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Suffolk Public Schools

Local Plan for the Education of the Gifted

2026-2031

LEA#	**127**		
Superintendent	**Dr. John B. Gordon, III**		
Mailing Address	**100 N. Main Street, Suffolk, VA 23434**		
Gifted Education Coordinator/ Designee	Dr. Keisha Melvin	**Title** **Address** **Telephone** **E-mail**	Coordinator of Advanced Instruction & World Languages 100 N. Main Street Suffolk, VA 23434 757-925-6750 keishamelvin@spsk12.net
Local School Board Chairperson	**Mr. Sean McGee**		
Date Approved by School Board	**August 13, 2026**		

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.

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2024). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Office of Advanced Learning at 804-418-4693.

General Information regarding the Gifted Program in Suffolk 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
Visual and/or Performing Arts Aptitude (VPA) - Dance	9-12
Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music	9-12
Visual and/or Performing Arts Aptitude (VPA) – Musical Theatre	9-12
Visual and/or Performing Arts Aptitude (VPA) –Theatre and Film	9-12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	9-12
Visual and/or Performing Arts Aptitude (VPA) - Vocal Music	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

Article 1 Instructional Goals and Objectives Section 8-1.1 A. Suffolk Public Schools "is committed to excellence in education, equality of educational opportunity and the recognition of each student's individuality. Students differ in their rate of physical, mental or emotional and social growth and vary in their needs and abilities. Every effort will be made to provide opportunities that are consistent with personal development and potential such that students become productive adult citizens in our society."

The Suffolk Public Schools Gifted Program will introduce each student to a variety of interests and subject areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and employment.

Suffolk Public Schools recognizes that certain students possess abilities, interests, and talents which are complex and advanced. These students have specific advanced aptitudes and talents that require differentiated instruction and enrichment to facilitate the fullest development of their potential during their school years.

Their education is enhanced not only by participation in activities especially designed for gifted students, but also by interaction with their intellectual peers. We believe their learning experiences should reflect teaching techniques and curricula that emphasize the development of creativity and skills in higher level thinking, research, and communication.

Suffolk Public Schools recognizes that there may be students identified as twice-exceptional and is committed to providing appropriate services. Additionally, Suffolk Public Schools is committed to identifying and developing methods for equitable representation among all demographic areas to ensure the gifted program enrollment mirrors the population of students enrolled in Suffolk Public Schools.

The mission of the Suffolk Public Schools Gifted Program is to provide enrichment and instruction in grades kindergarten through twelve that develop, stimulate, and foster critical thinking, spark creativity, encourage problem solving, and develop independent research skills. This mission is achieved through the use of differentiation, in-depth learning in core areas, real-world problem solving and application, cooperative learning, and a focus on 21st century skills. The goal of the Suffolk Public Schools Gifted Program is to assist students in developing independent and collaborative learning skills, creative potential, and higher-level thinking abilities in order to reach their full potential.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

General Intellectual Aptitude (GIA)

Suffolk Public Schools' operational definition of general intellectual gifted students are those students in public elementary, middle, or high school who perform (or demonstrate the potential to perform) at substantially high levels when compared with others of their age, experience, or environment. Intellectually gifted students exhibit high performance capability in intellectual areas and require special educational programs to meet their developmental and academic needs. These students are identified by a committee of qualified personnel through multiple criteria to determine their intellectual aptitude. These students demonstrate a high intellectual aptitude through above average performance on at least one nationally norm-referenced ability test and other specified criteria such as: gifted characteristics rating scales, portfolios, academic achievements and accomplishments, and other data.

Visual and Performing Arts Aptitude (VPA)

Suffolk Public Schools' operational definition of visual and performing arts gifted students are those students that demonstrate a natural talent or ability for creative expression through the mediums of visual or performing arts. Through the use of rating scales, teacher observations, and auditions, students demonstrate high levels of artistic perception. creative expression, artistic skill, and/or musical or theatrical ability.

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

General Intellectual Ability

A. **Identification:** Suffolk Public Schools will work to expand access and enhance opportunities for student identification. Increasing the number of students referred to and identified for the Talent Pool and Quality Utilization Enrichment of Students' Talents (**QUEST**) gifted program will provide equitable representation of the division's student population. Suffolk Public Schools will use referrals, screening, and observational procedures to facilitate identification of students through the use of multiple criteria.

1. Provide continuous training for teachers and staff in identifying students for referral based on research-based criteria.
2. Utilize a kindergarten screening process for Talent Pool and a second-grade screening process for QUEST to ensure all students have the opportunity to be identified.
3. Provide a comprehensive and fair screening and evaluation process for students, as well as fall and spring open referral periods for nominations.

B. **Delivery of Services:** Suffolk Public Schools will provide continuous services for students in grades K-12 through a variety of academic activities and programs.

1. Provide enrichment and developmentally appropriate instruction for students identified for Talent Pool in primary grades.
2. Provide QUEST gifted services and general education support for identified students in grades 3-8.
3. Provide opportunities for academically rigorous instruction through honors, Advanced Placement, and dual enrollment courses, as well as Specialty Programs such as the International Baccalaureate Diploma Program, Project Lead the Way Biomedical Science Program, and Project Lead the Way Engineering Program.

C. **Curriculum and Instruction:** Suffolk Public Schools will provide K-12 differentiated instruction that meets the needs of gifted and high ability students through the use of specialized lessons and units, general classroom support by gifted teachers, and opportunities for focused instruction.

1. Provide challenging and academically rigorous materials to gifted students in a variety of methods.
2. Support specialized curriculum through content-specific programs.

D. **Professional Development:** Suffolk Public Schools will provide staff and teachers with ongoing professional development activities designed to aid in the instruction

and support of gifted students.

1. Provide meaningful professional development based on the needs of gifted students to teachers.
2. Provide professional training opportunities for classroom teachers in grades 9-12 in honors, Advanced Placement, International Baccalaureate and Project Lead the Way.

E. **Equitable Representation of Students:** Suffolk Public Schools will utilize multiple methods of identification of students for the Talent Pool and QUEST gifted program to increase participation.

1. Provide continuous training on identification of students.
2. Utilize varied and multiple criteria for identification of students.
3. Provide division-wide screening of all kindergarten and second-grade students.
4. Utilize local norms in identification of gifted students when appropriate.

F. **Parent and Community Involvement:** Suffolk Public Schools will encourage parental and community involvement through ongoing communication among the schools, parents, teachers, and community stakeholders. The SPS Gifted Advisory Board will work with Suffolk Public Schools to ensure materials and information are effectively disseminated.

1. Provide an annual community seminar in an area of gifted education.
2. Assist in the publication and dissemination of instructional and enrichment opportunities available for students, parents, and community stakeholders.

Visual and Performing Arts

A. **Identification:** Suffolk Public Schools will work to increase the number of students referred and identified for the gifted program and ensure that the program is equitably representative of the division's student population. Suffolk Public Schools recognizes students selected for participation in the regional Governor's School for the Arts as gifted in the Visual and Performing Arts.

1. Provide consistent and timely publicity of programs for Governor's School for the Arts.
2. Facilitate presentations by the Governor's School for the Arts staff and students to potential applicants.

B. **Delivery of Services:** Suffolk Public Schools will provide continuous services for students in grades 9-12 through the Governor's School for the Arts.

I. Provide instructional and logistical support for students attending the Governor's School for the Arts

C. **Curriculum and Instruction:** The Governor's School for the Arts will provide differentiated instruction for students in grades 9-12 that meets the needs of talented students in the areas of dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music. The objectives for the program are designed by the Governor's School for the Arts.

1. Prepare students to engage the arts thoughtfully and creatively while becoming lifelong learners and advocates of the arts.
2. Offer instruction through classes, performance, and in cross-disciplinary opportunities by a faculty of professional instructors, artists and mentors.
3. Provide exceptional performance and exhibition experiences.

D. **Professional Development:** Suffolk Public Schools will provide staff and teachers with ongoing professional development activities designed to aid in the instruction and support of gifted students.

1. Provide meaningful professional development based on the needs of gifted students to teachers.
2. The Governor's School for the Arts provides regular training opportunities for teachers of students in the GSA program.

E. **Equitable Representation of Students:** Suffolk Public Schools and the Governor's School for the Arts will utilize multiple methods of identification of students for the visual and performing arts program in grades 9-12 to increase the number of students.

1. Provide continuous training on identification of students talented in the arts.
2. Utilize varied and multiple criteria for identification of gifted students.

F. **Parent and Community Involvement:** Suffolk Public Schools and the Governor's School for the Arts will encourage parental and community involvement through ongoing communication among the schools, parents, teachers, and community stakeholders.

1. Assist in the publication and dissemination of instructional and enrichment opportunities available for students, parents, and community stakeholders.
2. Encourage participation in the POSA, a group comprised of Governor's School parents.

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

1. **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

1. Cognitive ability tests are administered to all kindergarten and second-grade students. Students who demonstrate advanced ability on the test will be referred for a full evaluation and additional testing may be required.
2. Students in kindergarten and second grade are screened during the spring and a committee will review all available standardized test data, district assessment data, other available data and consult with the classroom teachers for consideration of further evaluation. The time frame for testing, collecting data and decisions of eligibility will be no more than 90 instructional days.
3. The community is informed of the gifted services opportunities, the open nominations referral process, and the screening process via newsletters, flyers, the district website, and Gifted Advisory Board.
4. The Coordinator of Advanced Instruction reviews the committee recommendations and notification letters are sent to parents.

Screening Procedures for Visual and Performing Arts Aptitude

1. All eighth-grade middle school visual and performing arts teachers shall identify students displaying potential as demonstrated by work produced through classroom assignments and competitions.
2. The community is informed of the opportunity to apply to the Governor's School for the Arts via newsletters, flyers, the website, and the Gifted Advisory Board.
3. Students selected for the Governor's School for the Arts are identified as gifted in the Visual and Performing Arts.

2. **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

- Students may be referred for evaluation by teachers, administrators, parents or guardians,

school counselors, peers, or other professionals who know the student. Self-referrals are also accepted. Referrals may be made at any time, and the nomination form may be obtained from the gifted teacher or school office. Signed referrals should be returned to the gifted teacher at the student's school.

- Once a signed referral is received and written parental permission to test is obtained, decisions of edibility are made within 90 instructional days of the receipt of the referral.
- Students found eligible in Suffolk Public Schools who have left the district and rettm1ed within two years will be placed in gifted classes pending verification of documentation. However, if students have been out of the district for more than two years, they will be referred to enter the process of gifted eligibility to again to determine best possible placement.
- Military transfer students and others new to the district will be considered immediately upon enrollment. Private school students, home-schooled students, and students considering enrollment may not be referred until they have officially enrolled in the district.
- Placement in a gifted program in another district may be considered as part of the eligibility process; however, students must go through Suffolk's referral and identification process to determine possible eligibility for gifted services in Suffolk.
- While referrals are accepted throughout the year, the preferred referral windows include:
    - September: new to the division and transfer students
    - November: Grade 3-8 referrals
    - February: Grade 1 and 3-7 referrals
- The referral process is made available to parents and students through the district website, brochures, flyers, and through annual open referral periods held in the fall and spring of each year. The community is informed about gifted services opportunities, the referral process, and the screening process via newsletters, flyers, website information, and the Gifted Advisory Board. Parents may receive additional information about the process from their child's school gifted teacher, counselor, and administrators.
- Schools with traditionally low referral and identification rates receive additional teacher training on identification procedures during the beginning of the school year. Gifted teachers may conduct observations at the K-8 level and assist classroom teachers by co-teaching or modeling lessons to assist teachers in the referral and identification process. A committee is utilized for the evaluation of data for each nominated student to determine eligibility.
- The Coordinator of Advanced Instruction reviews the committee recommendations and notification letters are sent to the parents.

Referral Procedures for Visual and Performing Arts Aptitude

The search for and the identification of gifted and talented visual and performing arts students is conducted in grades 8-11 in the first semester. A public information session is conducted by the Governor's School for the Arts and students are eligible to apply for admission to the program. Flyers, website notifications, and posters are distributed at all middle and high schools and parent permission is obtained by the Governor's School for the Arts. Additional opportunities for advertising are utilized to bring awareness to the program. Student eligibility is determined by the Governor's School for the Arts. Notifications of eligibility are communicated through the Governor's School for the Arts.

C. **Identification Procedures** (8VAC20-40-60A.3)
This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. **Multiple Criteria Listing** (8 VAC 20-40-40D.3)
This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

- [x] 1. Assessment of appropriate student products, performance, or portfolio
- [x] 2. Record of observation of in-class behavior
- [x] 3. Appropriate rating scales, checklists, or questionnaires
- [ ] 4. Individual interview
- [x] 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
  and/or
- [x] 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- [x] 6. Record of previous achievements (awards, honors, grades, etc.)
- [x] 7. Additional valid and reliable measures or procedures

Specify: previous gifted placement, portfolios, logic and creativity assessments.

Additional identification information for General Intellectual Aptitude

Once referral is made and parent permission to evaluate is obtained, eligibility files are compiled by the gifted teacher and building level administrators and are submitted to the eligibility committee for a decision. The information to be considered includes (but is not limited to):

- Teacher rating scale
- Parent rating scale
- Current or cumulative grades
- Creativity scale
- Logic or other cognitive tasks
- Review of previous achievements, academic progress, and course rigor
- Achievement test scores
- Ability test scores (NNAT3, OLSAT, CogAT)
- Advocacy information (consideration is made for socioeconomic factors [Title I]), dual exceptionalities [students with disabilities, including students with IEPs or Section 504 plans] and English Learners (ELs)

No single score or criterion may be used to include or exclude a child for eligibility in the Gifted Services program. The committee may request additional information if needed or may defer the decision until additional information is available. The committee may also consider scores on other norm-referenced ability tests if such information is available. Local norms may be used as appropriate. If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that decision is made by an ad hoc committee led by the district advanced instruction department.

Students in grades K-2 may be identified as potentially gifted and placed in a Talent Pool program. Those students are then formally evaluated during the second-grade year to determine gifted eligibility, and if eligible, placement in the QUEST gifted program. Gifted teachers are notified of eligibility and placement decisions; the gifted teachers then notify the principals and students' classroom teachers. Parent permission is obtained prior to placement in the program. All decisions may be appealed within 30 days of receipt of written notification.

2. **Multiple Criteria Listing** (8 VAC 20-40-40D.3)

   This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

   Visual and Performing Arts

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

   ☐ 2. Record of observation of in-class behavior

   ☑ 3. Appropriate rating scales, checklists, or questionnaires

   ☐ 4. Individual interview

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

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

- ☑ 7. Additional valid and reliable measures or procedures

  Specify: Adjudication for Visual and Performing Arts Aptitude.

Additional identification information for Visual and Performing Arts

No single score or criterion may be used to include or exclude a child for eligibility in the program. The Governor's School for the Arts accepts applications and teacher recommendations, and adjudication is held in their respective disciplines. Students are identified through their auditions and applications. Those accepted into the program are identified as gifted in the visual and performing arts. The departments use their experience and score sheets in determining a student's artistic ability. Visual and Performing Arts students are served through the Governor's School for the Arts and Summer Residential Governor's Schools.

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

- [ ] Classroom Teacher(s)
- [1] Gifted Teacher(s) (7 elementary; 4 middle)
- [ ] Counselor(s)
- [ ] School Psychologist(s)
- [ ] Assessment Specialist(s)
- [1] Principal(s) or Designee(s)
- [1] Gifted Education Coordinator
- [ ] Other(s) Specify:

b. Type of Identification/Placement Committee

General Intellectual Aptitude

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

- [ ] School-level
- [x] Division-level

Visual and Performing Arts Aptitude

Type of Identification/Placement Committee

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

The Governor's School of the Arts selects their own Committee.

- [x] School-level
- [ ] Division-level

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

General Intellectual Aptitude

Measure	**Administered/ Completed by**	**Scored by**	**Provided to the committee by**
Ex. Behaviors checklist	*Current classroom teacher*	*School gifted education teacher*	*School division gifted education coordinator*
Teacher Rating Scale	Current classroom teacher	Gifted teacher	Current classroom teacher
Previous Achievements	Current classroom teacher	Gifted teacher	Current classroom teacher
Parent Rating Scale	Parent/legal guardian	Parent/legal guardian, gifted teacher	Parent/legal guardian
Creativity scale	Gifted teacher	Gifted teachers	Gifted teacher
Ability tests: Naglieri Non-Verbal Test (NNAT3), Otis Lennon School Ability Test (OLSAT), Cognitive Achievement Test (CogAT)	Gifted teacher	Gifted teachers and/or various testing platforms	Gifted teacher
Product/portfolio	Current classroom teacher	Gifted teachers	Current classroom teacher
Achievement test scores	Designated trained testing administrator	Gifted teacher	Current classroom teacher
Advocacy information	Current classroom teacher, gifted teacher	Coordinator of Advanced Instruction	Current classroom teacher, gifted teacher

The division level eligibility committee meets to review eligibility files to make an eligibility/placement decision based on the available information. No single score or criterion may be used to include or exclude a child for eligibility. The committee may request additional information if needed or may defer the decision until additional information is available.

While student performance and potential are documented by the matrix scores, the committee reserves the right to make final eligibility placement decisions. The decision of the identification and placement committee is made within 90 instructional days of the receipt of the referral. The recommendations of the identification and placement committee are then forwarded to the Coordinator of Advanced Instruction who informs the parents as to the eligibility status of students. Parents/guardians are notified in writing of the decision. All decisions may be appealed.

If a student is found not eligible for gifted services, the parent/guardian or teacher may initiate a new referral one full calendar year from the previous referral. Students may not be referred more than once in a school year. Test scores are valid for two full years.

Visual and Performing Arts Aptitude

Students found eligible for Visual and Performing Arts may be enrolled in the Governor's School for the Arts and the Summer Residential Governor's Schools.

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

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

General Intellectual Aptitude

Once a student has been identified as gifted or potentially gifted, the division level eligibility committee determines placement for the student.

Students identified as potentially gifted in grades K-2 are placed in a Talent Pool program, where the gifted teachers can differentiate instruction to meet the needs of the student. Those students are then formally evaluated during the second-grade year to determine QUEST gifted identification and placement. The placement decision is made according to student performance as documented on the eligibility matrix. Students may meet criteria for full-time placement in the gifted program or may be exited from services if the committee determines that the student does not meet the criteria for identification as gifted. If a student is determined to not be eligible at this point, the student may be referred and reevaluated the following year.

Identified gifted students who withdraw from Suffolk Public Schools for two years or longer will be reevaluated upon their return to determine current placement needs. Students' strengths are noted on the eligibility matrix through test scores, grades, teacher rating scales, and other performance indicators as available.

Students who transfer into the district from other gifted programs may be placed in gifted classes once documentation from the previous school district is received. These students will be evaluated to determine eligibility as soon as possible. Placement in another district's gifted program does not guarantee eligibility in the Suffolk Public Schools' QUEST gifted program.

If the student's performance evidence indicates a need for acceleration (grade or content) in addition to gifted services, that acceleration decision is made by an ad hoc committee led by the district

Department of Advanced Instruction.

Students in grades 3-5 found eligible for gifted services should be placed in gifted cluster classrooms with a cluster of gifted peers. These students receive pull-out services from the gifted teacher to meet their needs. Gifted teachers provide differentiated instruction to meet the students' needs. Students may also participate in extracurricular activities in STEM, Robotics, and other school specific activities.

Students in grades 6-8 should be placed in accelerated academic courses or gifted cluster classrooms with other gifted peers. Students receive enriched and/or accelerated course materials in the areas of Science, English, and Social Studies. Gifted teachers are available to assist in providing differentiated materials to meet the needs of gifted students. Students may participate in a variety of push-in activities designed specifically to meet their learning needs.

The gifted teachers and/or school counselors work with students on the middle and high school levels to determine the appropriate levels of classwork and sequence of advanced or honors courses, Advanced Placement classes, and may recommend application to Project Lead the Way Biomedical Science, Project Lead the Way Engineering, International Baccalaureate Diploma Program, and/or community college dual enrollment program.

Students in grades K-12 who have been identified twice-exceptional are given accommodations to facilitate and provide service. Additional instructional support is provided based on students' documented needs and accommodations.

Visual and Performing Arts Aptitude

Students found eligible for Visual and Performing Arts may be enrolled in the Governor's School for the Arts and or Summer Residential Governor's Schools.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude

As part of the district-wide kindergarten Talent Pool and second-grade screening, parents are notified via letter of the aptitude screening process and testing windows. Additional reminders of the testing date may be communicated with parents by the school gifted teacher. Score reports are sent home for both division-wide screening windows. This is not an indication of giftedness. For students completing the full eligibility and placement process, parents/guardians are notified in writing and permission is obtained prior to initiating each step in the eligibility and placement process:

- A letter is sent to parents requesting permission to evaluate. Parents are asked to complete a parent evaluation checklist of gifted characteristics.
- Parent permission must be received in order for students to continue with the evaluation process.
- A letter is sent to notify parents/guardians of the eligibility decision and right to appeal.
- Written permission is requested for students to receive gifted services and approval must be given for program admission to occur. Parent consent for testing serves as consent for program participation. Participation after the screening begins the following school year.

Appeals Process:

An eligibility or placement decision made by the committee may be appealed. The first step in the appeals process is to speak to the gifted teacher and/or Coordinator of Advanced Instruction to discuss the decision. Concerns can usually be resolved at this level. If the concerns are not resolved, a letter must be submitted to the Coordinator of Advanced Instruction including specific reasons for requesting an appeal. The letter must be submitted to the Department of Advanced Instruction within 30 instructional days of receipt of the original eligibility decision. An appeals committee will be convened within 30 days of the receipt of the written request and will review all relevant information. Members of the appeals committee may include the Coordinator of Advanced Instruction, one or more gifted teachers, school principal, classroom teacher, Director of Secondary or Elementary Leadership, and the Director of Curriculum and Instruction. Additional performance information may be requested and collected by the committee. Parents may provide additional documentation for the committee to review. Parents will be notified by letter within ten days of the committee's decision. The decision of the appeals committee is final.

Change in Placement or Exiting Process

Students' current records of performance and products are continuously being reevaluated. Parents of children enrolled in the gifted program may request a change in placement in writing. If a change in placement is determined to be in the best interest of the student, parental notification is made in writing after a verbal conference. Parents may use the opt-out method by requesting in writing their child be removed from the program and submitting that request to the school gifted teacher. Notification requests will be submitted to the Coordinator of Advanced Instruction by the school gifted teacher.

Visual and Performing Arts Aptitude

Parents/guardians are notified about the Governor's School for the Arts identification process by the Governor's School administration. Students participate in the adjudication process after parental permission has been obtained. Students and parents are notified of service options and parent/guardians and students must agree to enroll in the services provided. Any appeals or withdrawals must be handled at the Governor's School for the Arts and student's home school. Notification will be sent to the Department of Advanced Instruction by the Governor's School for the Arts.

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

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

- Written permission will be obtained from parents/guardians prior to any individual changes in placement.
- If a parent/guardian requests a change in placement from the gifted program from pull-out or push-in services with the gifted teacher, the parent/guardian should contact the classroom teacher and/or school administrator. Additional current information, including testing, current teacher recommendations, current grade, and observation feedback may be requested. The performance data of the student may be reviewed by the eligibility and placement committee members to determine the appropriate academic placement if a concern does arise. The committee reviews current grades, classroom teacher ratings, current teacher ratings, and the results of previously and recently administered ability tests. Parents are notified in writing of these decisions in the spring. The committee may defer the decision pending collection of additional performance data, if needed.
- If student performance falls below expected levels in a program, parent conferences will be initiated, and an intervention/remediation plan will be implemented. Placement may be changed with parent and teacher permissions.
- Parents may initiate withdrawal from gifted services in writing, using the withdrawal form. Upon receipt of the form, the student is exited from services; however, the student is maintained on the roster of identified gifted students as inactive. School administration and gifted staff are notified of the parental request. If the student is withdrawn from the Suffolk Public Schools gifted program for more than two years, the student will need to go through the formal identification process at the time of desired reenrollment in gifted services. Academic data, including current grades and test scores, will be reviewed as part of the placement decision.

Visual and Performing Arts Aptitude

- Parents or students may withdraw from the Governor's School for the Arts through written request. Any withdrawals must be handled at the Governor's School for the Arts and the student's home school. Parents will be notified of the scheduling changes that may affect a student's course of study from withdrawal from the program. Notification will be sent to the Department of Advanced Instruction by the Governor's School for the Arts when a student has withdrawn. The Governor's School for the Arts determines reenrollment and placement decisions should a student seek to return to the program at a later date.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

Grades K-2: Students in grades K-2 are served through the Talent Pool program in their schools by a gifted teacher.

Grades 3-5: Students in grades 3-5 are served through QUEST pull-out (push-in as needed) services provided by the gifted teacher at their schools.

Grades 6-8: Students in grades 6-8 are served through QUEST push-in and accelerated classes by the gifted teacher or classroom teachers at their schools.

Grades 9-12: Students in grades 9-12 are served through advanced, honors, Advanced Placement, Project Lead the Way Biomedical Science, Project Lead the Way Engineering, International Baccalaureate Diploma Program, and community college dual enrollment programs.

Visual and Performing Arts (All), Grades 9-12

Grades 9-12: Students in grades 9-12 are served through the Governor's School for the Arts program.

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

In general, students are served within their grade levels. If a student needs advanced instruction in a specific content area, the student may be moved into a higher grade level class for that subject, but generally remains with his or her age peers for most other course work. Appropriately differentiated instruction is offered within each grade level. Cross-grade flexible grouping may occur as needed to meet the needs of the students, particularly within the gifted program. Grade skipping in grades K-5 is a decision made by an ad hoc committee led by the Department of Advanced Instruction. The Director of Elementary Leadership, school principal, parent/guardian, and Coordinator of Advanced Instruction collaborate to examine the social, emotional, and academic needs of the student on an individual basis.

Differentiated instruction is provided to meet the needs of all students' classes to include the gifted cluster, honors, and various advanced level courses.

Visual and Performing Arts Aptitude
Students in grades 9-12 receive specialized instruction in their area of focus (dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music.) through the Governor's School for the Arts. They are grouped with students of similar age and ability through courses provided by the GSA.

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

Suffolk Public Schools provides Talent Pool enrichment for students in primary grades. Students receive scheduled instruction by the gifted teacher in addition to regular differentiated instruction by the classroom teacher. The gifted teacher provides cross-disciplinary content-based lessons at an advanced level. Additional activities may be provided to the students through collaboration between the gifted teacher and classroom teacher.

Students participating in the Talent Pool in grades 1-2 receive differentiation from the classroom teacher and/or the gifted teacher in a pull-out and/or push-in format.

Identified gifted students in grades 3-5 participate in the QUEST gifted program through pull-out lessons. Students receive pull-out services with grade level peers and participate in a specialized curriculum and educational experiences designed to meet the needs of gifted learners. Students may also receive push-in lessons co-taught by the gifted teacher and classroom teacher.

Identified gifted students in grades 6-8 participate in the gifted program through push-in lessons and/or advanced courses. Students may be provided with flexible grouping and differentiated instruction within a gifted cluster classroom.

High school students have available a wide range of advanced classes, including Advanced Placement courses, Project Lead the Way Biomedical Science, Project Lead the Way Engineering, International Baccalaureate Diploma Program, and community college dual enrollment courses that provide rigorous and advanced instruction that meets the needs of gifted learners.

Visual and Performing Arts Aptitude

Students in grades 9-12 receive specialized instruction in their area of focus (dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music.) through the Governor's School for the Arts. They are grouped with students of similar age and ability through courses provided by the GSA.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

The Talent Pool, QUEST gifted program, and high school advanced programs and courses are strongly focused on building independent learning capacity within students, through multiple and frequent opportunities for real world and original research, problem-based learning, and inquiry learning. The specialty programs at the high school level also have strong research and independent study components.

Within the general curriculum, Suffolk Public Schools uses a model that provides dedicated enrichment time for students who have demonstrated content mastery; that time may be used for independent research and study.

Visual and Performing Arts Aptitude

Students in grades 9-12 receive specialized instruction in their area of focus (dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music.) through the Governor's School of the Arts. Students receive multiple opportunities to perform and develop independently during their time at GSA.

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

Suffolk Public Schools focuses on one vision: that all students will become lifelong learners equipped with the skills, knowledge, and attitudes to succeed as productive

citizens in a local, national, and global society. The gifted program supports the mission to partner with the community to provide effective educational experiences to prepare every student to find success in our complex society. Our academic model stresses higher-level thinking skills, real-world application of work, and rigorous coursework. Suffolk Public schools uses collaborative group work and performance-based assessments. The division offers students opportunities to explore activities in performing atts, math, science, technology, literature, engineering, health sciences, robotics, and other areas of interest. At the high school level, students have access to a variety of options for advanced learning, including dual enrollment courses, Advanced Placement courses, honors courses, and specialty programs: Project Lead the Way Biomedical Science, Project Lead the Way Engineering, and the International Baccalaureate Diploma Program.

Within the Talent Pool and QUEST gifted programs, teachers use a variety of research-based best practices for gifted and high-ability students. We emphasize higher level critical and creative thinking skills, inquiry-based learning, problem solving, advanced vocabulary acquisition, scientific analysis, and original research. Teaching strategies are based on best practices for gifted learners, and include flexible pacing and grouping, inquiry processes, curriculum compacting, tiered instruction (which provides challenge and complexity), differentiation of content, Socratic seminars, research, service learning, and problem-solving.

Visual and Performing Arts (All), Grades 9-12

Students in grades 9-12 receive specialized instruction in their area of focus (dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music.) through the Governor's School for the Arts. Students receive instruction based on best practices for their discipline which stimulates intellectual, academic, and talent development.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

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

- Teacher-made formative and summative assessments
- Informal assessments such as class discussions or daily performance
- Rubrics for independent projects and problem-based learning activities
- Pre- and post-assessments
- Self-reflection
- Critical thinking assessment
- Narratives and checklists on gifted progress reports
- Benchmark testing

- SOL testing, especially for off-grade level classes or advanced classes
- Division assessments.
- SAT and PSAT scores
- International Baccalaureate and Advanced Placement test scores
- College placement test scores.

Data available for analysis includes numbers of students scoring at the advanced level on SOL tests, numbers of students taking advanced classes, numbers of students applying for and enrolled in dual enrollment courses and specialty programs, and similar data points used to monitor overall progress of students identified as gifted.

Visual and Performing Arts Aptitude

Students in grades 9-12 receive specialized instruction in their area of focus (dance, instrumental music, musical theater, theatre and film, visual arts, and vocal music.) through the Governor's School for the Arts. Students are assessed through a range of creative assessments to include performances, portfolios, exhibits, and competitions.

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

The Talent Pool, QUEST gifted and advanced high school programs use best-practices curricula and teaching strategies for gifted and high-ability students that provide:

- Advanced content and pacing of instruction
- Original research or production
- Problem finding and solving
- Higher level thinking that leads to the generation of products
- A focus on issues, themes, and ideas within and across areas of study

Materials and strategies used at the elementary and middle school levels may include science, math, and language arts curriculum units from the College of William and Mary, Thinking Maps, Socratic seminars, Pre-AP strategies, SEM-R, Jacob's Ladder program, access to advanced technology, lab program connections to area museums and facilities, and a variety of other materials that meet the needs and interests of our gifted learners. The curricula are content-based to support the Virginia SOLs, but are designed to go into greater depth and complexity, and are multi-disciplinary as much as possible.

To ensure that the curricula are taught appropriately, all full-time gifted teachers in Suffolk Public Schools are required to have endorsements in gifted education.

Classroom teachers are supported in providing appropriately differentiated and advanced instruction through a variety of training opportunities and a division-wide emphasis on higher level thinking and problem-solving skills, as well as through Suffolk Public Schools professional learning community.

Visual and Performing Arts Aptitude

Students in the grades 9-12 at the Governor's School for the Arts receive specialized instruction through:

- Advanced content and pacing of instruction
- Original research or production
- Problem finding and solving
- Higher level thinking that leads to the generation of products
- A focus on issues, themes, and ideas within and across areas of study

Students receive instruction from industry partners and professional teachers with an endorsement and specialized training in specific visual and performing arts disciplines. Suffolk Public schools may provide training in specific areas of gifted instruction to GSA teachers as needed.

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 and Visual and Performing Arts (All) Grades 9-12

Chapter 8 Article 14 Programs for Students with Exceptional Abilities (Section 8-14.1) of the Suffolk Public Schools School Board Policy and Regulations states that "Suffolk Public schools will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program...

Chapter 8 Article I Instructional Goals and Objectives (Section 8-1.1:1) states that Suffolk Public Schools... and The School Board shall also implement:

- (C)(1) Programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success;
- (B) Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.
- (C)(6) Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

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 8VAC20-543-320 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.

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

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

- Completion ofcollege credit classes in gifted education
- Completion of online classes in gifted education topics
- Participate in division, local, regional, or state professional development opportunities on gifted education
- Attendance at the Virginia Association for the Gifted conference or seminar
- Completion of learning modules on topics pertinent to gifted education
- New teacher packets on gifted education policies and topics
- Participate in workshops or seminars provided by the Department of Advanced Instruction to schools or as part of a district professional development initiative program.

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Gifted Advisory Board shall review annually the Local Plan for the Education of Gifted Students and determine the extent to which the plan for the previous year was implemented. The results of this annual review shall be submitted to the Superintendent for review and submitted to the School Board in a written report.

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

Data reports pertaining to referral and identification trends, access to advanced courses, etc. Results of PSAT, SAT, and achievement tests, Pass Advanced scores on SOLs, Advanced Placement and International Baccalaureate test scores, or other test scores deemed appropriate, student growth data as reported by the Virginia Department of Education Surveys and results of annual surveys of stakeholders including parents, teachers, and students.

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Suffolk Public Schools has established a Local Advisory Committee for gifted education called the Gifted Advisory Board (GAB). The GAB meets at least four times a year. Meeting dates, locations, agendas, and minutes are posted on the Suffolk Public Schools district website. Meetings are open to the public.

Membership is comprised of parents of gifted students, school personnel. and other community members who are interested in gifted education. The Suffolk Public Schools School Board limits the board to twenty community members, and nominates one per School Board member. The remaining members are nominated by parents, teachers, administrators and/or other community members. The Coordinator of Advanced Instruction reviews the nominations for representation from every elementary, middle, and high school. Recommendations will then be submitted to the School Board for approval and appointment.

The purpose of the GAB is to support and monitor the programs offered to gifted students within Suffolk Public Schools. Specific responsibilities include (but are not limited to):

- Reviewing the Local Plan for the Gifted annually and making recommendations for implementation.
- Promoting communication between the parents of students receiving gifted services and the school administration
- Disseminating information to the community about gifted education and sponsoring programs of interest to parents.

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
	John B. Gordon III	8/19/26