

# Newport News Public Schools **DRAFT** Local Plan for the Education of the Gifted

2024-2029

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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 time frame 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 website. 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.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	N/A
Specific Academic Aptitude (SAA) - Mathematics	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA)	N/A

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

The Newport News Public School system is dedicated to fostering the academic success of all its students and providing enriching learning opportunities that nurture individual strengths and optimize their abilities. Each day, our focus is singular: ensuring that every student graduates well-prepared for college, career, and citizenship. In pursuit of this mission, our schools are designed to equip students to excel as learners, future employees, and contributing citizens in the 21st century.

We firmly believe that giftedness transcends the diverse student populations within our city. We are committed to the principle that identified gifted students are entitled to an education that unlocks their full potential, tailored to their unique characteristics and learning needs. Newport News Public Schools is unwavering in its commitment to delivering differentiated educational services, meticulously designed to foster the academic and intellectual growth of gifted students. We advocate for a curriculum and goals that aim to provide a high-quality education through a well-structured academic program, differentiated in terms of depth, breadth, and pace of instruction. This differentiation is facilitated through opportunities designed to enrich and extend student learning. Our instructional approach accommodates various learning styles, offers individualization, and encourages enrichment beyond the academic requirements. Moreover, we ensure continuity from Kindergarten through grade 12.

**Mission Statement:**

In the Gifted Services learning community, we are committed to enriching and extending student learning by fostering analytical thinking to empower students to become self-directed learners. Through a foundation of collaboration, creative and critical thinking, we cultivate an atmosphere that celebrates diverse learning styles. We create a vibrant and inclusive environment where every student is engaged and inspired to explore the joy of learning.

**Vision Statement:**

Our vision is to Empower-Engage-Enrich-Explore



**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):** The Newport News Public Schools' operational definition of "gifted students" encompasses students in public elementary, middle, or high schools, starting from kindergarten through twelfth grade. These students exhibit exceptional levels of achievement or display the potential for achieving at significantly higher levels when compared to their peers of the same age, experience, or environment. Their aptitudes and potential for achievement are of such remarkable quality that they necessitate specialized educational programs tailored to meet their distinct academic needs.

**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 aptitude test. Additional indicators of exceptional ability include but are not limited to teacher observation forms, family observation forms, current grades, and/or formative/summative assessments. The identification committee may identify provisional students for a one year placement in the gifted program. Highly capable students in, but not limited to a gifted cluster classroom, may enter a TAG Talent Pool program, where formal evaluation in the spring assesses eligibility for the gifted program. If a student is deemed eligible, they are offered placement in a gifted cluster program.

**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. Enhance the understanding of the attributes and social-emotional requirements of gifted students from varied backgrounds in urban settings, particularly those with low socio-economic backgrounds, by providing comprehensive professional development on gifted competencies for K-12 staff.
- b. Expand awareness of the screening and referral procedures for gifted services among all K-12 staff through comprehensive professional development.

**B. Delivery of Services:**

- a. Assess and broaden the array of services, support, and alternatives available to culturally, linguistically, and economically diverse gifted students who have been identified, including those who are twice exceptional and may be underachieving.

**C. Curriculum and Instruction:**

- a. Offer differentiated instructional services tailored to optimize the academic and intellectual development of our students in Kindergarten through 12th grade.

**D. Professional Development:**

- a. Enhance the understanding of the unique characteristics of gifted learners from culturally, linguistically, and economically diverse backgrounds among all K-12 staff.
- b. Improve the understanding of the screening and referral process for gifted services among all K-12 staff, including administrators, teachers of the gifted, and school counselors.
- c. Cultivate teacher leaders in the schools so they can become instructional mentors.
- d. Offer instructional mentorship from educators endorsed in gifted education to teachers serving gifted students, subject to the discretion of the principal, gifted supervisor, or executive leadership.
- e. Sustain our collaboration with local colleges to provide gifted education endorsement cohort opportunities for school personnel and staff engaged in the instruction of gifted learners. Such colleges and universities may include, but are not limited to The College of William and Mary, Averett University, University of Virginia, and Longwood University.
- f. Continue use of Professional Development Modules on gifted competencies to further enrich the comprehension of educators working with gifted students.
- g. Provide professional development opportunities for individuals teaching honors and Advanced Placement courses.

**E. Equitable Representation of Students:**

- a. Maintain the practice of screening all second-grade students in NNPS to ensure that every student has the opportunity to be considered for inclusion in the gifted program.
- b. Assess, adapt, and sustain the equity initiative in schools where historically there have been lower rates of student referral and identification for gifted services.
- c. Collaborate with the ELL Department on data for students who are exiting ELL services.
- d. Enhance the understanding of the attributes and requirements of gifted students from culturally, linguistically, and economically diverse backgrounds in urban settings for all K-12 staff.
- e. Assess and broaden the array of services, support, and alternatives available to culturally, linguistically, and economically diverse identified gifted students, including those who are twice exceptional and may be underachieving.

**F. Parent and Community Involvement:**

- a. Enhance awareness of the gifted program through the district website, newsletters, the Gifted Services (TAG) Advisory Board, and other school communication channels.
- b. Organize events to highlight 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)**

- The ongoing process of screening students for Gifted Services in Newport News involves a multi-faceted approach, with information available on the NNPS website and referral forms accessible in all schools or through the Gifted Services Department. To identify candidates in grades K-5, the Gifted Services Department annually collaborates with classroom teachers.
- Professional development sessions are conducted by the Gifted Services Department representatives to educate staff on the referral process, identification procedures, and characteristics of gifted students. Training methods encompass teacher observation, rating scales, and workshops focusing on gifted traits. Gifted vignettes including those of culturally and diverse learners will be shared with individuals as part of the referral process. All teachers of the gifted are mandated to complete Canvas modules covering gifted competencies. These modules are available to all NNPS staff.
- The K-2 Gifted Services Equity Initiative aims to address historical disparities in referral and identification rates by focusing on schools with lower referral rates. This comprehensive initiative involves the Gifted Services Department staff in various activities, including observations, co-teaching, modeling creativity lessons, and collaborating with classroom teachers. The primary goal is to identify and refer students for screening, particularly those from cultural, linguistic, and lower socio-economic backgrounds, as well as potentially twice-exceptional students. To ensure a holistic approach, the Gifted Services Department collaborates with the ELL Department to gather data on students exiting ELL services who may exhibit characteristics of cultural and linguistic gifted learners. Additionally, there is collaboration with school staff and the Special Education and Student Support Services Department to identify potentially twice-exceptional students. Letters and forms are also translated into a variety of languages for families. The Gifted Services Department also uses a language line to communicate with families. Gifted vignettes on culturally and diverse learners will be shared with individuals as part of the referral process. This multi-faceted approach underscores the initiative's commitment to promoting equity and inclusivity in gifted education.
- Explorer Talent Development Program (K-2): Collaboration between Gifted Resource Teachers and kindergarten, first, and second-grade teachers is integral to the development of talents. In grades K-2, the program includes push-in/pull-out sessions or whole-class lessons focused on higher-level thinking skills, enriching the learning experience as part of the Talent Development Program.
- To ensure inclusivity in the screening pool, all second graders undergo a universal screener aptitude test in the fall (NNAT). Students scoring in the high average range (69% or above) on the aptitude test receive an evaluation for possible placement in the Gifted Services Program. This evaluation includes an aptitude test, family evaluation, teacher evaluation of gifted characteristics, traits, and behaviors, and VALLS data.
- For grades 3-5, the Gifted Services Department compiles a list of student referrals from teachers, families, counselors, students, and administrative personnel. Referrals for grades 3-5 are submitted to the department for review by the Supervisor of Gifted



Services and department members. Standardized test results are also examined to identify potential referrals.

- For grades 6-12, Gifted Services Department members engage with students, teachers, school counselors, and administrators to determine appropriate placement in advanced classes and programs like the Governor's School for Science and Technology. Students are critical to the process of determining enrollment in honors and Advanced Placement courses. Classroom observation, additional training, and testing are arranged as necessary.
- The Gifted Services Department compiles a list of student referrals from teachers, families, counselors, and administrative personnel. Referrals for grades 6-12 are submitted to the department for review by the Supervisor of Gifted Services and department members. Standardized test results are also examined to identify potential referrals.
- Upon enrollment, school counselors and/or registrars review transfer student files. Students identified as gifted in other school districts receive a referral for gifted services, considering all valid and reliable assessment data along with current evidence collected by NNPS Gifted Services Department. Military transfer students are given immediate consideration for placement in the gifted program as part of the Military Interstate Compact.

**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 families/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 families/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)**

- Explorer Talent Development Program: Gifted Resource Teachers will collaborate with kindergarten and first grade teachers to identify a pool of potential students. Individuals who consistently achieve high or above grade level benchmarks on one or more assessments include, but are not limited to VALLS, aptitude test (optional), pre and post formative and summative assessments, family evaluation, teacher evaluation of gifted characteristics, traits, and behaviors.
- To ensure inclusivity in the screening pool, all second graders undergo a universal screener aptitude test in the fall (NNAT). Students scoring in the high average range (69% or above) on the aptitude test receive an evaluation for possible placement in the Gifted Services Program. This evaluation includes an aptitude test, family evaluation, teacher evaluation of gifted characteristics, traits, and behaviors, and VALLS data.
- Students in 3rd through 12th grade may be referred for evaluation for Gifted Intellectual Aptitude (GIA) services by teachers, administrators, families/guardians, school counselors, peers, or other individuals familiar with the student. Self-referrals are also accepted. Gifted vignettes including those of culturally and diverse learners will be shared with individuals as part of the referral process.
- Upon referral for gifted services, written family permission is obtained before proceeding with the evaluation.



- Families are provided with written notification of the eligibility decision within 90 instructional days from the receipt of the referral by the Gifted Services Department, ensuring compliance with state regulations. Letters and forms are also translated into a variety of languages for families. The Gifted Services Department also uses a language line to communicate with families.
- Elementary students are limited to three referrals and/or tests for General Intellectual Aptitude (GIA) gifted services during their K-5 years, including participation in the district universal screening in 2nd grade.
- Middle and high school students may be referred and screened for GIA gifted services twice, not counting appeals.
- Upon enrollment, school counselors and registrars review transfer student files. Students identified as gifted in other school districts receive a referral for gifted services, considering all valid and reliable assessment data along with current evidence collected by NNPS Gifted Services Department. Military transfer students are given immediate consideration for placement in the Explorer or GIA programs as part of the Military Interstate Compact.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but placement becomes valid only when a Newport News address is available, and the student is properly enrolled in the division.
- Students previously identified as gifted in another school division must undergo Newport News' referral and identification process to determine possible eligibility for gifted services in the Newport News school division.
- **Referral Timeline:** Referrals may be submitted to the Department of Gifted Services. To adhere to state guidelines and ensure timely assessment and results, the preferred referral windows include:
  - September: Newcomers to the system and transfer students for GIA Program
  - October:
    - District-wide NNAT screening for 2nd grade with full evaluation beginning in November for GIA Program
    - 5th grade Referrals and NNAT assessment for GIA Program
    - SRGS (10th and 11th grade) testing referrals
  - December/January: 1st-grade referrals for Explorer Program
    - SRGS assessments
  - March:
    - 3rd and 4th grade referrals and testing for GIA Program
    - 6th-11th grade referrals and testing for GIA Program

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 singular score or criterion is exclusively used to determine a child's eligibility for inclusion or exclusion from the Gifted Services Program. The committee overseeing eligibility may request supplementary information if necessary or choose to defer the decision until additional data is available. Moreover, the committee may consider scores from other norm-referenced abilities if such information is accessible. If the student's performance suggests a need for acceleration, whether in grade or content, alongside gifted services, the acceleration decision is made at the school/school district level, involving collaboration between the administrator and the Gifted Services Department.

In grades 3-12, highly capable students in, but not limited to a gifted cluster classroom may enter a TAG Talent Pool program, where formal evaluation in the spring assesses eligibility for the gifted program. If a student is deemed eligible, they are offered placement in a gifted cluster program.

Notification of a student's eligibility decision is communicated by the Gifted Services Department to administrators and/or school counselors. Subsequently, school administrators are responsible for informing teachers and other relevant personnel within the school. Prior to placement in the Gifted Services program, family/parental written permission is obtained, and gifted eligibility decisions are subject to appeal.

**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)

1-2 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, ELL staff as needed)

**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.

**Explorer Talent Development Program (1st grade)**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Family 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
VALLS assessment	Classroom teacher(s)	Classroom teacher	School division Gifted Education Supervisor or Gifted Testing Coordinator
Ability Tests	NNAT, OLSAT, K-BIT, CoGAT administered by Gifted Services Department	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator
Optional portfolio of previous achievements, performance tasks, and academic progress	Stanford Achievement Test, Classroom teacher(s) and/or Gifted Services staff	School division Gifted Services Department	School division Gifted Education Supervisor or Gifted Testing Coordinator

**General Intellectual Aptitude (Grades 2-12)**

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Measure	Administered/ Completed by	Scored by	Provided to the committee by
Family 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, K-BIT, CoGAT 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	Stanford Achievement Test, 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 convenes monthly to thoroughly review eligibility files and make informed decisions regarding eligibility and placement based on available information. Student strengths, reflected in aptitude test scores, grades, teacher and family rating scales, and other performance indicators, are noted on the eligibility profile.
- Emphasizing a holistic approach, no single score or criterion is employed in isolation to determine a child's eligibility, and the committee is open to requesting additional information or deferring the decision pending more data.
- The identification and placement committee strives to reach a decision within 90 instructional days from the receipt of the referral. Parents/guardians are promptly informed in writing of the committee's decision, with an opportunity for appeals available for all decisions.
- In cases where a student's performance suggests a need for acceleration, be it in grade or content, in addition to gifted services, the acceleration decision is delegated to the school/district level. This decision is collaboratively made by the administrator in conjunction with the School Leadership 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**

Student strengths are documented on the eligibility profile, encompassing test scores, grades, teacher and family rating scales, and other available performance indicators. Once a student is identified as gifted or potentially gifted, the division-level identification and placement committee determine the most suitable gifted program for the student.

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- Kindergarten: In the Explorer Talent Development Program, Gifted Resource Teachers will collaborate with kindergarten educators. They will partner with kindergarten teachers to identify students who consistently demonstrate high or above-grade-level performance on various assessments, including VALLS, aptitude, pre and post formative and summative assessments, family evaluation, teacher evaluation of gifted characteristics, traits, and behaviors.
- Grade 1: First-grade students showing potential may be referred to the Explorer Talent Development Program. Identified students in first grade will actively participate in the Explorer Program, which is a push-in/pull-out initiative with a Gifted Services teacher during the second semester.
- Grade 2: Students identified in first grade for the Explorer Program will continue their participation in a push-in/pull-out program with a Gifted Services teacher in second grade. Additionally, all second-grade students in Newport News will undergo universal screening for gifted services. This screening process may result in their placement in the gifted cluster program, starting in third grade.
- Grades 3-5: Depending on the results of a student's gifted evaluation, the child may participate in the General Intellectual Aptitude (GIA) program. Highly capable students in, but not limited to a gifted cluster classroom may enter a TAG Talent Pool program, where formal evaluation in the spring assesses eligibility for the gifted program. If a student is deemed eligible, they are offered placement in the gifted cluster program.
- Grades 6-8: Identified gifted students have the option to participate in the General Intellectual Aptitude program. The Gifted Services Department collaborates with middle school students to determine appropriate coursework levels and the sequence of advanced classes.
- Grades 9-12: The Gifted Services Department collaborates with high school students to determine suitable levels of coursework, including advanced or honors classes, Advanced Placement classes, and may recommend application to programs like the Governor's School for Science and Technology, the International Baccalaureate Program, Dual Enrollment, or high school magnet programs.
- The Gifted Services Department communicates eligibility decisions to administrators and/or school counselors, who, in turn, inform teachers and other personnel within the school. Family permission is secured before placement in the Gifted Services program, and all gifted eligibility decisions are subject to appeal.
- Identified gifted students withdrawing from Newport News Public Schools for a semester or longer may be reevaluated upon their return to determine current placement needs.
- Military transfer students receive immediate consideration for possible placement in the Gifted Services Program.
- Private school students, homeschooled students, and other transfer students may be referred and tested, but placement is contingent on the availability of a Newport News address and proper enrollment in the division.
- Students previously identified as gifted in another school division must undergo Newport News' referral and identification process to assess potential 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 families/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) families/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, families receive a notification letter detailing the aptitude screening process, testing window, and result notification. Additional reminders about the testing date may be communicated by the school or the Gifted Services Department.
- For students completing the full eligibility and placement process, parents or guardians are informed in writing, and permission is sought prior to initiating each step in the eligibility and placement process:
  - Communication is sent to families upon receipt of a referral, requesting permission to evaluate. Families are invited to complete a family evaluation checklist of gifted characteristics, and written permission is a prerequisite for students to proceed with the evaluation process. Letters and forms are also translated into a variety of languages for families. The Gifted Services Department also uses a language line to communicate with families.
  - Another letter notifies families of the eligibility decision and their right to appeal.
  - Written permission is mandatory for students to receive gifted services, and approval is required for program admission.
- Regarding the **Appeals Process**:
  - The initial step is to consult with the Gifted Services Supervisor or a designated representative to discuss the decision. Concerns are typically resolved at this level.
  - If needed, the subsequent step involves submitting a letter detailing specific reasons for requesting an appeal. This letter must reach the Gifted Services Supervisor within 20 instructional days of receiving the original eligibility or placement decision.
  - An appeals committee, convened within 30 days of receiving the written request, reviews all pertinent information. Committee members 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 gathered by the committee.
  - Families/guardians receive a letter notifying them of the committee's decision.
  - The decision of the Appeals Committee is considered final.

#### **Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to families 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 from families/guardians is a prerequisite for any individual changes in placement.
- If a family seeks a change in placement, whether from pull-out services with the Gifted Services teacher or participation in the cluster gifted class, they should contact the Gifted Services Supervisor and/or the school administrator. The committee will request additional current information, including testing, current teacher recommendations, current grade, and observation feedback. The eligibility and placement committee will then review the student's performance data to determine the appropriate academic placement.
- If a family opts a child out of gifted services, completion of the Gifted Services Opt-out form is required, officially declining continuation in the gifted program. When an identified gifted student is withdrawn from Newport News Public Schools or the gifted program for more than one semester, the formal identification and placement process may be necessary upon re-enrollment. Academic data, including current grades and test scores, will be reviewed as part of the placement decision.
- In instances where a child is struggling within the program, all gifted site teachers conduct Academic Reviews for students in gifted cluster programs.

### **Academic Review Process:**

- Schedule a conference involving the student, parent/guardian(s), school personnel, and the Supervisor of Gifted Services to address the area(s) in which the student is encountering difficulty. Collaboratively, all parties will formulate a plan of action for the student, including modifications to the current program. These modifications may encompass:
  - Mainstreaming for part of the day
  - Individual work with the school counselor or other school personnel
  - Adaptation of expectations to meet the student's needs while maintaining program standards
  - The plan of action must incorporate a time for a follow-up conference and specify educational goals. Throughout the interim period, teachers are obligated to keep families informed weekly about the student's progress.
- At the follow-up conference, teachers, school personnel, and the Supervisor of Gifted Services will convene to review the student's progress and determine the next course of action.
- If a change of placement is imminent, families will receive notification via a letter from the Supervisor of Gifted Services, including details about the appeals process. Families will be informed of any change in placement within 45 working days of the decision.
- Families retain the right to request a change in any placement at any time through a written letter. Upon receiving the request, the Supervisor of Gifted Services will initiate the necessary steps to transition the student. Any change in placement will be implemented 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. Families/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-2 may be served through the Explorer Talent Development Program.
- If a student is in a gifted cluster class, the student may be considered part of a TAG Talent Pool and may be referred for evaluation.
- Students in grades 3-5 are served through the gifted cluster program.
- Students in grades 6-8 are served through the gifted cluster program.
- 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 most cases, students receive instruction within their respective grade levels. If a student requires advanced guidance in a specific content area, such as math, there is flexibility for the student to be placed in a higher-grade level class for that subject, while generally remaining with peers of the same age for other coursework. Each grade level provides appropriately differentiated instruction, and cross-grade flexible groupings may be implemented, particularly within the Gifted Resource program, to cater to students' diverse needs.
- Subject advancement in grades K-5 is considered an option. This decision is made in collaboration with the principal, Gifted Services Department, families, and Department of School Leadership.

**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 the Explorer Talent Development Program for students in K-2, featuring a comprehensive cross-disciplinary curriculum focused on differentiation, analytical thinking, metacognition, problem-solving and problem-based learning.
- If a student is in a gifted cluster class, the student may be considered part of a TAG Talent Pool and may be referred for evaluation
- Identified gifted students in grades 3-8 benefit from the gifted cluster program. These programs deliver a holistic curriculum and educational experience explicitly designed to meet the unique needs of gifted learners.
- High school students in Newport News Public Schools have access to a diverse array of advanced classes, including Advanced Placement courses, Virtual Virginia classes, magnet programs, and dual enrollment classes, tailored to address specific academic needs. Additionally, the International Baccalaureate program and the Governor’s School for Science and Technology offer rigorous and advanced instruction, specifically catering to the needs of gifted learners.
- This comprehensive approach ensures that gifted students receive challenging and engaging educational experiences across all grade levels, with a variety of options available at the high school level to cater to diverse academic needs and interests.

**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 place a significant emphasis on fostering independent capacity in students through avenues such as real-world and original research, problem-based learning, and inquiry-based learning. Both the Governor’s School for Science and Technology and the International Baccalaureate Programs incorporate robust research and independent study components. Additionally, the general curriculum offers opportunities for independent learning and enrichment extensions. Learning/Independent Study contracts are also made available as needed to support individualized learning experiences.

**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**

Every day at Newport News Public Schools revolves around a singular mission: ensuring that every student will graduate college, career, and citizen-ready. Our educational approach is designed to prepare students for their roles as lifelong learners, future

employees, and contributing citizens in the 21st century. The academic model places a strong emphasis on higher-level thinking skills, the real-world application of knowledge, and engagement with rigorous coursework.

In Newport News, we employ collaborative group work and performance assessments to enhance the learning experience. The school division provides a range of choices for students, including specialized magnet programs at the elementary, middle, and high school levels, focusing on engineering, performing arts, math, science, technology, international studies, and communications. At the high school level, students have access to various advanced learning options, such as distance learning (Virtual Virginia), dual enrollment courses, Advanced Placement courses, Honors courses, and the opportunity to apply for the Governor's School for Science and Technology or the International Baccalaureate Program.

Within our Gifted Services Resource Program, TAG Talent Pool Program, and gifted cluster program, teachers employ a variety of research-based best practices tailored for gifted students. Our focus includes cultivating higher-level critical and creative thinking skills, promoting inquiry-based learning, developing problem-solving abilities, acquiring advanced vocabulary, fostering scientific analysis, and encouraging original research. Teaching strategies are rooted in best practices for gifted learners, incorporating flexible pacing and grouping, inquiry processes, curriculum compacting, tiered instruction for challenge and complexity, content differentiation, Socratic seminars, research, service learning, problem-solving, and connections to Career Pathways.

#### **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 employed by the Virginia Department of Education, our division utilizes a diverse range of formative and summative assessments. These assessments encompass various methods, including:
  - 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
- The data available for analysis comprises several key metrics, such as the number of students scoring at the advanced level on SOL tests, the count of students participating in advanced classes, the figures for 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 the overall progress of identified gifted students.

**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 distinguished by the incorporation of appropriately leveled content, enriched with critical thinking, problem-solving, complexity, depth, and variations in pacing. The Gifted Services Programs, including the Gifted Resource Program, gifted cluster program, the TAG Talent Pool program, Honors classes, Advanced Placement Program, the International Baccalaureate Program, and the Governor's School for Science and Technology, adhere to best-practices curricula and teaching strategies specifically tailored for gifted students. These programs provide:
  - Advanced content and accelerated pacing of instruction
  - Problem-solving emphasis
  - Higher-level thinking that fosters creativity and the generation of innovative products
  - Exploration of issues, themes, and real-world problems within and across areas of study
  - Opportunities for original research and production
  - Advanced language acquisition
  - World Language curriculum opportunities

This comprehensive approach ensures that gifted learners receive a tailored educational experience that challenges them to excel and thrive across various domains.

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
- 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

At the elementary and middle school levels, instructional materials and strategies encompass a range of resources. These may include language arts curriculum units sourced 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, and the Renzulli Learning Differentiation program. This diverse array of materials and strategies aims to provide a rich and engaging learning experience for students, fostering both academic excellence and curiosity.

To ensure the effective delivery of curricula, it is imperative that all teachers of the gifted in Newport News hold an endorsement in gifted education or complete the Gifted Competency Canvas modules. Additionally, teachers are encouraged to attend professional development sessions provided by the district.

For general education classroom teachers, counselors, and administrators, support in delivering appropriately differentiated and advanced instruction is facilitated through various professional development opportunities. The district places a division-wide emphasis on honing skills related to higher-level thinking, inquiry, and problem-solving, further enhancing the overall educational experience for all students.

### **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**

Newport News School Board Policies state:

##### **IHBH – School Program Options**

*Newport News Public Schools is committed to providing all students the opportunity to choose educational programs aligned with personal interests and career aspirations. The division also recognizes students' need for varying instructional models to support individualized learning styles. In support of this philosophy, NNPS offers three types of school programs:*

*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 and technical 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.*

*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 equitable access for all students. 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.*

*Specialty Academies serve the specific needs of particular groups of students. These programs have specific entrance requirements.*

*The Innovation Institute is a specialty academy designed to offer students online learning experiences. Participation in this program may limit participation in other magnet or specialty programs.*

See Policy JFBD, Magnet/Alternative Programs

Date of Adoption: June 17, 1981

Revised: June 17, 1987; August 1992; May 18, 1994; March 19, 1997; May 17, 2000; September 20, 2022

### **IHBB – Gifted Education**

*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.*

Date of Adoption: September 1, 1979

Revised: June 17, 1981; August 30, 1984; June 17, 1987; May 18, 1994; May 17, 2000

Reviewed: April, 19, 2022

### **IHCD – Advanced Placement**

*The School Board wishes to encourage all students to pursue a rigorous and challenging academic program. 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 literacy (reading, writing, communication, and research) skills, sharpen problem-solving abilities, employ critical thinking, 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.*

Date of Adoption: May 18, 1994

Revised: April 19, 2022

The Advanced Placement program is open access and any student who wishes to enroll in an honors or Advanced Placement program may do so.

**IHCDA – Dual Enrollment**

*Dual Enrollment courses are offered to Newport News high school students through a partnership with post-secondary institutions. The School Board encourages all students to take rigorous courses which challenge them to perform at a faster pace and deeper academic level. While dual enrolled, students may explore potential areas of study or career tracks, engage in academically challenging work, develop workforce readiness skills, and decrease total costs for advanced certifications, licenses, or degrees.*

*Pursuant to appropriate 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 post-secondary institutions. The Superintendent will develop procedures specifying the conditions.*

Adopted: February 15, 2011

Revised: October 18, 2022

**IHCC – International Baccalaureate Program**

*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 the high school level. Grade 8 students may apply to the Pre-IB Program Magnet Programme at Warwick High School; all students who are accepted in the PreIB Programme are automatically enrolled in the IB Programme in their eleventh grade.*

*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 and School Board. In addition, the School Board will review and approve appropriate programmes of study.*

Date of Adoption: February 15, 2011

Revised: April 19, 2022

**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 with identified gifted students must complete training in the competencies listed above as evidenced by a gifted endorsement on a Virginia professional license or by completing the Gifted Competency Canvas modules. The gifted endorsement requires a series of graduate level courses in gifted education topics. The Gifted Competency Canvas modules provide a series of modules including videos, readings, and questions on the topics required for professional development by the VDOE. It is also recommended that school counselors and administrators complete an annual review of the gifted competencies to help support the gifted learners' academic, social, and emotional well-being. The Gifted Competency modules are available to all NNPS staff. School counselors and administrators are encouraged to participate in training as well. Gifted vignettes including those of culturally and diverse learners will be shared with individuals as part of the training process. The Gifted Competency Canvas course contains the following modules:

- Characteristics of Gifted Learners
- Social-Emotional Needs of Gifted Learners
- Differentiation and Instructional Models
- Twice-Exceptional Learners
- Special Populations

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 for a gifted endorsement
- Completion of online classes in gifted education topics for a gifted endorsement
- Participation in division, local, regional, or state professional development opportunities on gifted and talented education (throughout the year and at summer workshops) such as the Virginia Association for the Gifted conference or seminar, NAGC Conference, SENG conferences/webinars, or events held by The Center for Gifted Education at The College of William and Mary.
- Participation in Workshops or seminars provided by the Gifted Services Department on request to schools or as part of the Professional Growth and Innovation Department events available in the summer. Sessions may include gifted strategies, differentiation, twice-exceptional learners, gifted underachievers/selective consumers, social and emotional needs of gifted learners, counseling gifted learners, culturally and diverse gifted learners, bibliotherapy with advanced and gifted learners, critical and creative thinking, and the topics included in the gifted competencies.
- Teachers of the gifted are supported with Gifted Resource Teacher mentors.

## **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 courses 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 with 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 composed 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 cluster 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.

Newport News Public Schools

<b>Composition of Advisory Board Categories</b>	<b>Minimum Number Requested to Participate</b>
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 families of students receiving gifted services and the school administration
- Disseminating information to the community about gifted education and sponsoring programs of interest to families
- 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.

Newport News Public Schools

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

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Division Superintendent's Signature

Printed Name

Date

DRAFT