# Local Plan for the Education of the Gifted

## 2013-2018

<table>
<thead>
<tr>
<th>LEA#</th>
<th>117</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Ashby Kilgore</td>
</tr>
</tbody>
</table>
| Mailing Address | Gifted Services  
Newport News Public Schools  
12465 Warwick Blvd.  
Newport News, VA 23606 |
| Gifted Education Coordinator/Designee | Kimberly Beckerdite |
| Title Address | Supervisor, Gifted Services  
Gifted Services  
Newport News Public Schools  
12465 Warwick Blvd.  
Newport News, VA 23606 |
| Telephone | 757-591-4566 |
| E-mail | kimberly.beckerdite@nn.k12.va.us |
| Local School Board Chairperson | Carlton Ashby |
| Date Approved by School Board | January 2014 tentative |
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 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.

<table>
<thead>
<tr>
<th>Area of Giftedness Identified by the Division</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intellectual Aptitude (GIA)</td>
<td>K-12</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) - Choose an item.</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Aptitude (CTA)</td>
<td>Insert grades</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) - Choose an item.</td>
<td>Insert grades</td>
</tr>
</tbody>
</table>

(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 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 a 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.
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.

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):

Such students demonstrate or have the potential to demonstrate, as measured by superior performance on at least one nationally norm-referenced ability test and other specified criteria such as: Gifted Characteristic Ratings Scale, superior reasoning, intellectual curiosity, superior performance on a nationally norm-referenced achievement test, advanced use of language, exceptional problem solving skills, mastery of facts, concepts, and principles, creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.
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.

General Intellectual Aptitude (GIA):

A. Identification: NNPS will continue to increase the numbers of students referred and identified so that the gifted program is representative of the division’s student enrollment. NNPS will utilize referral, screening, and identification procedures designed to facilitate the identification of gifted students in grades K-12, including those students from diverse backgrounds, through the use of multiple criteria.

B. Delivery of Services: NNPS will provide continuous and sequential services for K-12 identified gifted students by providing a variety of educational opportunities for students with advanced aptitude or conceptualization beyond their aged peers.

C. Curriculum and Instruction: NNPS will continue to provide a K-12 differentiated curriculum that meets the needs of students identified as academically gifted by modifying the content, process, and learning environment of their instructional programs and enables them to reach their full potential as demonstrated by academic growth.

D. Professional Development: NNPS will continue to implement ongoing professional development sessions based on the gifted education competencies for school personnel and staff involved in the instruction of gifted learners.

E. Equitable Representation of Students: NNPS will continue to utilize multiple K-12 referral and identification strategies as part of the Gifted Services Equity Initiative designed to increase the equitable representation of students from traditionally underserved groups (i.e.- African American, English as a Second Language, twice-exceptional, or economically disadvantaged students).

F. Parent and Community Involvement: NNPS will continue to strengthen family and community involvement in the Gifted Services Program through on-going communication of opportunities for community events, open houses, informational meetings, and programs for gifted students. The Gifted Services program will continue to increase communication and vertical articulation of K-12 services to administrators, teachers, parents, and community members.
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, through Gifted Resource teachers, 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.

- Gifted Resource Teachers 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.

- Schools with traditionally low referral and gifted identification rates participate in the K-2 Gifted Services Equity Initiative designed to increase the number of students referred and qualifying for gifted services from underserved populations. As part of the Equity Initiative, Gifted Resource Teachers 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 level, 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 Resource Teacher at each elementary school. Referrals for grades 6-12 are submitted to the Gifted Services Supervisor.

- The Supervisor of Gifted Services and multiple gifted resource teachers review the results of standardized tests for potential student referrals.
To insure that all students have an opportunity to be included in the screening pool, all second and those fifth graders not already identified as gifted are given an aptitude test in the fall. Any student who scores at the high average range on an aptitude test is given a full evaluation for possible placement in the Gifted Services Program. If a child does not score at the high average range, but demonstrates a high level of reading or language and is highly recommended by the teacher, then he/she may also be considered to continue with the full evaluation process.
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 Ability (GIA):**

- Students may be referred K-12 for evaluation for gifted services by teachers, administrators, parent or guardians, school counselors, peers, or other professionals who know the student. Self-referrals are also accepted.

- Referrals may be made at any time through the Gifted Services Department.

- Referral forms may be obtained from the Gifted Services Department, school, or Gifted Services Resource Teacher.

- 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.

- 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: 2\textsuperscript{nd} and 5\textsuperscript{th} grade district wide NNAT screening with full evaluation beginning in December
- December: K and 1\textsuperscript{st} referrals
- March: 3\textsuperscript{rd} and 4\textsuperscript{th} grade
- April: 6\textsuperscript{th}-11\textsuperscript{th} grade
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 (GIA):

- ✔ 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 (GIA)

Once a referral is made and parent permission to evaluate is obtained, eligibility packets are compiled by members of the Gifted Services Department and reviewed by individuals on the eligibility committee.
Information to be considered includes:

Grades K-2:
- Ability test scores (NNAT and/or OLSAT, SAGES)
- Parent rating scale
- Teacher rating scale
- Review of observation of in-class behavior
- Review of previous achievements and academic progress

Grades 3-12:
- Ability test scores (NNAT and/or OLSAT, SAGES)
- Achievement test scores (ITBS and/or PIAT, SAGES)
- Parent rating scale
- Teacher rating scale
- Review of observation of in-class behavior
- Review of previous achievements and academic progress including grades, reading level

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 and/or achievement tests 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.

Students in grades 1-5 may be identified as potentially gifted and 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 Gifted Resource teachers and administrators, school counselors, 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 (GIA)

   ![Checkboxes for different roles](image)

   - Classroom Teacher(s)
   - 3 Gifted Education Resource Teacher(s)
   - Counselor(s)
   - School Psychologist(s)
   - 1 Assessment Specialist(s)
   - Principal(s) or Designee(s)
   - 1 Gifted Education Coordinator
   - Other(s) Specify: as needed: special education consultant, ESL consultant, other school personnel with specific expertise

   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 (GIA):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/ Completed by</th>
<th>Scored by</th>
<th>Provided to the committee by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Evaluation Rating Scale of gifted behaviors</td>
<td>Parent or legal guardian</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Teacher Evaluation Rating Scale of gifted behaviors</td>
<td>Classroom teacher(s)</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Grades</td>
<td>Classroom teacher(s)</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Ability Tests</td>
<td>NNAT and/or OLSAT administered by Gifted Services resource teacher or classroom teacher</td>
<td>Pearson Company or by School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Achievement Tests (Grades 3-12 only)</td>
<td>ITBS and/or PIAT administered by Gifted Services resource teacher</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Previous achievements and academic progress</td>
<td>Classroom teacher(s) and/or Gifted Resource teacher</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
<tr>
<td>Review of observations of in-class behavior</td>
<td>Classroom teacher(s) and/or Gifted Services resource teacher</td>
<td>School division Gifted Services resource teacher</td>
<td>School division Gifted Education Supervisor or Gifted Testing Coordinator</td>
</tr>
</tbody>
</table>
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.

- If a student is not found eligible for gifted services, the parents/guardians, teacher, school counselor, or administrator may refer the child for screening the following school year. Students may not be referred more than once in a school year.

- 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.
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 (GIA)**

Students’ strengths are noted on the eligibility matrix 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 resource teacher.

- **Grades 1-2:** Depending on the results of a student’s gifted evaluation, he/she may participate in a resource pull-out program at their school with a Gifted Services resource teacher or may be offered placement in a full-time gifted site. 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. If a child is identified as potentially gifted, he/she may participate as TAG Talent Pool Candidates, where teacher can differentiate instruction to meet the student’s need. The student will be formally evaluated during the spring of the academic year.

- **Grades 3-5:** Depending on the results of a student’s gifted evaluation, he/she may participate in a full-time gifted site for grades 3-5. If a child is identified as potentially gifted, he/she may participate as TAG Talent Pool Candidates, where teacher can differentiate instruction to meet the student’s need. The student will be formally evaluated during the spring of the academic year. Within Newport News, all fifth grade student not already identified as gifted are screened for possible placement in the full-time gifted program beginning in sixth grade.

- **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, or for one of the high school magnet programs.
• The Gifted Services Department notifies the Gifted Resource teachers and administrators, school counselors, 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 (GIA):

- As part of the district-wide second and fifth 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 Gifted Services resource teacher.

- 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 requested 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 resource teachers, an assessment specialist, classroom
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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 (GIA):

- 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 resource 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 Resource 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.
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 (GIA):

- Students in grades K-5 are served through the Gifted Resource program or in full-time gifted sites.
- Potentially gifted students in grades 1-5 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 (GIA):

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 (GIA):**

- Newport News Public Schools offers Gifted Resource classes for students in K-2. These classes meet twice weekly, and 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 participate in the TAG Talent Pool program in grades 1-5 with differentiation from the classroom teacher and/or the Gifted Resource Teacher weekly in a pull-out format.

- 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 (GIA):**

The Gifted Services Program 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 (GIA):

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 (GIA):

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 include 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.
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 (GIA):

The Gifted Services Programs (Gifted Resource, full-time gifted sites, the TAG Talent Pool programs, 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

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 are required to have an endorsement in gifted education, or to be actively working on the endorsement in order to have it completed within three years of hire.

Regular 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 (GIA):

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 students, including:
   a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
   b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
   c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
   a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
   b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
   c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
   d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
   e. The evaluation of data collected from student records such as grades, honors, and awards;
   f. The use of case study reports providing information concerning exceptional conditions; and
   g. The structure, training, and procedures used by the identification and placement committee.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
   a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
   b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
   c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
   a. The integration of multiple disciplines into an area of study;
   b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
   c. The development of analytical, organizational, critical, and creative thinking skills;
   d. The development of sophisticated products using varied modes of expression;
   e. The evaluation of student learning through appropriate and specific criteria; and
   f. The development of advanced technological skills to enhance student performance.

6. Understanding of contemporary issues and research in gifted education, including:
   a. The systematic gathering, analyzing, and reporting of formative and summative data; and
   b. Current local, state, and national issues and concerns.

General Intellectual Aptitude (GIA):

Each teacher working full time with identified gifted students is required to complete training in the competencies listed above as evidence by a gifted endorsement on his or her Virginia professional license. The gifted endorsement must 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 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.

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.

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<tr>
<th>Division Superintendent’s Signature</th>
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Local Plan for the Education of the Gifted

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