Norfolk Public Schools

Local Plan for the Education of the Gifted

2016-2021

<table>
<thead>
<tr>
<th>LEA#</th>
<th>118</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Melinda J. Boone</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>800 East City Hall Avenue Norfolk, VA 23510</td>
</tr>
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<td>Gifted Education Coordinator/ Designee</td>
<td>Mrs. Valerie S. Tuck</td>
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<td>Senior Coordinator Academic Rigor 7000 W. Tanners Creek Drive Norfolk, VA 23513 (757) 852-4674, option 3 <a href="mailto:vstuck@nps.k12.va.us">vstuck@nps.k12.va.us</a></td>
</tr>
<tr>
<td>Local School Board Chairperson</td>
<td>Mr. Rodney Jordan</td>
</tr>
<tr>
<td>Date Approved by School Board</td>
<td>July 20, 2016</td>
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</tbody>
</table>
Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division’s implementation of the Regulations Governing Educational Services for Gifted Students. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division’s gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division’s plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education’s Web site [Gifted Ed Homepage](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml).

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 Norfolk 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) - English</td>
<td>K-12</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) - Mathematics</td>
<td>K-12</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) - History and Social Science</td>
<td>6-12</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) - Science</td>
<td>6-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Dance: Governor’s School for the Arts (GSA)</td>
<td>9-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Instrumental Music: GSA and Strolling Strings and Jazz Ensemble</td>
<td>9-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Theatre: GSA</td>
<td>9-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Visual Arts: GSA</td>
<td>9-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Vocal Music: GSA</td>
<td>9-12</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 mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- Courageous advocacy for all students
- Family and community investment
- Data-driven personalized learning
- Strong and effective leadership teams
- Shared responsibility for teaching and learning
- Access to rigorous and rewarding college and career readiness opportunities

Gifted students reflect the diverse make-up of our city. In order to meet the needs of a diverse group, multiple criteria are used to identify students and arrays of service options are available. Teachers of the gifted deliver advanced curricula and instruction at the elementary, middle and high school levels in order to equip students with higher level thinking skills and in-depth content knowledge that will support their advance intellectual and personal development.

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.

Norfolk Public Schools defines gifted students as those whose abilities and potential for accomplishment are so outstanding that they require special services and programs to meet their educational needs. Gifted students come from many backgrounds, and their special abilities cover a wide spectrum of human potential. NPS uses multiple criteria to identify gifted learners which includes: teacher and parent checklists, portfolios, student interviews, ability and achievement tests to determine students’ need of gifted services in areas of general intellectual aptitude, specific academic aptitude, and visual and performing arts aptitude. A student may be identified in the area of General Intellectual Aptitude (GIA) in grades K-5, but demonstrating advanced verbal or quantitative skills or creative Expression above that of his/her peers in a range of disciplines. Specific Academic Aptitude (SAA) is demonstrated through advance performance in mathematics, the Sciences, social studies, and/or English Language Arts. Selection is based on multiple Criteria including a norm-referenced achievement test, parent rating, teacher rating, and
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...student interview and student portfolio.

Visual or Performing Arts Aptitude (VPA) may be demonstrated through exceptional auditions or authentic products and creative expressions.
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: To provide screening of all students in grades kindergarten through twelve in the areas of general intellectual or specific academic aptitude in English, mathematics, science, or social studies that might lead to referral, testing, and placement.

To provide a process to allow students to demonstrate their potential in the Visual or Performing Arts that will lead to increasing their skills by attending a rigorous and creative program at either the Governor’s School for the Arts or Norfolk Public Schools’ Strolling Silver Strings or Jazz Ensemble programs, through a process of application and audition.

1. All first grade students are screened using the Cognitive Abilities Test (CogAT). Those students who score in the 90th percentile and above are referred for identification in the area of General Intellectual Aptitude.

2. The use of multiple criteria ensures that all referred students have equity and access to being fairly evaluated. NPS uses a parent rating, teacher rating, student interview, student work sample portfolio as well as scores from the Cognitive Abilities Test or the Iowa Test of Basic Skills or Iowa Test of Educational Development for gifted identification.

3. Students in grades K-12 may be referred for gifted identification. Students who are referred are placed on a “gems” list and are selected for testing the next testing period.

4. Students who are tested are rated by their parent or guardian, their current teacher, may receive an interview by the GRT and a portfolio of their work may be gathered for further evidence to support the need for gifted services.

5. Those students who rate superior in three of the 5 categories are selected to receive gifted services.

6. Students apply for auditions to for the Governor’s School for the Arts, Strolling Strings and/or Jazz Ensemble. The auditions are held before a panel of professionals or instructors of the arts.

7. Students are able to apply for dance, visual arts, performing arts, instrumental music, and musical theatre. Students beginning in 8th grade can contact their Gifted Resource Teacher or the Governor’s School for the Arts for an application to audition. Students who are interested in becoming members of
Strolling Silver Strings or the Jazz Ensemble in grade 8 and above are to contact their band or orchestra teacher.

8. Students who have successful auditions are invited to attend the Governor’s School for the Arts or to be members of Strolling Strings or the Jazz Ensemble. The selected students are then identified as gifted in Visual or Performing Arts Aptitude by virtue of their exceptional auditions or authentic products.

B. Delivery of Services: To provide a cohesive continuum of appropriate, challenging and differentiated educational experience at the school, district, and community levels for identified students at all grade levels.

1. Gifted students at the elementary level will receive additional gifted instruction from a gifted resource teacher in reading and/or math in either a Push In or Pull Out model.

2. Gifted students at the elementary level are clustered together with like-minded peers to facilitate the delivery of services.

3. Gifted students identified in general intellectual aptitude (GIA) are encouraged to apply to the Young Scholars Program. This is NPS’ middle school program for gifted learners based on the Autonomous Learner Model of Dr. George Betts.

4. Gifted students in middle school are encouraged to take honors and high school courses to meet their intellectual need. Highly talented students in the spring of their eighth grade year are encouraged to apply for auditions for the Governor’s School for the Arts, Strolling Silver Strings, the Jazz Ensemble, NORSTAR, a research and robotics program or one of the specialty high school programs.

5. Gifted and high-ability high school students have access to Advanced Placement, Honors, and specialty programs such as the International Baccalaureate Program.

6. Gifted students in grades 10 and 11 have the opportunity to apply to the Summer Residential Governor’s School.

C. Curriculum and Instruction: All GRTs are required to use the Standards of Learning as their curriculum for instruction. To ensure that the Norfolk Public Schools’ curriculum meets the needs of gifted learners, GRTs supplement the curriculum by providing depth and complexity of content, process, products, and learning environments.
1. Gifted Resource Teachers (GRTs), use and provide advanced materials such as Word Masters Vocabulary, Word Wright, Junior Great Books, William and Mary’s Jacob’s ladder reading comprehension, and Project M² and M³ developed by Kendall - Hunt for math instruction designed for gifted learners to enhance the curriculum.

2. GRTs use and provide pre-AP and AP strategies to teachers in professional development offerings and to students to develop their skills and capacity for advanced learning at the secondary level.

3. GRTs use and provide specific gifted teaching strategies such as Active Questioning, Problem-Based Learning, and Paul’s Reasoning Model.

D. Professional Development: To provide a comprehensive staff development program for all school staff involved in the education of gifted learners.

   1. Establish a process whereby cohorts of teachers can be trained in gifted coursework that leads to gifted endorsement.

   2. Establish partnerships with local universities that specialize in gifted education in an effort to build the capacity of all our classroom teachers in best practices in gifted pedagogy.

   3. Provide gifted resource teachers the opportunity to attend conferences, webinars, and trainings around the gifted education.

   4. Provide all instructional staff training in differentiated instruction specific to the needs of gifted learners at the school and district levels.

E. Equitable Representation of Students: To continue to provide professional development to teachers concerning the manifestation of gifted traits in underrepresented and under-served populations.

   1. All classroom teachers will be trained to use best practices in culturally responsive teaching and traits of gifted students from culturally diverse backgrounds.

   2. GRTs will be provided professional development of best practices and research based strategies to meet the needs of gifted learners from diverse populations.

F. Parent and Community Involvement: To increase communication between the Gifted Education Department, NPS employees and the community at large.

   1. Ensure that the Gifted Education Advisory Committee is comprised of representation from each region in Norfolk City.
2. Continue to maintain an updated website and provide announcements concerning parent trainings related to gifted education.

3. Continue to incorporate advanced technology that is available to inform parents of events and training.

4. Provide opportunity for input on the effectiveness of our practice from all stakeholders.
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

<table>
<thead>
<tr>
<th>Screening Procedures for:</th>
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<tbody>
<tr>
<td>General Intellectual Aptitude</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude - English</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude - Math</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude - Science</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude – History and Social Science</td>
<td>X</td>
</tr>
</tbody>
</table>

Screening is the annual process through which a pool of candidates from kindergarten through twelfth grade is created who might later be referred for the formal identification process.

Norfolk Public Schools’ screening process is dependent on the grade level. Details are as follows:

**First Graders:** The first step in screening all first grade students is to collect completed teacher rating form on each student at the end of January.

Secondly, as part of the screening process, the Cognitive Abilities Test (CogAT) is administered to all first grade students during the month of February. All first graders are screened to cast a wider net and reduce barriers to participation. (Olszewski, 2012)

Once the scores come back to the Office of Academic Rigor, parents are notified and for those students who fall within the three tier score bands, the referral process begins.

Eligibility letters are mailed to parents in late spring.

**Kindergarten, Second-Eleventh Graders:** During the last nine weeks of the school year, teachers will be given the opportunity to complete a teacher rating form for students they feel exhibit gifted characteristics. These students will be included in a talent pool for potential gifted referrals.
The teacher rating form with gifted characteristics will be made available for teachers to record their observation by the gifted resource teacher. School will forward the teacher rating forms to the GRT during the last week of school.

**Screening Procedures for Visual and Performing Arts (Grades 9-12)**

All rising 9th-12th grade public school students are eligible to apply for the Virginia Governor’s School for the Visual and Performing Arts (GSA). Classroom teachers, gifted resource teachers, and school counselors encourage highly talented students to apply for this opportunity. Further information about this program is broadcast via the Office of Academic Rigor’s webpage as well as individual gifted resource teachers’ websites.

The Governor’s School for the Arts provides flyers for gifted resources teachers to post and distribute.

Interested students are invited to an annual information night and encouraged to complete applications. The Governor’s School for the Arts director contacts potential students to schedule auditions. GSA staff members are responsible for selecting students for the program.

**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:**

<table>
<thead>
<tr>
<th>General Intellectual Aptitude (GIA)</th>
<th>X</th>
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<tbody>
<tr>
<td>Specific Academic Aptitude (SAA) – English</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude – Math</td>
<td>X</td>
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<tr>
<td>Specific Academic Aptitude - Science</td>
<td>X</td>
</tr>
<tr>
<td>Specific Academic Aptitude – History and Social Science</td>
<td>X</td>
</tr>
</tbody>
</table>

1. Elementary level gifted resource teachers communicate with parents and teachers that the referral process is open and disseminate the appropriate referral forms.

2. Referrals are accepted all year by GRTs. Referred students are placed on a “GEMS” list and are contacted to receive a Permission to Test form. These students are then scheduled to be tested the next testing period.
3. Secondary level gifted resource teachers invite teachers and staff members in late spring and early October, to refer students for gifted services through email, staff meetings and newsletters.

4. The timeline for testing is posted on the Office of Academic Rigor’s website. Testing for grades K – 12 begins in November.

5. Referral forms are posted to the Office of Academic Rigor’s webpage under forms and are provided to schools through their GRTs each year.

6. Teachers, Counselors, Administrators, Parents, or anyone familiar with a student’s academic ability can refer a student for gifted education services.

7. A completed referral consists of three components: (1) Permission to test form, (2) Parent Rating form, (3) Teacher Rating form.

8. All three forms will be submitted to the Office of Academic Rigor for further processing during the first week in November. The return of these forms initiates the formal identification process.

_The Virginia regulations governing the education of gifted students, requires notification to parents/legal guardians regarding eligibility status within 90 instructional days, beginning with the receipt of consent for assessment which in Norfolk is the permission to test form._
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.)
   *Norfolk does not specifically use item #6 independently, but these items may be included in a portfolio. (See item #1 above)
   □  7. Additional valid and reliable measures or procedures

   Specify:

   Additional identification information for General Intellectual and Specific Academic Aptitude (All disciplines)

   Specific Academic Aptitude - English

   Local Plan for the Education of the Gifted
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)

5b. Individual or group-administered, nationally norm-referenced achievement test(s)

6. Record of previous achievements (awards, honors, grades, etc.)
   *Norfolk does not specifically use time #6 independently, but these Items may be included in a portfolio. (See item #1 above)

7. Additional valid and reliable measures or procedures

   Specify:

Specific Academic Aptitude - History and Social Science

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)

5b. Individual or group-administered, nationally norm-referenced achievement test(s)

6. Record of previous achievements (awards, honors, grades, etc.)
   *Norfolk does not specifically use time #6 independently, but these Items may be included in a portfolio. (See item #1 above)

7. Additional valid and reliable measures or procedures

   Specify:
Specific Academic Aptitude - Mathematics

☑ 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.)

*Norfolk does not specifically use item #6 independently, but these items may be included in a portfolio. (See item #1 above)

☐ 7. Additional valid and reliable measures or procedures

Specify:

Specific Academic Aptitude - Science

☑ 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.)

*Norfolk does not specifically use item #6 independently, but these items may be included in a portfolio. (See item #1 above)

☐ 7. Additional valid and reliable measures or procedures

Specify:

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VPA - Dance

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.)

*Norfolk does not specifically use item #6 independently, but these Items may be included in a portfolio. (See item #1 above)

7. Additional valid and reliable measures or procedures

Specify: Auditions before a panel of professionals for the Governor’s School for the Arts. Dance program.

VPA - Instrumental Music

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.)

*Norfolk does not specifically use item #6 independently, but these Items may be included in a portfolio. (See item #1 above)

7. Additional valid and reliable measures or procedures
Specify: Auditions before a panel of professionals/instructors for Governor’s School for the Arts and/or Strolling Silver Strings and Jazz Ensemble.

VPA - Theatre

☑ 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.)

*Norfolk does not specifically use time #6 independently, but these Items may be included in a portfolio. (See item #1 above)

☑ 7. Additional valid and reliable measures or procedures

Specify: Auditions before a panel of professionals for the Governor’s School for the Arts.

VPA - Visual Arts

☑ 1. Assessment of appropriate student products, performance, or portfolio

☐ 2. Record of observation of in-class behavior

☐ 3. Appropriate rating scales, checklists, or questionnaires

☑ 4. Individual interview

☐ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) and/or

☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)

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

*Norfolk does not specifically use item #6 independently, but these Items may be included in a portfolio. (See item #1 above)
7. Additional valid and reliable measures or procedures

Specify: Portfolio assessment with a panel of judges from the Governor’s School for the Arts.

VPA - Vocal Music

☑ 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.)

*Norfolk does not specifically use time #6 independently, but these Items may be included in a portfolio. (See item #1 above)

☑ 7. Additional valid and reliable measures or procedures

Specify: Auditions before a panel of professionals from the Governor’s School for the Arts.

2. Specific Identification Procedures:

Specific Procedures:
1. Gifted resource teachers will solicit referrals from educators who serve special populations to include special education and English Language Learners with superior aptitudes despite differences or disadvantages.

2. Accommodations are provided for students with an IEP as well as students who are English Language Learners in collaboration with their special education teacher and the ELL resource teacher.

3. Once referrals are submitted to the Office of Academic Rigor (OAR), the students’ names are placed on a GEMS list. Students will then receive a permission to test form, a parent rating and their teachers will receive a teacher rating form.

4. Students are tested during the month of November by the gifted resource teacher.

5. Students in Kindergarten who are referred are administered the CogAT Screener.

6. All first time first grade students are administered the CogAT screener. This eliminates the need for a referral for first grade students.

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7. Students in grades 2-5 take the Cognitive Abilities Test (CogAT) which is comprised of three batteries: the verbal section, quantitative section, and the nonverbal section. This battery of test is administered over the course of 3 days.

8. Students in grades 6-8 are administered the Iowa Test of Basic Skills (ITBS) in four areas: communication skills, mathematics, social studies, and science.

9. Students in grades 9-12 are administered the Iowa Tests of Educational Development (ITED) in four areas: communication skills, mathematics, social studies, and science.

10. Students who are interested in applying for Strolling Silver Strings, the Jazz Ensemble or the Governor’s School for the Arts must apply for adjudication through the Governor’s School for the Arts or their music teacher.
Norfolk Public Schools uses a “tiered” process to determine eligibility.

- **Tier 1** is composed of students scoring between 90-99% or better on Criterion 1 (either: CogAT, ITBS, or ITED) plus receive at least one cumulative superior score on one of the other criteria. The other criteria are Parent Rating Form (Criterion 2), Teacher Rating Form (Criterion 3), Student Portfolio (Criterion 4), and Observation/Interview (Criterion 5).

- **Tier 2** is composed of students who score between 80-89% on Criterion 1 plus receive at least two superiors or better on the remaining criteria.

- **Tier 3** is composed of students who score between 70-79% on Criterion 1 plus receive at least three superior or better on the remaining criteria.

| Tier 2 | Portfolio assessment: For students scoring between 80-89% a portfolio of the student’s work will be completed to build a case and show evidence of gifted characteristics and behaviors. | Portfolio will be completed within 30 days by classroom teacher or designee. Portfolio will include a minimum of 3 samples of authentic student work. | • 80-89% score on ***CogAT in any area utilizing national norms. • 2 rating scales • Portfolio by school-based committee. Committee reviews multiple criteria and determines eligibility for services. |
| Tier 3 | Students scoring 70-79% | Interview Observation | • ***CogAT 79-70% • 2 rating scales • Portfolio • Other assessment • measure (observation, interview, other test) • Committee reviews multiple criteria and determines eligibility for services. |
*Note: Because no single criterion can exclude or include a child for eligibility, students who score below 70% on Criterion 1 must score cumulative superior on all remaining criteria to be considered eligible.

Table 2. Identification and Eligibility Process: Visual and Performing Arts

<table>
<thead>
<tr>
<th>Activity</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strolling Silver Strings- Grades 9-12</td>
<td>Must be currently enrolled in NPS music program – Audition required</td>
</tr>
<tr>
<td>Jazz Ensemble – Grades 9-12</td>
<td>Must be currently enrolled in NPS music program – Audition required</td>
</tr>
<tr>
<td>Dance, Instrumental Music, Choral, Visual Arts program, Theatre, Musical Theatre</td>
<td>Students in grades 8 -11 apply for audition for Governor’s School for Arts</td>
</tr>
</tbody>
</table>

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
   Specific Academic Aptitude, English, Science, Math, History

   - Classroom Teacher(s)
   - 3 Gifted Education Resource Teacher(s)
   - Counselor(s)

   - School Psychologist(s)
   - Assessment Specialist(s)
   - Principal(s) or Designee(s)
   - Gifted Education Coordinator
   - 1 Other(s) Specify: Teacher Specialist, Academic Rigor

   b. Type of Identification/Placement Committee
      This section indicates the type of Identification/Placement Committee the division uses.
1. Identification/Placement Committee (8VAC 20-40-40D)
   c. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

   **General Intellectual Aptitude**
   Specific Academic Aptitude, English, Science, Math, History

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Classroom Teacher(s)</td>
</tr>
<tr>
<td>1</td>
<td>Gifted Education Resource Teacher(s)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Counselor(s)**

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<tr>
<td></td>
<td>School Psychologist(s)</td>
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<td>1</td>
<td>Principal(s) or Designee(s)</td>
</tr>
<tr>
<td></td>
<td>Gifted Education Coordinator</td>
</tr>
<tr>
<td></td>
<td>Other(s) Specify: Teacher Specialist, Academic Rigor</td>
</tr>
</tbody>
</table>

d. 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 and Specific Academic Aptitude (All Disciplines)**

<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>Cognitive Abilities Test (CogAT)</td>
<td>GRTs – Grades 2-5 District Testing Specialist for 1st grade</td>
<td>Riverside Publishing</td>
<td>GRTs</td>
</tr>
<tr>
<td>Iowa Tests for Basic Skills (ITBS)</td>
<td>Secondary Gifted Resource Teachers</td>
<td>Riverside Publishing</td>
<td>GRTs</td>
</tr>
<tr>
<td>Iowa Test of Educational Development (ITED)</td>
<td>Secondary Gifted Resource Teachers</td>
<td>Riverside Publishing</td>
<td>GRTs</td>
</tr>
<tr>
<td>Rating Forms</td>
<td>Teachers and Parents</td>
<td>GRTs</td>
<td>GRTs</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Classroom teacher/ School level designee</td>
<td>School-level Identification Committee</td>
<td>GRTs</td>
</tr>
<tr>
<td>Student Interview</td>
<td>GRT</td>
<td>GRT</td>
<td>GRT</td>
</tr>
<tr>
<td>Student Observation</td>
<td>GRT</td>
<td>GRT</td>
<td>GRT</td>
</tr>
</tbody>
</table>

**Description of Eligibility for General Intellectual and Specific Academic Aptitude**

Norfolk Public Schools uses three tiers to collect data and determine eligibility.

**Tier 1** students are found eligible if they have scored 90% or better on (Criterion 1- Ability or Achievement Test), received at least 1 superior or better on (Criterion 2- Parent Rating), (Criterion 3- Teacher Rating), and (Criterion 4- Student Portfolio) and (Criterion 5- Observation/Student Interview).

**Tier 2** students are found eligible if they have scored between 80-89% on Criterion 1- Ability and Achievement Test), plus received at least two superiors or better on the remaining criteria.

**Tier 3** students who score 70-79% on Criterion 1 plus at least three superiors or better on the remaining criteria.
Since no single criterion can find a student eligible, students who score below 70% on Criterion 1 must score superior on all remaining criteria to be considered eligible.

Description of Eligibility for Visual and Performing Arts

An eligibility decision in Visual and Performing Arts Aptitude occurs as a result of being accepted to the Governor’s School for the Arts, Strolling Silver Stings or All-City Jazz Ensemble. Decisions are based upon a submitted application and an audition with the Governor’s School for the Arts. Students who are interested in Strolling Silver Strings or All-City Jazz Ensemble are invited to submit an application for audition in early May. Students must also complete an interview. Selected students in each program are identified as gifted in that discipline. For more information, contact the Governor’s School for the Arts’ main office at (757) 451-4711 also visit the website: http://www.gsarts.net/. For information about Strolling Silver Strings or the All-City Jazz Ensemble, contact the Norfolk Public School’s music department at, (757) 852-4674, option 7.

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:

(K-1)

Kindergarten and first grade students who are found eligible receive differentiated instruction due to their superior assessment results on the Cognitive Abilities Test. These students are clustered with other like-minded peers. The classroom teacher works in collaboration with the Gifted Resource Teacher.

Cluster Model/Gifted Teacher of Record (Grades 2-5)

Elementary grade students in 2nd through 5th who have been found eligible in general intellectual aptitude (GIA/SAA) are clustered with their intellectual peer group. Gifted students need to spend time learning with others of like ability to experience challenge and make academic progress. (Winebrenner & Brulles, 2008) The gifted resource teacher collaborates with the classroom teacher to ensure the gifted learners’ needs are met in all disciplines. In addition, elementary gifted learners receive rigorous differentiated instruction from the homeroom teacher in core content areas not directly supported by the gifted teacher.
Summer Enrichment Program: “Camp Einstein” (Grades K-5)

High ability and gifted students who have completed Kindergarten through 5 grades are offered the opportunity to attend the summer enrichment program entitled Camp Einstein. This fee program is a 4-week enrichment opportunity for students to engage in courses of their interest and choosing. Some available courses are: Fun with Chemistry, Spanish, French, Computer Programming, Lego Dacta, and Piano are a few of the offerings during the summer.
General Intellectual Aptitude/SAA

Middle School: Young Scholars Program (YS) (Grades 6-8)

Norfolk Public Schools serves highly gifted students identified as (GIA) in middle school through the Young Scholars Program. This program is the only program in Norfolk Public School exclusively for gifted learners. The program is based on George Betts’s Autonomous Learner Model which teaches students to become independent learners. Students are encouraged to explore an area of their interest, complete extensive research in that area and share what they have learned with their peers in during Young Scholars Seminar. Young Scholars students attend either Norview Middle or Ruffner Academy based on the student’s address. Norfolk Public Schools provides transportation is provided to both locations.

Students who apply to the Young Scholars Program, interview with a panel of teachers to share their interest in learning, present a product of their choosing during the interview, and provide a writing sample as part of the application process. The selection process is rigorous and competitive. Each sixth grade cohort consists of 35 to 40 students at each location. Cohorts are grouped with intellectual peers for core courses and grouped with age peers for electives.

A gifted resource teacher (GRT) is assigned to each middle school to facilitate the use of pre-AP strategies in core courses with gifted students enrolled. These GRTs collaborate with counselors to provide social emotional support to our middle school gifted students.

Middle School Extended Day Enrichment Options:

Middle school gifted students engage in after school enrichment opportunities such as Future Problem Solving Competition and Courtroom Law, which is a mentorship program with local attorneys from the Norfolk-Portsmouth Bar Association.

High School Options for Gifted Students (Grades 9-12)

Advanced Courses

Norfolk Public Schools serves high school gifted students through accelerated honors and Advanced Placement courses. Each high school is assigned a gifted resource teacher to collaborate with AP and honors teachers individually, by department, and school-wide to facilitate researched based strategies that increase student engagement and rigor in critical thinking, problem solving, and challenging best instructional practices.
High School Extended Day and Enrichment Opportunities (Grades 9-12)

Governor’s School for the Arts (Academic School Year) www.gsarts.org
Summer Residential Governor’s School
Future Problem Solving Competition
Model United Nations
NORSTAR- A program in the technical arts that allows students to explore Robotics, Engineering and Research and Invention.

Contact the Office of Academic Rigor for additional information (757) 852-4674 option 3 or see the webpage under Norfolk Public Schools Departments.

Visual and Performing Arts Aptitude (Grades 9-12)

Norfolk Public Schools provides talented students the opportunity to apply and audition to The Virginia Governor’s School for the Arts. The applications and auditions are facilitated through the Governor’s School for the Arts (GSA) director. The GSA director notifies applicants of acceptance or otherwise.

Once a NPS student is accepted to the Governor’s School for the Arts, they are identified gifted in Visual Performing Arts (VPA) by the Office of Academic Rigor. Additionally, Advanced Placement courses in music and art are offered at certain high schools. Students should enroll in these courses through their high school guidance counselor(s).

Talented students may also apply and audition to the district’s All-City Jazz Ensemble or Strolling Silver Strings if they are currently members of their high school band or orchestra. Students are notified of their acceptance by the respective directors.
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 and Specific Academic Aptitude (All Disciplines)

Norfolk Public Schools notifies parents at several different intervals during the process of screening, referral, and identification.

With the exception of first graders, who are universally screened in February, all other
Appeals [8 VAC 20-40-60. A.5]

This section included the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness: ______*___ General Intellectual Aptitude
_______*____ Specific Academic Aptitude
__________ Practical and Technical Arts Aptitude
__________ Visual and Performing Arts Aptitude

The decisions of the adjudicated programs such as the Governor’s School for the Arts, Strolling Silver Strings and the Jazz Ensemble are final. Students may elect to apply to audition again the following year.

Requests for appeals if the decision regarding a student’s eligibility for gifted services must be made in writing by a parent/guardian, a teacher, or other appropriate school personnel. Parents/guardians and students are invited to present additional pertinent information that they feel would be helpful to the committee in making their decision.

The appeal committee will review all data that has been collected. The decision will be if additional data is needed, or the committee may determine that based on the data that has been submitted, no additional data is needed. No test conducted outside the school district will be considered in the gifted identification appeals process.

The committee’s decision may include the following:

- Uphold the original decision of the identification committee
- Reverse the decision if the identification committee
- Request more information in order to make a decision once information has been received.

The chair of the committee, the Senior Coordinator, is responsible for notifying Parents/guardians and /or individual initiating the appeal of the decision within 15 days of the receipt of the written appeal.

The letter parents receive describes the determination process as well as the appeals process. The Appeal Form by be accessed from the Academic Rigor Department Page or from their child’s Gifted Resource Teacher. Parents/Guardians may appeal the decision within (15) instructional days.
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 And Specific Academic Aptitude (all disciplines, K-12)

Norfolk Public Schools has a process in place for responding to requests for changes in services or exiting from a current placement.

Parents/guardians must request changes in instructional services in writing. A meeting may be held with the teacher(s), parent/guardians, administrator and gifted resource teacher if needed to discuss the need for a change in instructional services.

A review of service options may be requested by school principals, counselors, classroom teachers, gifted resource teachers, parents, students, and instructional administrators in central office. If a review is requested, a meeting is convened with school representatives, and parents/guardians discuss academic and social behavioral performance of the student. Documentation is provided by the classroom teacher, administrator, and/parent(s) to discuss and review. If a change in placement is determined, then the timeline for the change is discussed and determined during the meeting. A follow up meeting is scheduled if necessary.

The student’s gifted identification remains through high school graduation.
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 and Specific Academic Aptitude (all disciplines)

Norfolk Public Schools provides a continuum of gifted services through various instructional models, programs and enrichment services to meet the instructional needs of gifted students in grades K-12. Students who are identified twice-exceptional are provided accommodations or modifications via an Individual Education Plan (IEP), a 504 plan, and/or support provided by the special teacher, the gifted resource teacher, in collaboration with the classroom teacher.

The Virginia Standards of Learning provide the framework for all students’ curricula needs including gifted students. Students identified gifted are in need of something different in the way of content, process, and the way they are able to produce products to demonstrate their learning or academic growth. The following instructional models, programs, and services demonstrate how NPS provides a continuum of services for its gifted population in grades K-12.

Enriched Classroom Instruction (Grades K-1)

Kindergarten and first grade students who are found eligible receive differentiated instruction in their regular classroom(s). The classroom teacher works in collaboration with the gifted resource teacher.
Gifted Cluster Grouping Model/Gifted Teacher of Record (Grades 2-5)

As best practice for gifted students, school administrators should cluster students, in groups of 8 to 10 children, in elementary grades 2 through 5 who have been found eligible for gifted services with their intellectual peer group. Gifted students need to spend time learning with others of like ability to experience challenge and make academic progress. (Winebrenner & Brulles, 2008)

A highly qualified classroom teacher provides differentiated instruction to all students including gifted students identified (GIA/SAA) each day of the week. The gifted resource teacher pulls students identified (GIA/SAA) in either reading or math. The gifted resource teacher collaborates with the homeroom teacher to ensure that the gifted learners’ needs are met in all other subject areas. The principal at the school level ensures differentiation occurs in each classroom.

Summer Enrichment Program: “Camp Einstein” (Grades K-5)
High ability and gifted students who have completed Kindergarten through 5 grades are offered the opportunity to attend the summer enrichment program entitled Camp Einstein. This 4-week enrichment opportunity for students to engage in courses of their interest and choosing. Some available courses are: Fun with Chemistry, Spanish, French, Computer Programming, Lego Dacta, and Piano are a few of the offerings during the summer. A fee is associated to participate in this camp. Scholarships may be available.

Middle School: Young Scholars Program (YS) (Grades 6-8)
Norfolk Public Schools serves highly gifted students in middle school are encouraged to apply to the Young Scholars Program. The Young Scholars Program is the ONLY program exclusively for gifted learners. The program is based on Dr. George Betts’s Autonomous Learner Model which promotes and strengthens independent learning strategies. YS students attend the Rosemont School and transportation is provided for all students.

Students who interested in the YS program complete and application, interview with a panel of teachers to share their interest in learning, present a product of their choosing during the interview, and provide a writing sample as part of the process. The selection process is rigorous and competitive. Each sixth grade cohort consists of 35 to 40 students at each location. Cohorts are grouped with intellectual peers for core courses and grouped with age peers for electives.

Additional Middle School Options for Gifted Learners (Grades 6-8)
Norfolk Public Schools offers high-ability middle school student the opportunity to apply to Blair Middle School’s Pre-Medical and Engineering Program, The Academy of International Studies at Rosemont (AOIS) and/or the Academy for Discovery at Lakewood. These programs are NOT gifted programs, but they do offer high level of rigor many gifted students require. Each program has an

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application process and interested students and/or parents should contact the individual school(s) for more information regarding the process.

A gifted resource teacher (GRT) is assigned to each middle school to facilitate the use of pre-Advanced Placement strategies in core courses with gifted students identified (GIA/SAA). These gifted resource teachers collaborate with counselors as well as classroom teachers to provide social emotional support to our middle school gifted students.

Middle School Extended Day Enrichment Options: (Grades 6-8)
Middle school gifted students engage in after school enrichment opportunities such as *Future Problem Solving Competition and Courtroom Law*, which is a mentorship program with local attorneys from the Norfolk-Portsmouth Bar association. The Office of Academic Rigor continues to explore expansion of these enrichment opportunities.

High School Options for Gifted Students (Grades 9-12)

*Advanced Courses*
Norfolk Public Schools serves high school gifted students through accelerated honors and Advanced Placement courses. Each high school is assigned a gifted resource teacher to collaborate with AP and honors teachers individually, by department, and school-wide to facilitate researched based strategies. These strategies increase student engagement, promote rigorous critical thinking, and problem solving skills.

*Specialty Programs*
Norfolk Public Schools offers high-ability students rigorous specialty programs which require an application: Academy of the Arts at Booker T. Washington, International Baccalaureate Program at Granby High, Military Science Academy at Lake Taylor, Medical Program at Maury, and the Leadership Academy at Norview High School. Once again, these are not gifted programs, but each program provides the gifted learner a higher level of rigor and concentration in their area of interest.

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 / Specific Subject Area Aptitude (K-12)*
Students identified (GIA/SAA) matriculate with their age level peers through the school day. Cross-grade flexible groupings may occur in instances when teachers and principals determine this instructional approach is appropriate in meeting the need of the gifted learners. This is a data based decision. NPS does not have a grade skipping policy per se; however, this option is at the discretion of the
school principal with guidance from the senior coordinator for Academic Rigor, the executive director and/or the deputy superintendent of Teaching and Learning, keeping the academic performance as well the social emotional needs of the child in the center of the instructional placement.

**Service Options Provide Instructional Time with Intellectual and Academic**

*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/Specific Academic Aptitude (K-12)**

**Kindergarten and first grade students**, who are identified, have their instructional needs met within the classroom. Gifted students in second through fifth grade, matriculate with their academic peers via the Cluster Model. This researched based model is the placement of 8 to 10 students in a mixed-ability classroom with a teacher who is trained to differentiate the curriculum and instruction for gifted learners. (Winebrenner & Brulles, 2008)

**Middle school** students are able to select honors and high school credit-bearing classes. In these classes, acceleration is supported through the use of Pre-Advance Placement strategies in the four core subjects. Additionally, the use of extension menus, tiered lessons, and assignments of graduated difficulty continue to be offered as they were in elementary school.

**High school** students are able to select courses commensurate with their abilities such as honors and Advanced Placement courses. Each high school in Norfolk has specialty program that attract our brightest student population.

Additionally, talented high school students are provided the opportunity to select advanced electives, submit applications and auditions for the Strolling Silver Strings, the Jazz Ensemble, and the Governor’s School for the Visual and Performing Arts, NORSTAR, and the Summer Residential Governor’s School. Each program has a separate application process and audition required for selection and participation.

**C. 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/Specific Academic Aptitude (K-12)
Norfolk Public School uses the “Cycle of Results” to assess when a high-ability or gifted student has mastered the required content. The use of enrichment activities, depth of knowledge lessons, independent research projects, menus and centers that focus on critical and creative thinking are used to ensure that gifted learners have an opportunity to work independently during the school day and week.

Middle and high school students are provided menus and choice boards to allow students to select work according to preference and ability. On many assignments, students are able to use rubrics to selfmediate their level of learning and performance. Students identified GIA in grades 6-8 and attend the Young Scholars Program are taught based on the Autonomous Learner Model which promotes scholarship and strategies for independent lifelong learning.

D. 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/Specific Academic Aptitude
The following are some of the strategies used to accelerate and enrich content for gifted learners:

1. Pre-assessment
2. Curriculum compacting
3. Acceleration through telescoping
4. Independent study
5. Autonomous Learner Model
6. Individual and small group investigation
7. Research, self-directed learning
8. Problem-based learning
9. Jigsaw cooperative learning
10. Literature circles
11. Learning contracts
12. Tiered lessons
13. Paul’s Reasoning Model
14. Taba Model of Concept Development
15. Mentoring
16. Simulations
17. Competitions
18. Varied pacing models

E. 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/Specific Academic Aptitude

Gifted students who receive services within the school building in clustered settings, honors and advanced courses, and specialty courses are expected to demonstrate mastery of the core curriculum for that course through teacher designed formative and summative assessments, as well as through district and Commonwealth assessments. The results from these tests are used to determine differentiation needs relative to the core curriculum. Examples include but not limited to:

- Pre-and post-assessments
- Informal observations in the classroom and daily performance
- Benchmark Data
- SOL testing
- SAT and PSAT scores
- International Baccalaureate Tests
- Advanced Placement Tests
- Public performances and demonstrations for authentic audiences
- Oral or visual products or exhibits
- Student journals or logs
- Peer reviews
- Self-evaluations
- Rubrics

Additionally, other data points used to monitor progress of our high-ability and gifted learners is the numbers of students scoring at the advanced level on the SOL tests, numbers of students taking AP courses and scoring in advanced levels, numbers of students enrolled in the Governor’s School for the Arts and accepted to the Summer Residential Governor’s School as well as data points that demonstrate the increase number of gifted learners graduating from high school.
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/Specific Aptitude
Norfolk Public Schools uses the Virginia Standards of Learning (SOL) assessments as its foundation curricula instruction but teachers differentiate the (SOL) objectives in content, process, and products in depth and complexity for its gifted learners. The Elementary Cluster Model, Differentiated Instruction, Young Scholars, Honors, Advanced Placement Courses, Strolling Silver Strings, Jazz Ensemble, Governor’s School for the Arts, and all specialty programs at the middle and high school level are programs and services in Norfolk that provide appropriate differentiation and rigor that our gifted students’ need.

Rigorous best practices and resources implemented to differentiate the SOL objectives and support gifted students’ curricular needs are: William and Mary Jacob’s Ladder, Junior Great Books Word Masters, Word Write Socratic Seminars Future Problem Solving STEM Activities, Lego Competitions, content based William and Mary Units, Hands on Equations, 24 Challenge Math, Exemplars, Problem Based Learning, De Bono’s Six Thinking Hats, TABA, Paul’s Reasoning Model, SCAMPER, Jigsaw to name few.

Norfolk Public Schools’ goal is to ensure that gifted students academic needs are met with highly qualified teachers trained to provide quality instruction and support to classroom teachers. To meet this goal, all gifted resource teachers and Young Scholars teachers, are endorsed in gifted education. Currently, Norfolk is partnering with the College of William and Mary to begin a cohort of teachers to be trained and endorsed in the required graduate level gifted education courses. Throughout the academic school year, NPS provides professional development for classroom teachers. Teachers are provided an opportunity to take courses, workshops and seminars to enhance their pedagogical skills with best practices in gifted education.

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Norfolk Public Schools has cultivated a partnership with the College of William and Mary to provide curricula enrichment opportunities to our low-income high-ability and gifted learners such as:

**Camp Launch**, a two-week residential summer program for our disadvantaged middle school gifted students, and **Focus on the Future Conference**, a career and academic planning experience for students in grades six through 12 and their parents.

**Grades 6-8**

Students identified in the area of GIA have the opportunity to apply for the Young Scholars program located at Ruffner Academy and Norview Middle School. This program utilizes an advanced grade level disciplinary structure that includes the following:

- 6th grade mathematics – introduction to Algebra
- 7th grade mathematics – Algebra 1 (high school credit)
- 8th grade mathematics-Geometry (high school credit)

- 6th grade science – Specialty Six Science (6, 7, 8 content)
- 7th grade science- biology (high school credit)
- 8th grade science- Earth science (high school credit)

- 6th grade social studies - US history survey
- 7th grade social studies – Civics and Economics
- 8th grade social studies- World Geography (high school credit)

In English/language arts a rich, advanced assortment of literature is studied at each grade level including but not limited to the Junior Great Books Series. Authentic portfolios and Socratic Seminars are used, and in writing, great emphasis is placed on the persuasive mode.

Gifted learners enrolled in other middle schools in our district also have an opportunity to enroll in rigorous courses. These opportunities exist for students with Specific Academic Aptitude depending on their individual needs. Students are able to take honors, high school credit-bearing courses according to their abilities and academic aptitude. Courses students are able to select include algebra and geometry, biology and earth science, and geography.

**Grades 9-12**

At high school, a combination of Advanced Placement and honors courses are offered in foreign languages, English, science, math, art, music, social studies, and Career and Technical Education. In addition, each high school offers a specialty program to which students throughout the district may apply.
Norfolk Public Schools

**Booker T. Washington** High School offers the Visual and Performing Arts Academy, a rigorous arts program organized into six strands: visual arts, instrumental music, vocal music, dance, theater, and communications multimedia. Each strand is integrated through core subject areas and is explored through the multiple perspectives of aestheticism, criticism, creativity and history.

**Granby High School** offers the International Baccalaureate Programme, a rigorous college-preparatory program for juniors and seniors offering them in-depth studies in English, a foreign language, social studies, an experimental science, mathematics, and the fine arts. The program also requires a course in the Theory of Knowledge to be taken; a 4,000-word extended essay to be written; and Creativity, Action, and Service (CAS) hours to be earned. Students apply for the IB program no later than February of their 8th grade year so that accepted students may be placed in Pre-IB classes for 9th and 10th grade.

**Lake Taylor High School** offers the Academy of Leadership and Military Science, a rigorous leadership program designed to further the leadership continuum begun at Dream Keepers Academy and the School of International Studies at Rosemont. Through core classes, naval science exploration, and mentorship experiences, students develop the leadership qualities of honor, courage, and commitment in addition to the rigorous academics.

**Maury High School** offers the Medical and Health Specialties Program. Students partake in a rigorous curriculum of core and elective courses including Advanced Placement courses and are required to serve 120 community service hours. Some science courses are taught at Eastern Virginia Medical School. Additionally, with appropriate planning, students may take courses at Norfolk Technical Center and earn dual enrollment college credit in the areas of practical nursing, pharmacy technician, dental or medical assistance.

**Norview High School** offers the Leadership Center for the Sciences and Engineering. This four-year college-preparatory program prepares students for global leadership roles through participation in engineering and scientific internships, through rigorous coursework, and by earning 200-hours community service.
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/Specific Academic Aptitude (GIA/SAA)

All students at every grade level, and in every discipline, have access to NPS’ advanced menu of options. Elementary gifted learners are clustered with like-minded or other gifted learners. The Young Scholars program is the only program exclusively for gifted learners. Students who are identified as (GIA) are encouraged to apply to this challenging program designed for gifted learners with instructors endorsed in gifted education.

Fifth grade students identified as GIA apply to the Young Scholars program in February for enrollment in their 6th grade year. The application process consist of an essay, teacher recommendation, disciplinary record, achievement test scores and a student interview.

All high school specialty programs are open to any NPS student through an application process. Some of the programs are very competitive because of the limited spaces available. Gifted students who are interested in applying to these specialty programs will complete a common application for all programs, during the second semester on their eighth grade year. Pre-requisites are required for most programs. Students must have enrolled in advance courses in science, math and foreign language, but no pre-requisites are required for English or social studies. These advance courses earn high school credit for the students while they are attending middle school.

Gifted high school students are eligible to enroll in honors, or Advance Placement courses. The Advance Placement courses, which are designed by College Board, are rigorous and challenging. These courses are assessed with a comprehensive exam that includes multiple choice and a writing component. Students who successful complete these exams by earning scores higher than 3 can be awarded college credit. Students will contact their guidance counselors for more information.
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.

Many professional development opportunities are offered by professional consultants from various universities across the state and country. Educational consultants, and gifted resource teachers who are experts in the topic of interest, share their knowledge, research and expertise. Gifted resource teachers present best practices for gifted learners to classroom teachers during staff meetings, department meetings, grade level meetings, teacher collaboration or district professional development days.

**District-wide offerings include such titles as**
- Differentiation: Toolkit for Teachers of the Gifted
- Cognitive Coaching
- Differentiated Instruction Academy
- Gifted for Advanced Placement Teachers
- Pre-Advanced Placement Strategies Institute (English, Math, Science, History/SS)
- Junior Great Books Training
- William and Mary’s Jacob’s Ladder (Reading Comprehension Strategies)
- Vocabulary Development (Word Masters and Word Write)
- Autonomous Learner Model (ALM) with Dr. George Betts
- Primary Sources Training from staff members from the Library of Congress
- Cultural Diversity Training
- Using STEM to develop creative lessons in Problem Based Learning
- Future Problem Solving Training
- Instructional Strategies to Address High Nonverbal Learners
- How to Use Concept Mapping to Further Critical Thinking
- Pre-AP Science Strategies
- Creativity Can Be Taught
- Building on Nonverbal Reasoning Strength in the Teaching of Science.
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.

Annual Review of Gifted Plan
The effectiveness of Norfolk Public Schools gifted education program is based on the following criteria:

1. The progress of each goal as provided in part II of the gifted plan
2. Report the number of students referred, screened, and found eligible
3. Report on the number of gifted students being served in the elementary model
4. Report on the number of gifted students participating in the specialty programs
5. Report on the number of gifted students taking AP courses
6. Report on the number of students receiving advanced diplomas

The following tool will be used to guide the GEAC’s work for the next three school years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Area for Review</th>
<th>Possible Sources of Data and Activities</th>
<th>Responsible Parties</th>
<th>Timeline for Collection</th>
<th>Report Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification Process (Screening, Referrals, and eligibilities) Effectiveness of Gifted Elementary Model</td>
<td>NPS Synergy Data/Virginia Dept. of Education/Parent Surveys</td>
<td>Senior Coordinator, Office of Academic Rigor/Members GEAC</td>
<td>Late Fall/Early Spring</td>
<td>TBD</td>
</tr>
<tr>
<td>2</td>
<td>Effectiveness of Young Scholars Program</td>
<td>Parent Surveys/Synergy Data/Student Surveys</td>
<td>Senior Coordinator</td>
<td>Late Spring</td>
<td>TBD</td>
</tr>
<tr>
<td>3</td>
<td>Gifted students and the Advance Placement Assessment</td>
<td>Norfolk Public Schools Assessment and Accountability</td>
<td>Advance Placement Specialist</td>
<td>Early Fall</td>
<td>TBD</td>
</tr>
</tbody>
</table>
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.

These are the Bylaws of the NPS Gifted Education Advisory Committee:

Bylaws
Norfolk Public Schools Gifted Education Advisory Committee

Article I – Name

The name of this organization shall be the Gifted Education Advisory Committee, hereinafter designated as the Advisory Committee.

Article II – Purpose

Section 1

The purpose of the Advisory Committee shall be as stated in the NPS-approved policy document titled “Gifted Education Advisory Committee to the School Board” (the “Policy Document”), which is “to advise the School Board of the education needs of all gifted students in the School Division.”

Section 2

Functions of the Advisory Committee shall be as stated in the Policy Document.

Article III – Membership

Section 1 – Classes of Membership

The membership shall be composed of a maximum of 24 persons, as stated in the Policy Document.

a. Voting Members – All members of the Advisory Committee shall be voting members.
b. Ex Officio Member - The Senior Coordinator of the Office of Academic Rigor shall be an ex officio member.
c. Honorary Members – Are those individuals who have demonstrated consistent interest in and support for public education to the Norfolk community and who would be willing to help extend the visibility of gifted education within the public and private sector.

Section 2 – Appointment to Membership

The membership shall be appointed by the following procedures:

a. Voting Members – A Nominating Committee shall present a list of prospective candidates drawn from an on-going list of prospective appointees maintained by the Nominating Committee, keeping in mind representation of community demographics, special interests and geographical considerations. Approval shall be given by the NPS School Board as provided in the Policy Document. Proposed candidates shall be forwarded as needed by the Nominating Committee to the NPS School Board.

b. Ex-officio Member – Whoever holds this position in accordance with Article III, Section 1b, shall serve on the Advisory Committee in non-voting, advisory position.

c. Honorary Members – Nominations will be accepted from current Advisory Committee members and Office of Academic Rigor staff. The Nominating Committee will contact those proposed as honorary members and will present the names of those accepting membership for approval by a majority of Advisory Committee members. Whoever accepts this membership shall serve in a non-voting capacity, but shall be invited to attend any and all regularly scheduled meetings for input and information.

Section 3 – Terms of Membership

a. Voting Members
   1. Each voting member is appointed for a three-year term that may be renewable upon nomination by the Nominating Committee and then by a majority vote of the Advisory Committee.
   2. To assure continuity of the Advisory Committee, terms of members shall be staggered so that one-third of the basic membership rotates each year.
   3. A secondary student will serve a one-year term which shall be rotated among the different high schools.

b. Honorary Members
   1. An honorary member will serve as long as he/she desires to retain the membership.

Section 4 – Resignations and Removal

a. Resignation – Resignations shall be made in writing to the Chair of the Advisory Committee. Voting members choosing not to renew their terms shall notify the Chair prior to the expiration of their term.

b. Removal – Members shall attend meetings on a regular basis and three consecutive absences from scheduled meetings may cause the replacement of the member; provided, however, that if a member is absent from any meeting while on an Advisory Committee-approved leave of absence, not to exceed one year, such absence shall not be taken into account in determining whether the member is subject to removal. All requests for leaves of absence shall be submitted in writing (which can include via e-mail) to the Chair at least one week in advance of the period for which leave is requested.
Section 5 – Vacancies

A vacancy in a voting position shall be filled in accordance with the Policy Document.

Article IV – Officers

Section 1 – Personnel

The officers shall consist of a Chair, Vice Chair and Recording Secretary.

Section 2 – Nomination

The Nominating Committee shall present a slate of one candidate for each office to be filled. The slate shall be sent to every member of the Advisory Committee at least ten days prior to the election. Independent nominations with the consent of the nominee may be made from the floor by a voting member at the meeting in which the election takes place.

Section 3 – Election and Term of Office

Officers shall be elected by ballot for a term of one year. They may only serve three consecutive terms, unless approved by a three-fourths majority. Officers shall assume their duties at the beginning of the administrative year, July 1.

Section 4 – Duties

The power and duties of the officers shall be as follows:
  a. Chair – The Chair shall be the Executive Officer of the Advisory Committee and shall preside at the meetings of the Advisory Committee.
  b. Vice Chair – The Vice Chair shall assist the Chair and perform the duties of the Chairman in their absence.
  c. Recording Secretary – The Recording Secretary will record meetings of scheduled meetings and submit them to the Chair and the Senior Coordinator of the Office of Academic Rigor for review and dissemination within fourteen days.

Section 5 – Vacancies

A vacancy in any officer position shall be filled from the membership and elected by a majority vote of the members present. Officers so elected shall serve until the expiration of the original term of office.

Article V – Meetings

Section 1 – Administrative Year

The administrative year and term of office shall be from July 1 through June 30.
Section 2 – Election Meeting

The Election Meeting of the Advisory Committee shall be in May for the purpose of electing a Chair, Vice Chair and Recording Secretary.

Section 3 – Regular and Special Meetings

Regular meetings shall be held at least five (5) times during the year. All meetings are open to interested observers. Special meetings may be called by the Chair or by a written request of three members submitted to either the Chair or Vice Chair. The Chair shall give the membership as much notice as possible of the time, place and purpose of the special meeting.

Section 4 – Quorum

a. A quorum shall consist of 20% of the membership.
b. Resolutions of the Advisory Committee will pass by a simple majority.

Section 5 – Attendance at Meetings

A member shall attend regularly scheduled Advisory Committee meetings. Unsatisfactory attendance could result in the member being removed from the Advisory Committee in accordance with Article III, Section 4b.

Article VI – Committees

Section 1 – Standing Committees

There shall be a Nominating Committee composed of three to five members which shall consist of at least one parent, one community representative and one Norfolk Public Schools staff member. The Nominating Committee shall be elected by the Advisory Committee at the first meeting of the administrative year and shall serve for one year. The Nominating Committee shall create and maintain with the input of the Advisory Committee a list of prospective Advisory Committee members. It shall also provide names of candidates for office in accordance with Article IV, Section 2. The Senior Coordinator of the Office of Academic Rigor shall serve as an ex-officio member of this committee.

Article VII – Parliamentary Authority

Robert’s Rules of Order, Newly Revised shall be the parliamentary authority of all matters of procedure not covered by Bylaws, by Policies or by special rules of procedure adopted by the Advisory Committee.
**Article VIII – Standing Rules**

Standing rules may be adopted or amended at any regular meeting of the Advisory Committee by a majority vote.

**Article IX – Amendments**

These Bylaws can be amended at any regular meeting of the Advisory Committee by a two-thirds majority vote of members present, provided the amendment has been presented as a resolution at the previous meeting of the Advisory Committee.
References
Virginia Department of Education/ Gifted Education: www.doe.virginia.gov/instruction/gifted_ed/
II: 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.

[Signatures: Melinda J. Boone, Printed Name: Melinda J. Boone, Date: 5/12/16]