options-IHBB

Newport News Public Schools is dedicated to educating every child successfully. Recognizing that different children may need different kinds of educational options, Newport News offers three types of school programs:

- 1. Comprehensive Programs provide a complete and well-balanced educational program designed to meet the needs of all children. Comprehensive schools offer a rich and broad program of study, addressing math, science, English, history/social science, the arts, and health/physical education. Foreign languages and career/vocational programs are offered at the middle and high school. Each comprehensive school serves students in specific attendance zones. Comprehensive programs may develop distinctive elements to meet the unique needs of their student bodies.*
- 2. Magnet Programs offer a specialized focus in the curriculum or distinctive types of environments and instruction. Some magnet programs are school-wide, while others are programs within larger schools. Magnet programs also are designed to maintain the racial balance of the student body. They serve students from across the city, and every child in the city is eligible to apply. While there are no specific entrance requirements for magnet programs, students and their families must make a commitment to pursue a particular program, which can mean taking certain courses, participating in certain activities, or following specific codes of dress or behavior. Typically, parents of magnet students must agree to support and be involved with the program.*
- 3. Specialty Academies serve the specific needs of particular groups of students. These programs have specific entrance requirements.*

Gifted Education- IHBB

The Superintendent will provide a program of differentiated instruction for students in kindergarten through grade twelve who are identified as gifted in general intellectual ability to increase educational challenges and to enrich the experiences and opportunities for these students. Selection of students will be done using established guidelines approved by the Virginia Department of Education.

Advanced Placement-IHCD

The School Board wishes to encourage all students to pursue a rigorous, challenging academic program. To that end, the Board advocates open access to challenging academic courses without preconditions for such access.

The School Board expects the school division's curriculum to include "Advanced Placement" (AP) courses. AP courses are designed to improve writing skills, sharpen problem-solving abilities, and develop time management skills, discipline and study habits. Based upon student performance on AP tests, students may earn college credit while in high school and may secure advanced placement in colleges and universities.

Students enrolled in AP courses will be required to take the external, AP assessments. Payment for the exams will be in accordance with procedures developed by the Superintendent.

Dual Enrollment-IHCDA

Dual enrollment courses expand opportunities for high school students who are highly motivated and academically gifted. The School Board encourages students to take rigorous courses which challenge them to perform at a faster pace and deeper academic level. One of the goals of dual enrollment course work is to encourage students to exceed established standards of academic excellence.

Pursuant to appropriate circumstances and conditions, students may dual enroll or take advanced education courses before they have completed requirements for high school graduation and still qualify for graduation with a high school diploma. These courses may be taken at the high school or at a post-secondary institution. The Superintendent will develop procedures specifying the circumstances and conditions.

International Baccalaureate Programme- IHCC

The International Baccalaureate ("IB") programme offers a high quality, rigorous, educational experience with an international focus in preparation for post-secondary institutions. The School Board wishes to make IB programmes available to Newport News students at three levels of offerings – elementary, middle, and high. The School Board will review, and approve as appropriate, programmes within the three levels.

High school level students in an IB programme will be required to take all external assessments associated with their course of study. Payment for the exams will be in accordance with procedures developed by the Superintendent.

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 8VAC20-542-310 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 and talented students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, talents, and conceptual understandings;
 - b. characteristics of academically gifted, visual and performing arts gifted, and career and technically gifted students
 - c. Methodologies that respond to the affective (social-emotional) needs of gifted and talented students; and
 - d. Gifted and talented characteristics and behaviors in special populations (i.e., those who are culturally diverse, English Language Learners, 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.

Each teacher working full time with identified gifted students should complete training in the competencies listed above as evidenced by a gifted endorsement on his or her Virginia professional license. Newport News Public Schools recommends that a gifted endorsement be obtained within three years of the time of hire as a full-time gifted professional.

All teachers working with identified gifted students must participate in training in the gifted competencies. School counselors and administrators are encouraged to participate in training as well. The training may be accomplished through a variety of activities provided through or supported by the Gifted Services Department such as:

- Completion of college credit classes in gifted education
- Completion of online classes in gifted education topics
- Participation in division, local, regional, or state professional development opportunities on gifted and talented education
- Attendance at the Virginia Association for the Gifted conference or seminar
- Participation in Workshops or seminars provided by the Gifted Services Department on request to schools or as part of the University of Employee Development program.

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.

The Local Advisory Committee shall review the Local Plan for the education of gifted students and determine the extent to which the plan for the previous year was implemented. The result of this annual review shall be submitted to the Superintendent and School Board in a written report.

The annual report shall be based on multiple criteria and shall include multiple sources of information, which may include but not be limited to:

- Data Reports- demographics of referred and eligible students, number of referrals, numbers of qualified/eligible students, numbers of students taking advanced course or participating in advanced programs, etc...
- Test scores- numbers of students scoring advanced proficient on SOLS or other test scores deemed appropriate
- Student growth data as reported by the Virginia Department of Education
- Surveys- results of surveys of stakeholders including parents, teacher, and students

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.

Newport News Public Schools has established a Gifted Services Local Advisory Committee. The Gifted Services (TAG) Advisory Board meets at least four times yearly. Meeting dates and locations are posted on the Newport News Public Schools Gifted Services webpage. Members are provided copies of agendas and minutes which may be requested by the community. Meetings are open to the public.

The Gifted Services (TAG) Advisory Board is comprised of parents and teachers of gifted students, as well as community representatives and school administrators. The Gifted Services Committee strives to have representation from every elementary and middle school full-time gifted sites and each high school. Board members must apply and their applications are reviewed by the membership committee of the Gifted Services (TAG) Advisory Board for expertise, interest, and a representation of the ethnic and geographical composition of Newport News Public Schools. Nominations will then be submitted for approval and appointment.

Composition of Advisory Board Categories	Minimum Number Requested to Participate
Parents	4
Teachers	2
Administrators	2
Community representatives of business, industry, arts (optional)	1
Students (optional)	1

The primary purpose of the Gifted Services (TAG) Advisory Board is to support and monitor the programs offered to gifted students (K-12) within the Newport News Public Schools. Specific responsibilities include but are not limited to:

- Reviewing the local Plan for the Gifted and making recommendations for its implementation
- Monitoring legislative trends and issues that affect gifted education
- Promoting communication between the parents of students receiving gifted services and the school administration
- Disseminating information to the community about gifted education and sponsoring programs of interest to parents
- Presenting an Annual Report to the division Superintendent and the School Board on the status of the gifted programs in Newport News

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.

Division Superintendent's Signature

Printed Name

Date