

Norfolk Public Schools

Local Plan for the Education of the Gifted

2022-2027

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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's website:

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 March 2017). 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 from fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to choose an item from a drop down box, simply right click on the highlighted choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive Local Plan for the Education of Gifted Students has been approved by the local school board, the plan shall be accessible to the public through the division's website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

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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.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Specific Academic Aptitude (SAA) - History and Social Science	6-12
Specific Academic Aptitude (SAA) - Science	6-12
Visual and/or Performing Arts Aptitude (VPA)- Dance: Governor's School for the Arts	9-12
VPA- Instrumental/Vocal Music: Governor's School for the Arts	9-12
VPA – Theatre: Governor's School for the Arts	9-12
VPA – Visual Arts: Governor's School for the Arts	9-12
VPA – Vocal Music: Governor's School for the Arts	9-12

(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

Norfolk Public Schools (NPS) believes all students deserve to be challenged, learn something new every day, and have the academic and affective supports needed to cultivate their true potential. Every student deserves the opportunity to be provided appropriate learning experiences that promote intellectual and personal growth.

NPS' gifted students reflect the diverse makeup of its city, each with a unique profile of strengths and abilities that require specialized services. They come from many different backgrounds, have unique characteristics, and may demonstrate their gifts in unconventional ways. Teachers of gifted students deliver differentiated curricula and instruction to equip them with higher level thinking skills and in-depth content knowledge, supporting advanced intellectual and personal development that empower students to be successful contributors to society.

NPS also recognizes gifted education goes beyond academics. The distinct social and emotional characteristics of gifted students are addressed through appropriate learning experiences that reflect an authentic understanding of their affective needs, thus allowing them to attain their personal best. In creating and fostering learning environments that strengthen students' metacognitive skills, students are rooted in a healthy mindset that emphasizes "what they are learning rather than how well they are doing" (Kohn, 1999).

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.

The Virginia Department of Education (VDOE) and Norfolk Public Schools (NPS) defines "gifted students" as those in public elementary and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of achievement or show the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background. Their aptitude and potential for achievement are so outstanding that they require special services and programs to meet their educational needs.*

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Students will be identified by professionally qualified persons using multiple criteria as having potential or demonstrated aptitudes in the following areas:

- General Intellectual Aptitude (GIA). These students demonstrate or have the potential to demonstrate several of the following characteristics beyond their age-level peers: advanced thinking/reasoning, persistent intellectual curiosity, exceptional problem solving, rapid acquisition/mastery of facts, concepts, and principles, or creative/imaginative expression across a broad range of intellectual disciplines.
- Specific Academic Aptitude (SAA). These students demonstrate or have the potential to demonstrate several of the following characteristics beyond their age-level peers in *selected academic areas* such as English, history/social science, mathematics or science: advanced thinking/reasoning, persistent intellectual curiosity, exceptional problem solving, rapid acquisition/mastery of facts, concepts, and principles, or creative/imaginative expression across a broad range of intellectual disciplines.
- Visual and Performing Arts (VPA). Such students demonstrate advanced creative expression, persistent artistic curiosity, and advanced acquisition/mastery or techniques, concepts and principles beyond their age-level peers through exceptional auditions or authentic products and creative expression.

*8VAC20-40 Regulations Governing the Educational Services for Gifted Students

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

Goal: To provide consistent and equitable screening and identification processes designed to match students with an appropriate level of service that best meet their academic needs. Special emphasis will be on identifying gifted potential in underrepresented populations.

Objectives:

- Provide universal screening in first grade and use multiple criteria when determining eligibility. These measures ensure all students have access to opportunities for advanced services and are being fairly evaluated.
- Implement appropriate assessment measures that ensure equity in the identification of students from underrepresented populations, including those from lower socioeconomic status, students who may be twice-exceptional, and English Learners.
- Design and implement protocols to identify students for the Emerging Scholars Talent Development Pool, including the use of building local norms.
- Provide more training for school staff and parents/guardians on the characteristics and behaviors of gifted students to increase the diversity of referrals.
- Incorporate the use of building-level local norms to identify students with CogAT composite scores that rank in the top 15% of their school. These students will then be included in the Emerging Scholars Talent Development Pool and re-tested for GIA/SAA identification in 2 years, during grade 4.
- Align the screening benchmarks with the levels of services offered to more effectively meet the needs of all learners and to provide more specific guidance for differentiation of instruction.

B. Delivery of Services

Goal: To provide a continuum of appropriately differentiated services in grades K-12 that best meet the diverse academic and affective needs of identified students, while providing teachers clearer expectations for meeting instructional differentiation demands.

Objectives:

- Implement a multi-level service approach that matches services with students' academic needs.
- Expand the delivery of advanced services to underrepresented students through the implementation of a talent development pool known as the Emerging Scholars in grades 2-4.
- Ensure identified GIA, SAA and Emerging Scholars elementary students are clustered together in general education classes to facilitate effective delivery of services.
- Provide identified GIA, SAA, and Emerging Scholars elementary students specialized instruction from a gifted resource teacher via pullout small groups at least once a week.

- Continue to offer and expand the Young Scholars Program for NPS' identified GIA/SAA middle school students who need accelerated and deeper curriculum.
- Implement the Arts and Sciences Enrichment Program for all grade levels to allow students opportunities to explore interests and pursue college or career goals.
- Provide identified students in the secondary grades opportunities to enroll in a variety of honors, Advanced Placement, Dual Enrollment, International Baccalaureate, and other unique secondary courses that match their interests and strengths.
- Encourage and assist students who are talented in visual and performing arts in grades 8-11 to apply for admission to the Governor's School for the Arts.

C. Curriculum and Instruction

Goal: To provide authentically differentiated curriculum and instruction for identified students that best supports their unique academic and social-emotional needs. This includes providing opportunities for some level of advanced learning for all students, with acceleration and programming flexibility for those highly gifted students.

Objectives:

- Ensure advanced lessons or units are integrated into all K-12 pacing and Tier 1 instruction, using high-level curriculum that can be adapted for general education classes including Jacob's Ladder, Problem-Based Learning units of study, Math Exemplars, and Junior Great Books.
- Establish practices that Gifted Resource Teachers (GRTs) push-in regularly into all K-1 classrooms to provide critical thinking strategies in preparation for universal screening during the second half of grade one.
- Set expectations that GRTs are included in all grade level planning to ensure higher level students have appropriately differentiated options.
- Train all cluster teachers and honors, International Baccalaureate, and Advanced Placement (or other advanced curriculum) teachers to practice research-based instructional strategies for high level/gifted learners.
- Provide unique curriculum to Emerging Scholars Talent Pool students in grades 2-4 as part of weekly pullouts focused on exposure and enrichment. GEARS will continue to monitor Emerging Scholars after they exit the program to ensure they are being enrolled in appropriate curriculum and after school enrichment.
- Ensure students identified as General Intellectual Aptitude (GIA) or Specific Academic Aptitude (SAA) are provided accelerated learning in weekly pullouts during elementary, enroll in above grade-level coursework during middle and high school, and possibly given opportunities to grade skip.
- GIA/SAA fifth grade instruction will specifically incorporate the Autonomous Learner Model (ALM) in preparation to apply to the gifted middle school program, Young Scholars.
- Verify that identified students in grades 6-8 who participate in the Young Scholars Program continue to be provided accelerated curriculum using unique instructional principles that incorporate ALM.

D. Professional Development

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Goal: To consistently provide targeted professional development and training to all school staff on research-based practices that meet the diverse academic and social-emotional needs of identified students. Training will include an emphasis on how to identify and provide support to underrepresented populations, including twice-exceptional students, English Learners, and students from diverse cultural and ethnic backgrounds.

Objectives

- Require locally developed certification for all talent pool and gifted cluster teachers.
- Require annual training for all honors, Advanced Placement, International Baccalaureate, or other advanced secondary courses that enroll a high number of identified students.
- Require annual training for school counselors on the Social-Emotional Needs of Gifted Students.
- Require buildings to provide targeted training in gifted pedagogy each year, specific to each school's needs.
- Require annual district-level gifted education workshops regarding identifying gifts and talents in underrepresented populations, and how to authentically differentiate for all higher-ability learners.
- Establish a cohort of teachers trained in gifted coursework that leads to a VDOE Gifted Education licensure endorsement.
- Continue to cultivate partnerships with local universities to help build the capacity of all classroom teachers in gifted pedagogy.
- Continue to provide gifted resource teachers, cluster teachers and secondary teachers of gifted students the opportunity to attend national, state and local conferences, webinars, and trainings.

E. Equitable Representation of Students:

Goal: To observe and record an increase in the identification of, and services provided to, students from underrepresented populations annually over the next five years. This population includes students from low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.

- Apply building level local norms to the universal screener to determine eligible students for talent development, thus increasing student participation in services at every school across the district.
- Establish and maintain a talent development pool to serve students from all elementary schools across the district who would benefit from additional enrichment activities and exposure to unique experiences. The students in the talent development pool will be screened again for higher level services after two years.
- Collaborate with data teams to monitor the demographic distribution of referred and identified students within each school and across the district
- Provide district and school level professional development to teachers concerning the manifestation of gifted behaviors in underrepresented and under-served populations.
- Provide targeted training to cluster and advanced academic teachers on research-based teaching strategies to best meet the needs of gifted students from diverse backgrounds.

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- Continue to use multiple criteria and develop alternative assessment measures to assist in the identification and placement of gifted students from underrepresented populations.
- Collaborate with community outreach groups and the district's communication team to increase awareness of services across the district, especially in Title I schools.

F. Parent and Community Involvement

Goal: Improve communication efforts and raise awareness of services across the district, which will result in a measurable increase in participation from parents, staff, and students in services, workshops, and special events provided by Gifted Education and Academic Rigor Services (GEARS).

- Continue to work with the district's community outreach team, and at the school level, to solicit parents and other community members to join the Gifted Education Advisory Committee (GEAC), ensuring it is comprised of representatives from each region in Norfolk.
- Collaborate with the district's communications/media teams to help promote upcoming workshops, student opportunities, and other events across the district.
- Ensure promotional materials or informational messaging are offered in other languages other than English, including but not limited to Spanish.
- Create and manage a social media presence to reach a broader audience, while continuing to maintain the department's website and pushing communication using various schools' electronic communication platforms (e.g. Class Dojo, Bloomz, Remind, etc.).
- Provide two annual districtwide parent/community workshops, regarding the identification process, and the types of services available.
- Collaborate with schools to hold local events for families and make them aware of services and opportunities provided through GEARS.
- Ensure stakeholders in specific district zones/zip codes historically lacking representation are provided opportunities to participate in services, workshops etc.

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. *Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.*

Screening Procedures for General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA) in Math, English, Science, and History/Social Science

Per the VDOE's *Regulations Governing Educational Services for Gifted Students*, screening is the active search for students who are then referred for the formal identification process.

Norfolk Public Schools' (NPS) screening processes for GIA and SAA occurs annually, is multifaceted, and completed on an on-going basis for grades K-12. A student's screening can result in the placement in a talent pool eligible for Level III services meant to develop potential, or GIA or SAA identification, eligible for Level IV services that focus more on accelerated content and autonomous learning.

NPS provides a universal screener to all first grade students during the second half of the school year. Otherwise, testing occurs when students are referred for gifted services by parents, teachers, GRTs or the students themselves.

Screening procedures are as follows for Level III (talent pool) and Level IV (GIA/SAA) services:

First Grade Universal Screening for GIA or SAA: All first grade students are automatically included in the screening process. NPS uses this universal screener in order to "cast a wider net and reduce barriers to participation" (Olszewski, 2012). Gifted Resource Teachers (GRTs) begin this process by collecting completed teacher rating forms for each student at the end of January. In February, the Cognitive Abilities Test (CogAT) is administered online to all first grade students. Once the CogAT scores are determined, parents are notified by the Office of Gifted Education and Academic Rigor Services (GEARS). For those students who fall within the three tier score bands, the referral process begins to determine whether students are eligible for GIA or SAA services. Eligibility letters for either Level III or IV services are mailed to parents in late spring.

Emerging Scholars (Talent Development Pool): Based on the first grade screener, students not identified GIA or SAA, whose CogAT composite score is in the top 15% of their school, are placed in the Emerging Scholars Talent Pool Program during grades 2-4. Emerging Scholars are clustered with identified gifted students (GIA/SAA) in the regular classroom. These students work with the school's GRT once each week in pullout services and are provided enrichment activities to help develop critical thinking skills. Emerging Scholars are

administered the CogAT again in 4th grade to determination eligibility for Level IV gifted services.

Kindergarten, Second-Eleventh Grade Screening for GIA and SAA: The eligibility process is initiated when a student has been referred for gifted services by a parent, teacher, community member or a student him/herself. Once the referral is received (referral consists of Parent Permission to Test, Gifted Behaviors Parent Rating Form, and Gifted Behaviors Teacher Rating Form), students are placed on the gifted testing schedule to be administered in late fall.

In addition, during the last nine weeks of each school year all teachers are given an opportunity to complete a rating form and provide a work sample for students they feel exhibit gifted characteristics. These students are then added to GRTs' lists of potential gifted referrals.

GRTS provide teacher rating forms that list gifted characteristics for teachers to record observations. Completed observation forms are then forwarded to the school's 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 promoted via the GEARS webpage. Schools are provided flyers and individual GRTs share application protocols with staff and students using a variety of communication tools such as email, Canvas, Google Classroom, Class Dojo, Bloomz, Remind, or in person classroom visits. Interested students are invited to an annual information night hosted by GEARS and GSA, where they are encouraged to complete applications. Potential students are contacted by GSA to schedule auditions, and 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 General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA) in Math, English, Science and History/Social Science

Referrals of current NPS K-12 students for GIA and SAA services are accepted all year long by GRTs and can come from school staff, parents/guardians, another student, community members, or the student him/herself. Teachers are especially encouraged to refer students who exhibit characteristics of high ability learners in their classrooms. A completed referral consists of three components: 1) Permission to test form; 2) Gifted Behaviors Parent Rating form; 3)

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Gifted Behaviors Teacher Rating form. These forms are available at each school via the GRT, as well as on the GEARS website.

There is no limit on the number of referrals accepted for an individual student. Standardized test scores derived from the testing event remain active for two years. Referred students are placed on a list, and parents are contacted to receive a Permission to Test form. Once permission is granted, students are scheduled to be tested during the next testing period. The timeline for referral testing is posted on the GEARS website, and generally occurs during the month of November.

NOTE: Per the VDOE's *Regulations Governing the Education of Gifted Students*, notification to parents/legal guardians regarding eligibility status is required within 90 instructional days, beginning with the receipt of consent for assessment, which in Norfolk, is the Permission to Test Form

Referrals for GIA and SAA services follow an established timeline.

TIMELINE

September-October

GRTs contact school faculty to solicit teachers to refer students for testing. GRTs contact parents/guardians of referred students to complete Permission to Test Form and the Gifted Behavior Parent Rating Form. GRTs contact referred students' teachers to complete Gifted Behaviors Teacher Rating Form. GRTs create test schedules and collect testing materials from the GEARS office.

November

Referred students are tested. K-5 students are administered the CogAT. 6-8 students are administered the ITBS. 9-12 students are administered the ITED.

January-mid-February

GRTs review test scores and gather further evidence for gifted processing. Evidence includes additional Gifted Behaviors Teacher Rating Form, student work samples, and student interviews/observations. GRTs hold building level committee sessions to evaluate work samples.

Mid-February

GEARS will conduct ID committee meetings to make determination of gifted eligibility for referred students.

March

Parents are notified of decision.

April

Gifted services begin for identified students.

Ongoing

Individuals may refer students throughout the school year. These students will be placed on a list and tested at the next available testing window.

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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

General Intellectual Aptitude (GIA)

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☐ 6. Record of previous achievements (awards, honors, grades, etc.)
**NPS 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

Specific Academic Aptitude (SAA) – English, Math, Science and History/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)
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☐ 6. Record of previous achievements (awards, honors, grades, etc.)

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**NPS 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

Visual and Performing Arts (VPS) – Dance, Instrumental Music, Visual Arts, 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)
and/or
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☐ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures
Specify: Auditions before a panel of professionals for the Governor's School for the Arts.

2. Additional Identification Information for GIA/SAA:

- Reciprocity: NPS does accept gifted identification in GIA or SAA from other districts that identify students as gifted, providing they include the official identification paperwork from the district along with the test used and scoring information
- GRTs solicit referrals from educators who serve special populations to include special education and English Language Learners with superior aptitudes despite differences or disabilities.
- Accommodations are provided for students with an IEP or a 504 Plan as well as students who are English Learners, in collaboration with their special education teacher and the EL Resource Teacher.
- Students in Kindergarten who are referred are administered the CogAT Screener.
- Since all first graders are administered the CogAT via a universal screener, this eliminates the need for referrals for first grade students, unless the student enrolls into NPS after this had been administered.
- Referred students in grades 2-5 also take the Cognitive Abilities Test (CogAT) which is comprised of three batteries: the verbal section, quantitative section, and the nonverbal section. It is recommended the test be administered over the course of three days.
- For GIA identification, students must have a composite score in the 95-99th percentile and have a score in the 95-99th percentile in the Verbal and/or Quantitative battery.

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- Students who do not have a composite score high enough to be processed for GIA will be processed for gifted identification for SAA using additional criteria.
- Students in grades 6-8 are administered the Iowa Test of Basic Skills (ITBS) in four areas: communication skills, mathematics, social studies, and science.
- Students in grades 9-12 are administered the Iowa Tests of Educational Development (ITED) in four areas: communication skills, mathematics, social studies, and science.
- Norfolk Public Schools uses a “tiered” system to determine eligibility for and level of services (see Table 1). A student’s tier determines how many criteria are required for decision-making.
 - **Tier 1** is composed of students scoring in the 95-99th percentile on Criterion 1 (either: CogAT, ITBS, or ITED) plus receive at least one cumulative superior score on one of the other criteria.
 - **Tier 2** is composed of students who score in the 90-94th percentile on Criterion 1 plus receive scores of Superior or better on at least two the remaining criteria.
 - **Tier 3** is composed of students who score in the 85-89th percentile on Criterion 1 plus receive scores of Superior or better on at least three the remaining criteria.
 - **Tier 4** is composed of students who score below the 85th percentile on Criterion 1 plus receive scores of Superior or better on all four remaining criteria.

Table 1: Identification and Eligibility Process

Tier	Description	Data Sources	Eligibility
Tier 1	Students scoring at the 95 th percentile or above on the aptitude test (Criterion 1)	1. Cognitive Abilities Test (CogAT) batteries: Verbal, Non-Verbal, Quantitative) 2. Gifted Behaviors Parent Rating scale incorporates both intellectual and personality characteristics 3. Gifted Behaviors Teacher Rating scale incorporates both intellectual and personality characteristics	Students scoring at the 95 th percentile or above will be considered for gifted services with the following designations utilizing national norms: <ul style="list-style-type: none"> • SAA (Lang. Arts): 95th percentile or above Verbal (CogAT), Lang. Arts battery (ITBS/ITED) • SAA (Math): 95th percentile or above Quant. battery (CogAT), Math battery (ITBS/ITED) • SAA (History, Social Science): 95th percentile or above Soc.Sci. battery (ITBS/ITED) • SAA (Science): 95th percentile or above Science battery (ITBS/ITED) • GIA: Composite + one other battery (V or Q) 97th percentile or above

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			Minimum of 2 stakeholder groups must complete a Gifted Behaviors Rating form per child
Tier 2	Students scoring between the 90-94 th percentile on aptitude test (Criterion 1)	<p>In addition to data sources listed for Tier 1: 4. Student portfolio submitted within 30 days by classroom teacher or designee.</p> <p>Portfolio will include a minimum of 2 samples of authentic student work.</p>	<p>Students scoring in the 90-94th percentiles will be considered for gifted services with the following designations utilizing national norms:</p> <ul style="list-style-type: none"> ● SAA (Lang. Arts) grades 1-5 90-94th percentile score on Verbal (CogAT) Lang. Arts battery (ITBS/ITED) ● SAA (Math) 90-94th percentile Quant. (CogAT) Math battery (ITBS/ITED) ● SAA (History, Social Science): 90-94th percentile Soc.ci. battery (ITBS/ITED) ● SAA (Science): 9-94th percentile Science battery (ITBS/ITED) ● Gifted Behaviors Parent and Teacher Rating forms ● Portfolio, scored by school-based committee. <p>Committee reviews multiple criteria and determines eligibility for services.</p>
Tier 3	Students scoring 85-89 th percentile on aptitude test (Criterion 1)	<p>In addition to data sources listed for Tiers 1 and 2:</p> <p>5. Interview/Observation to be completed by GRT</p>	<p>Students scoring in the 85 – 89th percentiles will be considered for gifted services with the following designations utilizing national norms:</p> <ul style="list-style-type: none"> ● SAA (Lang. Arts) grades 1-5 85 – 89th percentile score on Verbal (CogAT) Lang. Arts battery (ITBS/ITED) ● SAA (Math) 85 – 89th percentile Quant. (CogAT) Math battery (ITBS/ITED) ● SAA (History, Social Science): 85 – 89th percentile Soc.ci. battery (ITBS/ITED) ● SAA (Science): 85 – 89th percentile Science battery (ITBS/ITED) ● Gifted Behaviors Parent and Teacher Rating forms ● Portfolio, scored by school-based committee.

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			<ul style="list-style-type: none"> Other assessment measure (observation, interview) <p>Committee reviews multiple criteria and determines eligibility for services</p>
Tier 4	Students scoring below the 85 th percentile on aptitude test (Criterion 1)	All data sources listed for Tiers 1, 2, and 3	<p>Students scoring below the 85th percentile will be considered for gifted services with the following designations utilizing national norms:</p> <ul style="list-style-type: none"> SAA (Lang. Arts) grades 1-5 < 85th percentile score on Verbal (CogAT) Lang. Arts battery (ITBS/ITED) SAA (Math) < 85th percentile Quant. (CogAT) Math battery (ITBS/ITED) SAA (History, Social Science): < 85th percentile Soc.ci. battery (ITBS/ITED) SAA (Science): < 85th percentile Science battery (ITBS/ITED) Gifted Behaviors Parent and Teacher Rating forms Portfolio, scored by school-based committee. Other assessment measure (observation, interview) <p>Committee reviews multiple criteria and determines eligibility for services</p>

- The tiered system used to determine eligibility casts a wider net, affording more students the opportunity to show strengths not measured more accurately from the assessment (CogAT, ITBS, ITED) alone, further expanding opportunities for gifted identification.
- The tier system is communicated to parents/guardians in students' Data Summary Profile, mailed to students after processing (see Appendix B).

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

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

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

General Intellectual Aptitude (GIA)

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Specific Academic Aptitude (SAA): English, Science, Math, History/Social Science

General Intellectual Aptitude

Specific Academic Aptitude, English, Science, Math, History

- ☐ 2 Classroom Teacher(s)
- ☐ 1 Gifted Education Resource Teacher(s)
- ☐ Counselor(s)
- ☐ School Psychologist(s)
- ☐ Assessment Specialist(s)
- ☐ 1 Principal(s) or Designee(s)
- ☐ Gifted Education Coordinator
- ☐ Other(s) Specify: GEARS Teacher Specialist

b. Type of Identification/Placement Committee

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

- ☒ School-level ☐ Division-level

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

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

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA): English, Science, Math, History/Social Science

- ☐ 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: GEARS Teacher Specialist

c. Type of Identification/Placement Committee

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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)

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Cognitive Abilities Test (CogAT)	GRTs – Grades 2-5 GRTs and STCs for 1 st grade	Riverside Publishing	GRTs
Iowa Tests for Basic Skills (ITBS)	Secondary Gifted Resource Teachers	Riverside Publishing	GRTs
Iowa Test of Educational Development (ITED)	Secondary Gifted Resource Teachers	Riverside Publishing	GRTs
Behavior Rating Forms	Teachers and Parents	GRTs	GRTs
Student Portfolio	Classroom teacher/ School level designee/GRT/School Specialists	School-level Identification Committee	GRTs
Student Interview	GRTs	GRTs	GRTs
Student Observation	GRTs	GRTs	GRTs

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 in the 95th percentile or better on Criterion 1- Ability or Achievement Test, plus receive at least one cumulative superior score on one of the other criteria. The other criteria include Parent Rating Form (Criterion 2) and Teacher Rating Form (Criterion 3).

Tier 2 students are found eligible if they have scored between 90-94th percentile on Criterion 1- Ability and Achievement Test, plus received at least two scores of Superior or better on the remaining criteria. The other criteria include Parent Rating Form (Criterion 2), Teacher Rating Form (Criterion 3), and Student Portfolio (Criterion 4).

Tier 3 students who score 85-89th percentile on Criterion 1- Ability and Achievement Test, plus at least three scores of Superior or better on the remaining criteria. The other criteria include Parent Rating Form (Criterion 2), Teacher Rating Form (Criterion 3), Student Portfolio (Criterion 4), and Observation/Interview (Criterion 5).

Tier 4 students who score below the 85th percentile on Criterion 1- Ability and Achievement Test, plus four scores of Superior or better on the remaining criteria. The other criteria include Parent Rating Form (Criterion 2), Teacher Rating Form (Criterion 3), Student Portfolio (Criterion 4), and Observation/Interview (Criterion 5).

The decision of the identification/placement committee is made within 90 instructional days of the receipt of the Permission-to-Test form. This form, along with Gifted Behaviors Parent Rating Form, is provided to parents/guardians of all qualified first graders, based on the universal screening, and to parents/guardians of referred students in Kindergarten and grades 2-12.

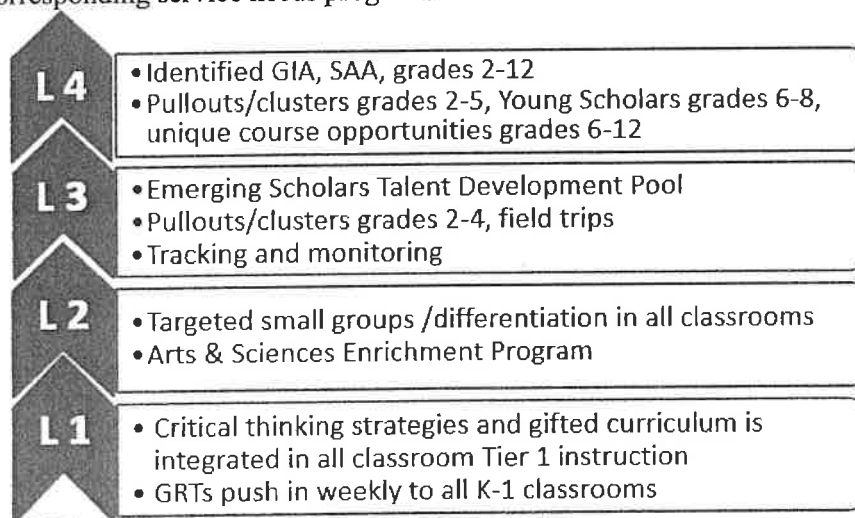
Description of Eligibility for Visual and Performing Arts

An eligibility decision in Visual and Performing Arts Aptitude occurs as a result of being accepted to the *Governor's School for the Arts*. Decisions are based upon a submitted application and an audition with the Governor's School for the Arts. 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/>.

3. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

Multi-levels of Service: Norfolk Public Schools uses a multilevel service approach to align services with identification status. Students move up levels if their identification status changes and/or corresponding service needs progress.



Level I and II Services

Enriched Classroom Instruction: 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.

The gifted resource teacher (GRT) utilizes a push-in model to offer all K-1 students Level I services. These services include instruction and activities which foster critical thinking and problem solving skills. Additionally, the GRT will provide and model activities to prepare all first grade students for the universal screening.

In grades 2-12, GRTs continue to push into classrooms and model gifted lessons, work with targeted small groups of students showing potential, and help engage all students in activities and programs that support intellectual development. GRTs collaborate with teachers to create authentically differentiated curriculum and participate in grade level planning.

K-12 motivated and/or identified gifted students are offered the opportunity to participate in their school's **Arts and Sciences program**. It is an after-school program that runs throughout the school year providing exposure, enrichment, and critical thinking offerings. Teachers engage students in diverse curricula based on student interest.

High ability students (Levels I-IV) who have completed Kindergarten through grade 4 are offered the opportunity to attend the summer enrichment program entitled **Camp Einstein**. In this four week enrichment opportunity, students engage in courses of their interest and choosing. Course content can include scientific exploration, outdoor adventures, foreign language, coding, Lego building, creative writing, art and piano, among others.

Level III and IV Services (Emerging Scholars, GIA/SAA)

Norfolk Public Schools provides a continuum of Level III and IV gifted services through various instructional models, programs and enrichment services to meet the instructional needs of identified students in grades K- 12. Students who are identified twice-exceptional are provided accommodations or modifications via an Individual Education Plan (IEP), or a 504 plan. The gifted resource teacher, as an essential part of the IEP team, collaborates with the classroom teachers, special educator, and other support staff in decision-making regarding services and accommodations for each twice-exceptional student.

The Virginia Standards of Learning provide the curricular framework for all students. Students receiving Level IV services need curricular modifications in content, process, and product in order to demonstrate academic growth. The following instructional models, programs, and services are offered to identified students in NPS.

GIA/SAA Cluster Model and Pullout Program (Grades 2- 5): Elementary students identified as General Intellectual Aptitude (GIA) or Specific Academic Aptitude (SAA) in 2nd through 5th are clustered in classrooms with their intellectual peer group. Gifted cluster teachers are trained and locally certified in gifted pedagogy, and collaborate with Gifted Resource Teachers (GRTs) to ensure the gifted learners' needs are appropriately met. GIA/SAA students also receive pullout instruction once a week by a gifted resource teacher, who will provide enriched or accelerated curriculum outside the general classroom.

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Students not identified GIA/SAA whose CogAT scores were in the top 15% of their school from the first grade screener are placed in a talent development pool and identified as Emerging Scholars. These students are also clustered with other Emerging Scholars in grades 2 – 4 taught by certified gifted cluster teachers, and receive weekly pullout instruction from GRTs.

Middle School Service Options (Grades 6-8): A GRT is assigned to each middle school to facilitate the use of advanced instructional strategies. These GRTs also collaborate with counselors to provide social emotional support to gifted learners and ensure identified students are enrolled in courses meeting their academic needs.

Norfolk Public Schools serves highly gifted students in middle school through the Young Scholars Program. This accelerated program is the only program in NPS exclusively for gifted learners, and is based on George Betts's Autonomous Learner Model, which teaches students to become independent learners. Young Scholars 8th grade students complete a capstone project where they explore an area of interest, complete extensive research in that area, and share what they have learned with peers.

High School Service Options (Grades 9-12): 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, IB and honors teachers individually, by department, and school-wide to facilitate research based strategies that increase student engagement and rigor in critical thinking, problem solving, and challenging best instructional practices. GRTs also partner with school counselors to ensure gifted students' social emotional needs are met and that they are appropriately enrolled in rigorous coursework.

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* (GSA). The applications and auditions are facilitated through the GSA staff. 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). Additionally, Advanced Placement courses in music and art are offered at certain high schools. Students should enroll in these courses through their high school counselor(s).

All Grades Enrichment - Arts and Sciences Program

High ability/gifted students are offered the opportunity to participate in their school's Arts & Sciences program, an after-school enrichment program that runs during the school year providing exposure, enrichment, and critical thinking offerings. Teachers engage students in diverse curricula based on student interest.

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 students are referred for gifted services. A referral packet is sent home upon request for the parent/guardian to complete and return within three business days.

This packet includes the Permission to Test and the Gifted Behaviors Parent Rating Form. Upon receipt of the Permission to Test, testing is scheduled through the school gifted resource teacher. The student's teacher also completes a Gifted Behaviors Teachers Rating Form.

The return of these forms initiates the formal referral process.

Once test scores have been returned from the scoring entity, the GRT may gather evidence based on where the student's scores fall within the 3 tier bands. This evidence includes the Parent Rating Form, Teacher Rating Form, work samples, student interview, and/or classroom observation. This evidence is then brought to the District-Level Committee where all documents will be reviewed to determine eligibility for gifted services. Parents are notified in writing in early spring of their child's eligibility determination.

Visual and Performing Arts

Students are notified of their acceptance in the Governor's School for the Arts in writing by GSA. The GSA notifies the school district of those students who have been accepted into specific programs. The schools adjust the schedule of students who are enrolled so that they may attend the half day program located in Norfolk.

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.

The decisions of the adjudicated programs such as the Governor's School for the Arts are final. Students may elect to apply to audition again the following year.

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

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The appeal committee will review all data that has been collected and may request additional data if necessary. 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 of 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 may be accessed from the Gifted Education and Academic Rigor Services webpage or from their child's Gifted Resource Teacher. Parents/Guardians may appeal the committee's decision within (15) instructional days upon receipt.

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, such as whole grade acceleration of a change in a student's service level, then the timeline for the change is discussed and determined during the meeting. Follow up meetings are scheduled as needed.

The student's gifted identification remains through high school graduation.

Formal documentation of gifted identification is included in a gifted student's cumulative record and should follow them when they transfer to another school or another school district. If a student transfers to another school district outside of Norfolk Public Schools, the student may be subject to further evaluation for gifted services.

Visual and Performing Arts: Governor's School for the Arts

Students who are enrolled in the Governor's School for the Arts, must communicate in writing their desire to exit their program. If the student is interested in returning the following year, they must complete the application for audition.

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.

Grades K-12: Arts and Sciences Program

All NPS high-ability students in grades K-12 have the opportunity to participate in the Arts and Sciences program, an after-school enrichment program designed to develop students' talents and interests. Students will register for courses taught by selected school instructors. Course offerings may include, but are not limited to Chess, Lego Robotics (elementary), Future Problem Solving, Courtroom Law, (middle school) Model UN, Odyssey of the Mind (high school), as well as various visual and performing arts courses, public speaking, and debate.

Grades 2 – 5: Cluster Grouping Model and Pullout Program

As best practice in gifted education, all students in elementary grades 2-5 receiving Level IV services (GIA/SAA) will be clustered in groups of 6-8 students, with their intellectual peer group, according to area of identification. Students receiving Level III services (Emerging Scholars) will likewise be clustered in groups of 6-8 students.

A highly qualified classroom teacher with a locally awarded certification in gifted education will collaborate regularly with the gifted resource teacher (GRT) to provide advanced curriculum and instruction to all students receiving Level IV services (GIA/SAA).

The GRT will utilize a pull-out model to offer unique curricular experiences to students receiving Level III (Emerging Scholars) and Level IV (GIA/SAA) services. The building administrator will ensure appropriate differentiation of instruction occurs in each classroom every day.

Grades 6-8 /Middle School: Young Scholars Program

Students receiving Level IV services (GIA/SAA) are encouraged to apply to the Young Scholars program located at the Academy at Rosemont Middle School. This program utilizes an advanced grade level disciplinary structure which includes the Autonomous Learner Model. Transportation is provided. The rigorous and competitive selection process includes an application, interview, presentation of a product, and a timed writing sample. Each sixth grade cohort of 35 to 40 students is grouped with intellectual peers for core courses and grouped with age peers for electives.

Identified learners enrolled in other middle schools across NPS have opportunities to enroll in advanced coursework commensurate with their qualifications and interests. Coursework

includes honors as well as high school credit-bearing courses. A gifted resource teacher is assigned to each middle school to facilitate the use of advanced instructional strategies in core courses with identified students (GIA/SAA). GRTs collaborate with counselors and classroom teachers to provide social emotional support to identified middle school students.

Additional Middle School Options for Gifted Learners (Grades 6-8)

Norfolk Public Schools offers motivated middle school students (Levels I – IV) the opportunity to apply to Blair Middle School's Pre-Medical and Engineering Program, The Academy of International Studies at Rosemont (AOIS), Southside STEM Academy at Campostella, or the Academy of Discovery at Lakewood. Although not gifted programs, the aforementioned programs offer a higher level of rigor many identified students require.

Grades 9-12 / High School Options: Advanced Courses and Specialty Programs

Norfolk Public Schools serves identified high school students through accelerated, honors, and Advanced Placement (AP) courses. Students can access these options at all high schools. Additionally, all students may apply to Specialty Programs that commensurate with their interests and college and career goals. Programs include fields such as military sciences, leadership sciences and engineering, visual and performing arts, and medical sciences.

International Baccalaureate Programme

Qualified students may apply to the International Baccalaureate Programme, a rigorous college-preparatory program for juniors and seniors. The application process includes an entrance exam, as well as advanced/high school course credit earned in middle school, including Algebra I and foreign language.

Each high school is assigned a gifted resource teacher to collaborate with AP and honors teachers individually, by department, and school-wide to facilitate research based strategies. These strategies increase student engagement, promote rigorous critical thinking, and problem solving skills.

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 in Grades K-12 receiving Level IV services (GIA/SAA) attend classes their age-level peers throughout the school day. Occasionally, whole-grade acceleration and cross-grade flexible grouping are two options utilized among the 14 acceleration types available to NPS students. An acceleration team, to include classroom teachers, gifted resource teacher, school counselor, parent, and administrator/designee will examine multiple criteria using the Iowa Acceleration Scale (Assouline, Colangelo, Lupkowski-Shoplik, Forstadt, & Lipscomb, 2009) to determine the type and extent of acceleration (see Appendix A).

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude/Specific Academic Aptitude (K-12)

At every grade, Level IV services include the use of acceleration strategies. An acceleration team, to include classroom teachers, gifted resource teacher, school counselor, parent, and administrator/designee will examine multiple criteria using the Iowa Acceleration Scale (Assouline, Colangelo, Lupkowski-Shoplik, Forstadt, & Lipscomb, 2009) to determine the type and extent of acceleration (see Appendix A).

Kindergarten and first grade students who are identified have their instructional needs met in the regular classroom, in collaboration with the gifted resource teacher. Students receiving Level III and Level IV services in grades 2-5 attend classes with their academic-level peers via the School-wide Cluster Grouping Model, which groups 6-8 students identified within the regular classroom, according to their area of identification

Middle School students have the opportunity to enroll in honors and high school credit bearing courses. Acceleration is supported via collaboration with the GRT in the use of advanced instructional strategies in the four core subjects.

High school students select courses commensurate with their abilities such as honors and Advanced Placement courses. Additionally, talented high school students may enroll in advanced electives, submit applications and auditions for 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.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude/Specific Academic Aptitude (K-12)

The use of enrichment activities, independent research projects, lesson extensions, activity menus, and learning centers that focus on critical and creative thinking are used to ensure that identified learners have opportunities to work independently during the school day and week.

Students receiving Level IV services (GIA/SAA) in grades 6-8 who attend the Young Scholars Program are taught based on the Autonomous Learner Model which promotes scholarship and strategies for independent lifelong learning.

The NORSTAR program, a STEM-infused elective course for high ability students in grades 9-12 offers identified students the opportunity to work independently on projects involving self-selected topics, based on their areas of intellectual strength and interest.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude/Specific Academic Aptitude

Instructional strategies used to foster intellectual and academic growth during the school day/week include but are not limited to:

<ul style="list-style-type: none">• Autonomous Learner Model• DeBono's Six Thinking Hats• Graduated Difficulty• Navigator Novel Studies• Paul's Reasoning Model	<ul style="list-style-type: none">• Problem Based Learning• SCAMPER• Socratic Seminar• Structured Academic Controversy• Taba Model of Curriculum Development
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F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude/Specific Academic Aptitude (Level IV)

Students receiving Level IV services perform at advanced levels, and therefore require assessment protocols which align with those performance levels. The measure of student growth among this population of students not only exceeds grade level standards, but includes deeper understanding of grade level content, advanced ability to apply knowledge, and critical thinking and problem solving within a given subject.

To accurately measure student growth, a variety of assessment measures, including but not limited to pre/post assessments, performance assessments, self-assessment, peer assessment, and oral presentations of products created as a result of advanced curriculum. Detailed rubrics assist identified students in recognizing criteria for excellent work, and to measure their own growth from student to learner.

Students receiving Level IV services in grades 2-5 will receive a quarterly progress report describing classroom and enrichment performance, related work samples and accompanying rubrics, and teacher comments. Reports will become part of the student's academic file.

All Students receiving Level IV services will take all required Virginia Standards of Learning (SOL) examinations. Identified students in grades 9-12 enrolled in Advance Placement (AP) and International Baccalaureate (IB) courses are encouraged to take, and earn qualifying scores on all AP and IB examinations.

Part VII: Program of Differentiated Curriculum and Instruction
(8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude (GIA) / Specific Academic Aptitude (SAA)

Norfolk Public Schools uses the Virginia Standards of Learning (SOL) assessments as its curricular foundation. Teachers then apply rigorous best practice in gifted education to appropriately differentiate SOL objectives in content, process, and product, as well as in depth and complexity, in order to meet the academic needs of identified learners.

Gifted curriculum design incorporates research-based acceleration strategies, which include early admission to Kindergarten, whole-grade acceleration (grade-skipping), continuous progress, self-paced instruction, subject-matter acceleration/partial acceleration, combined classes, curriculum compacting, telescoping curriculum, extracurricular programs, distance learning courses, concurrent enrollment, dual enrollment, Advanced Placement, International Baccalaureate Program, and credit by examination.

Regarding instructional practices, Norfolk Public Schools consistently provides targeted professional development and training to all school staff on research-based practices that meet the diverse academic and social-emotional needs of identified students. To that end, all gifted resource teachers and Young Scholars teachers are endorsed in gifted education. All talent pool and gifted cluster teachers will complete a locally developed certification in gifted education, all Honors, Advanced Placement, International Baccalaureate, and teachers of other advanced secondary courses will receive annual training in their respective content areas. Each school building will provide targeted training in gifted pedagogy each year, specific to each school's gifted pedagogical needs.

Rising 6th grade students receiving Level IV Services (GIA/SAA) have the opportunity to apply for the Young Scholars program located at the Academy at Rosemont Middle School. This program utilizes an advanced grade level disciplinary structure which includes the Autonomous Learner Model. Identified learners enrolled in other middle schools across NPS have opportunities to enroll in advanced coursework commensurate with their qualifications and interests. Coursework includes honors as well as high school credit-bearing courses.

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At high school, a combination of Advanced Placement and honors courses are offered in foreign languages, English, science, math, art, music, history/social studies, and career and technical education.

Specialty programs at each NPS high school offer unique and rigorous coursework to meet college and career interests of all students. Rising 9th grade students may apply to the International Baccalaureate Programme (IB), a rigorous college-preparatory program for offering in-depth studies in English, foreign language, social studies, experimental science, mathematics, and the fine arts. The other specialty programs' themes include Sciences and Engineering, Military Leadership, Health and Medicine, and the Performing Arts.

Qualified students may also earn dual enrollment credit in selected courses at each high school, as well as enroll concurrently at Tidewater Community College.

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)

Identified learners in elementary school are clustered in the regular classroom, according to their area of identification. Levels of service are determined via a rigorous process which includes the use of multiple criteria for decision-making. Data are examined and service levels are evaluated to ensure appropriate services for identified learners.

Fifth grade students receiving Level IV Services may apply to the Young Scholars program in January for enrollment in their 6th grade year. The application process consists of an essay, teacher recommendations, disciplinary record, achievement test score, and a student interview.

Rising 9th grade students including identified students are eligible to apply to the International Baccalaureate Programme, a rigorous college-preparatory program for juniors and seniors. The application criteria includes an entrance exam, and evidence of advanced/high school course credit earned in middle school, including Algebra I and foreign language.

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

At every grade, Level IV services include the use of acceleration strategies. An acceleration team, to include classroom teachers, gifted resource teacher, school counselor, parent, and administrator/designee will examine multiple criteria using the Iowa Acceleration Scale (Assouline, Colangelo, Lupkowski-Shoplik, Forstadt, & Lipscomb, 2009) to determine the type and extent of acceleration (see Appendix I).

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.

Norfolk Public Schools offers a robust and ongoing program of professional development in gifted best practices for teachers, staff, building administrators, and families. All classroom teachers and support staff attend mandatory, annual professional development sessions, delivered by Gifted Education and Academic Rigor Services (GEARS). These general session topics are offered multiple times throughout the school year and include: Characteristics of Gifted Students from Diverse Populations, The Gifted Identification Process in NPS, and the Social and Emotional needs of Gifted Students, with emphasis on special populations of gifted students.

Additional professional development topics for teachers, staff, and administrators include but are not limited to: Clustering Elementary Gifted Students for Success; CogAT Results- Driving Instruction for All Students; Differentiation for Gifted Learners; Tiered Lesson-Building; Building on Nonverbal Reasoning Strength; Using STEM to Develop Creative Lessons; and Problem/Project Based Learning.

All gifted cluster teachers, including teachers of Emerging Scholars clusters will complete a locally awarded certification program in gifted education. These locally developed mini-courses are based on the graduate coursework required for Virginia licensure endorsement in gifted education. Mini-course topics include Behaviors and Psychology of the Gifted; Social and Emotional Needs of the Gifted; and Curriculum and Instruction for the Gifted. All mini-courses will address the unique needs of special populations of gifted students (e.g. gifted students of color, gifted students from low socioeconomic backgrounds, twice exceptional students, and gifted ELs). Annual refresher professional development sessions are required.

All honors, AP and IB teachers, as well as school counselors, will attend ongoing training on topics including but not limited to Advanced Instruction Strategies; The Social and Emotional Needs of Gifted Students from Diverse Populations; and Culturally Relevant Pedagogy for Gifted Students.

All gifted resource teachers and Young Scholars teachers hold a licensure endorsement in gifted education. Additionally, they will have opportunities to continue their training in gifted best practices by attending local, state, and national conferences, as well as seminars offered by professional consultants from universities across Virginia and the US.

Workshops for parents and community stakeholders will be offered throughout the school year. Topics will include but are not limited to: The Gifted Identification Process in NPS; Understanding the CogAT Results; My Child is Gifted, Now What; Transitioning from Elementary School to Middle School; and Transitioning from Middle School to High School.

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 annual review of NPS' program effectiveness is vital to ensuring its services are meeting the needs of its diverse population of exceptional students. Components of this review include the identification and placement of students, academic growth of learners displayed by student work or portfolios, and a review of the Local Plan for the Education of the Gifted by the Norfolk's Gifted Education Advisory Committee (GEAC).

The effectiveness of Norfolk Public Schools gifted education program is based on showing growth in the following criteria:

1. Progress made toward each goal provided in Part II of the Gifted Local Plan: Program Goals and Objectives
2. Number of students referred, screened, and found eligible for GIA/SAA (Level IV) services from underrepresented populations, including students of color, lower socio-economic status, twice-exceptional and English Learners.
3. Number and demographics of the Emerging Scholars Talent Pool later identified for GIA/SAA (Level IV) services.
4. Number of students from underrepresented populations, including students of color, lower socio-economic status, twice-exceptional and English Learners that are enrolled in honors, IB, and/or AP courses in middle and high school.
5. Positive survey responses from parents of identified students and/or student interviews.

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 OF THE GIFTED EDUCATION ADVISORY COMMITTEE (GEAC)
OF THE NORFOLK SCHOOL BOARD
Revised October 2015
Revised June 2021**

Article I. Name

The name of this organization shall be the Gifted Education Advisory Committee (GEAC) of the Norfolk School Board. The Norfolk GEAC is established in accordance with 8VAC20-40-60, as amended, Virginia Department of Education Regulations.

Article II. Purpose, Responsibilities and Duties

Section 1. Purpose. The purpose of the GEAC shall be to advise the School Board of the educational needs of all Norfolk Public Schools gifted students.

Section 2. Responsibilities. The responsibilities of the GEAC are to:

- a. Review annually the local plan for the education of gifted students, including revisions;
- b. Determine the extent to which the local plan for the previous year was implemented;
- c. Develop annual goals and priorities;
- d. Represent the community and advocate for the gifted;
- e. Encourage a collaborative relationship between Norfolk Public Schools staff and the community;
- f. Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education;
- g. Focus attention on issues relative to improving the educational services for gifted students;
- h. Seek out and consider data relevant to the current gifted programs; and
- i. Submit written comments and recommendations of the Committee, including the annual report to the School Board, no later than June 15 of each year.

Section 3. Local Plan Duties. The GEAC shall address and communicate to the School Board, the Superintendent and the public, its findings as determined by its annual review of program effectiveness in the following areas:

- a. Screening, referral, identification, and program procedures toward the achievement of equitable representation of gifted students;
- b. Student outcomes relating to the academic growth, social-emotional needs, and college-career-service readiness of gifted students, based on data analysis of multiple criteria by multiple sources.

Article III. Membership

Section 1. Number, Qualifications, and Membership Application.

Voting membership of the Advisory Committee will include up to a maximum of twenty-four (24) persons, including at least twelve (12) members representing parents of students in the gifted program.

- a. Other members can be community representatives, business leaders, educators from higher education, program alumni, secondary gifted students, and Norfolk Public Schools staff members.
- b. The Norfolk Public Schools representatives may include the following persons who have an interest in gifted education: the program director, other administrative personnel (including principals) and educators from the following areas: arts, science and technology, elementary, middle, and secondary levels.
- c. The voting membership of the Committee shall reflect the ethnic and geographical composition of the School Division.
- d. Individual applicants shall apply directly to the School Board to be considered for membership and appointment by the Board to the GEAC for one three-year term.
- e. Applications for appointment to GEAC positions that will begin on July 1 must be received by the Clerk of the Board no later than April 15 of the current school year.
- f. All applications for appointment shall be vetted by the GEAC and presented with appointment recommendations to the School Board for consideration no later than May 15 or the second School Board meeting in May (whichever is later).

Section 2. Manner of Appointment to Membership and Terms. Membership of the Committee will be appointed by the School Board from recommendations by the Committee. Applicants for membership shall be recommended to the GEAC based on the following considerations by the School Board during the appointment process:

- a. Citizens appointed by the School Board for potential membership should include, to the extent practicable, a broad cross-section of citizens reflective of the community.
- b. Applicants for citizen member positions must be residents of the City of Norfolk.
- c. Committee members appointed who represent higher learning institutions, related governmental bodies, agencies, service organizations, or businesses are not required to reside in the City of Norfolk, but preference may be granted to applicants who are also residents of the City.
- d. Applicants must demonstrate specific experience or qualifications relating to the responsibilities of the GEAC.

Prospective members are asked to attend two (2) meetings before they complete an application for membership.

Committee members are limited to serve one (1) three-year term. Following the completion of their terms, members may reapply for additional terms if there are existing vacancies on the Committee and if they are recommended by the GEAC for reappointment.

Section 3. Attendance, Types of Membership, and Participation.

Voting members are asked to attend at least three-fourths ($\frac{3}{4}$) of all scheduled meetings throughout the year.

- a. All members of the Committee are voting members.
- b. The Senior Coordinator of Gifted Education and Academic Rigor Services (GEARS) shall be an ex officio member.
- c. Members shall notify the Officers if they will miss a GEAC meeting.

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- d. Members shall not act as official GEAC representatives, nor speak on behalf of or in the name of the GEAC, unless authorized to publicly present positions adopted by the GEAC.
- e. Members shall represent the interests of gifted students and their families, as well as protect the confidentiality of privileged information and the privacy of NPS students and their families.

Section 4. Resignations.

- a. Resignations shall be made in writing to the Chair of the Committee one month in advance of the anticipated resignation date, if possible. Voting members choosing not to renew their terms shall notify the Chair prior to the expiration of their term.
- b. If no written notification is received but a member has three (3) consecutive absences, a voting member will be presumed to have resigned his or her membership unless the Chair determines that the absences were due to illness or injury of the member or a member of their immediate family or other extenuating circumstances.
- c. Appointed citizen members who no longer meet residency requirements as set by Board policy will forfeit their appointments.

Section 5. Vacancies. By January 1 of each year, the GEAC will provide the Clerk of the Board with a list of membership positions that will expire on June 30 of that year.

- a. The GEAC may request that the School Board seek applicants to fill vacant positions that occur at any time other than the expiration of the term for which a member was appointed.
- b. The GEAC will also assist in the recommendation of applicants for membership who reflect the necessary qualifications and are consistent with policy, regulation, and applicable law.
- c. Vacancies in the Committee shall be filled by the School Board.

Article IV. Officers

Section 1. Personnel. The Officers of the GEAC shall consist of a Chair, Vice Chair and Recording Secretary who shall serve for one (1) year. The Officers shall also be two (2) Co-Chairs, or two (2) Co-Vice Chairs, and/or two (2) Co-Secretaries, as the need arises.

Section 2. Nomination. A nominating subcommittee consisting of members appointed by the Chair will present a slate of Officers for presentation to the membership at the next to the last general meeting of the school year.

- a. The Nominating Subcommittee shall present a slate of one candidate for each office position to be filled.
- b. The slate shall be sent to every member of the Committee prior to the election.
- c. 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. The election shall occur at the last regularly scheduled meeting of the year.

- a. Provided that when there is only one nominee for an officer position, the election may be conducted by voice vote or show of hands.
- b. When there is more than one candidate for a single officer position, election shall be by ballot voting during which members are instructed to indicate the name of the candidate of their choice on their ballots. In the case of elections as part of a virtual meeting, members shall indicate their confidential vote for nominees in private/direct messages to the ex officio member/program director.
- c. Officers shall be elected by ballot for a term of one year.

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- d. A member may not occupy the same office for more than two (2) consecutive years unless no other members are willing to be nominated or serve.
- e. 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. The Chair shall be the executive officer of the Committee and shall preside at meetings. The Chair works closely with Officers and the program director/GEARS Senior Coordinator to develop meeting agendas. The Chair leads the Committee in the development of advisory reports to the School Board.
- b. The Vice Chair shall assist the Chair and perform the duties of the Chair the Chair's absence.
- c. The Recording Secretary will record attendance and minutes of scheduled meetings and assists the Chair and Vice Chair as needed.

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. End of School Year Meeting. The election of Officers of the Committee shall be in June for the purpose of electing a Chair (or Co-Chairs), Vice Chair (or Co-Vice Chairs) and Recording Secretary (or Co-Secretaries). Additionally, the calendar of Committee meeting dates for the upcoming school year shall be determined and approved by the Committee in June.

Section 3. Regular, Special and Virtual Meetings.

- a. Regular meetings shall be held at least five (5) times during the year, from September through June, unless otherwise stated by the Chair. The approved calendar of scheduled meeting dates shall be posted publicly.
- b. 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 date, time, place and purpose of the special meeting.
- c. The GEAC shall be authorized to meet by use of electronic devices or equipment provided that the members may simultaneously hear and/or see so that all members in attendance may communicate with each other at the time of the meeting.
- d. In the case of virtual meetings, when feasible, meetings will be recorded and such recordings will be made available upon request.
- e. All Committee meetings, whether in person or virtual, are open to the public.
- f. Opportunities for oral or written public comments are provided through a Public Comment portion of each scheduled GEAC meeting. Each speaker is limited to 3 minutes and shall provide to the program director and Officers contact information for the purposes of follow-up correspondence by the appropriate personnel. The speaker should refrain from naming individuals or schools during their public comments.

Section 4. Compliance with the Virginia Freedom of Information Act. All meetings of the full GEAC are open to the public and will be conducted in conformity with the Virginia Freedom of Information Act (FOIA), Virginia Code §2.2-3700, et seq., 1950, as amended. Notice of such meetings will be posted in accordance with the Virginia Freedom of Information Act. Any member

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of the public may address the GEAC during the Public Comment portion of the regularly scheduled meetings.

Section 5. Quorum. A quorum of the Committee shall consist of 20% of the membership.

A two-third majority vote of the voting members present is required for the adoption of policy or procedure. Minutes of previous GEAC meetings and other non-procedural motions may be approved by a simple majority of GEAC members present.

Section 6. Attendance at Meetings.

A member shall attend regularly scheduled meetings, in accordance with Article III, Sections 3 and 4.

Article VI. Subcommittees

Section 1. Subcommittees. There shall be a Nominating Subcommittee 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 GEAC shall establish other subcommittees as needed to address specific issues and carry out the work of the GEAC. All ad-hoc subcommittees shall have a minimum of 3 members.

Section 2. Special Subcommittees. Any Special Subcommittee/Task Force may be appointed by the Chair with the approval of the GEAC as needed and will be open to members of the public.

Article VII. Parliamentary Authority The rules contained in 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 Committee.

Article VIII. Standing Rules

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

Article IX. Amendments

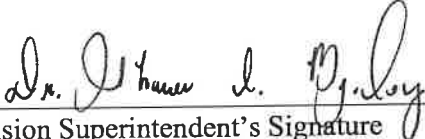
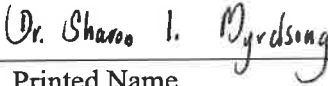
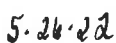
These bylaws can be amended at any regular meeting of the Committee by a two-third majority vote of members present, provided the amendment has been presented as a resolution at the previous meeting of the Committee.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved Local Plan for the Education of the Gifted is available to parents or legal guardians of each referred student, and to others upon request.

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

		
Division Superintendent's Signature	Printed Name	Date

References:

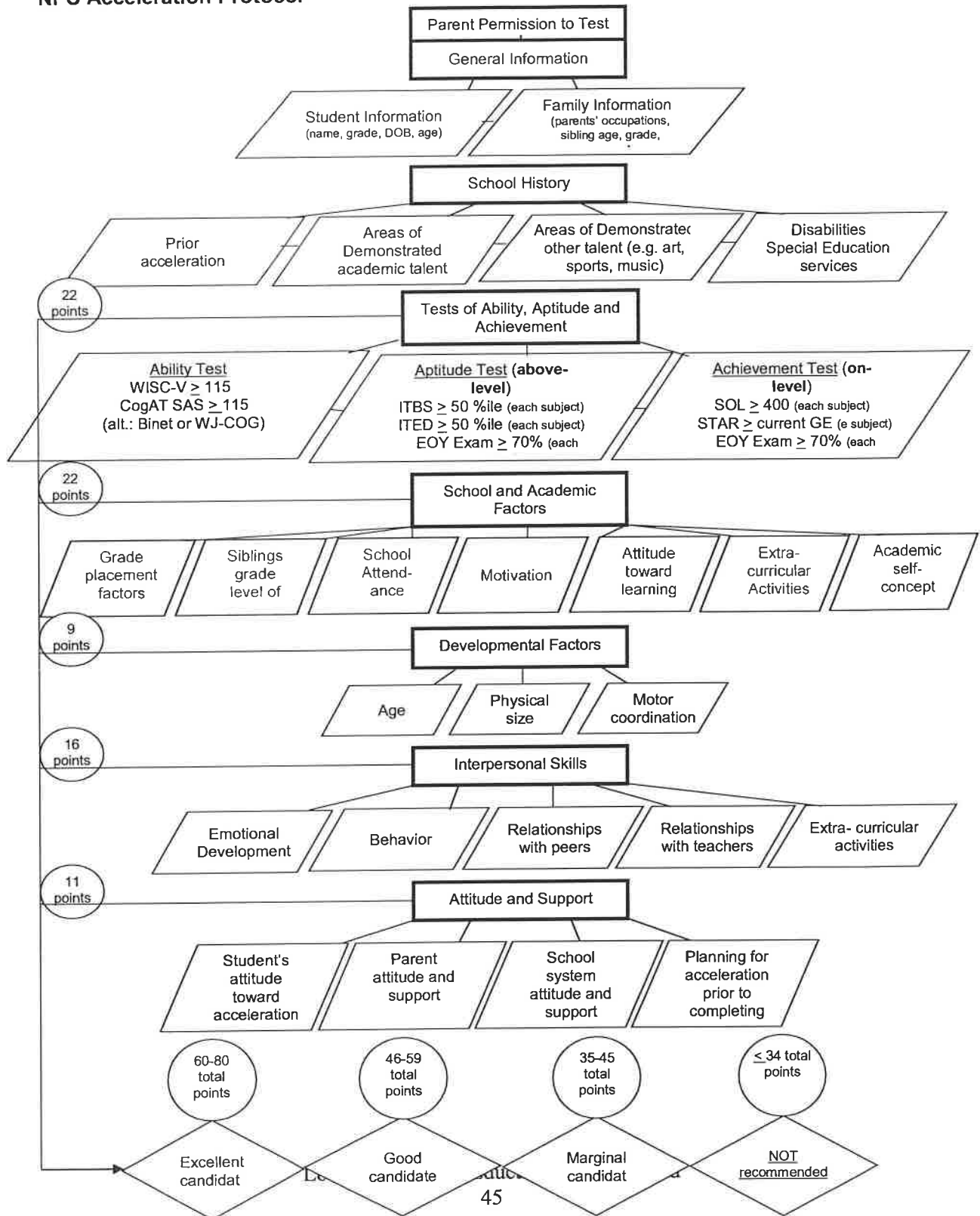
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Appendix A

NPS Acceleration Protocol



Appendix B**Data Summary Profile for Gifted Services** (mailed to parents/guardians)**Data Summary Profile for Gifted Services****Name of Student:****Grade:****Date of Graduation:****School:****Student ID Number:****Date of Test:****CogAT Verbal Age Percentile:****CogAT Quantitative Age Percentile:****CogAT Nonverbal Age Percentile:****CogAT Composite Age Percentile:****Area of Referral:****Identified****Not Identified***Circle appropriate columns to obtain summary data profile*

	Exceptional	Superior+	Superior	Average+	Average	Average-Below Average
Criterion 1: Test Scores	99-95%	94-90%	89-85%	84-78%	77-70%	69-1%
Criterion 2: Parent Behavior Checklist	Consistently	Consistently-	Frequently+	Frequently	Occasionally	Rarely+
Criterion 3: Teacher Behavior Checklist	Consistently	Consistently-	Frequently+	Frequently	Occasionally	Rarely+
Criterion 4: Student Portfolio	Exemplary	Exemplary-	Advanced+	Advanced	Solid	Limited+
Criterion 5: Student Interview/ Observation	Exemplary	Exemplary-	Advanced+	Advanced	Solid	Limited+

Notes:**Guidelines for Placement in Gifted Education Services:**

A district gifted identification committee consisting of gifted resource teachers will meet to review all evidence presented to determine eligibility. Eligibility will be determined on a preponderance of evidence, as described below.

****In order for a child to be identified GIA (General Intellectual Aptitude), he/she must have a CogAT Composite score of at least 95%, with at least a 95% also scored on either the quantitative or verbal subtest.**

PREPONDERANCE OF EVIDENCE

- Tier 1—Students who score 95% or better on criterion 1 plus at least one superior or higher on criterion 2 and 3 should be considered eligible for services.
- Tier 2—Students who score 94-90% on criterion 1 plus at least two superiors or higher on criterion 2, 3 and 4 should be considered eligible for services.
- Tier 3—Students who score 89-85% on criterion 1 plus at least three superiors or higher on criterion 2, 3, 4 and 5 should be considered eligible for services.

Committee Member Signature/Title/Date_____
Committee Member Signature/Title/Date_____
Committee Member Signature/Title/Date_____
Committee Member Signature/Title/Date

Original: Cumulative Folder

Copy: Parent

Copy: Office of Gifted Education and Academic Rigor Services

Local Plan for the Education of the Gifted