Virginia Beach City Public Schools

Local Plan for the Education of the Gifted

2024 - 2029

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Items in blue throughout the plan indicate the template from the VDOE.

Local Plan for the Education of the Gifted

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

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

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

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.
For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Virginia Beach City Public Schools

Local Plan for the Education of the Gifted 2024-2029

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 Arts Aptitude (VPA)-Visual Arts	Grades 3-8
Performing Arts Aptitude (VPA)-Dance	Grades 3-8

The chart below shows gifted services provided by the Governor's School for the Arts and is based on application, audition and acceptance:

Area of Giftedness Identified by the Division	Grades Served
Visual Arts Aptitude (VPA)-Visual Arts	Grades 9-12
Performing Arts Aptitude (VPA)-Dance	Grades 9-12
Performing Arts Aptitude (VPA)-Theatre	Grades 9-12
Performing Arts Aptitude (VPA)-Instrumental Music	Grades 9-12
Performing Arts Aptitude (VPA)-Vocal Music	Grades 9-12
Performing Arts Aptitude (VPA)-Musical Theatre	Grades 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

In Virginia Beach City Public Schools (VBCPS), we believe in recognizing and nurturing the diverse and multifaceted abilities of gifted learners to ensure they fulfill their unique potential. Through early identification, equitable access, and personalized support, we provide quality educational experiences that promote both intellectual and social-emotional growth. The division's inclusive programs, parent and community partnerships, and commitment to providing challenging and enriching educational experiences ensure every gifted learner thrives and fulfills their unique 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.

In alignment with the National Association for Gifted Children and adapted from Virginia state code 8VAC20-40-20, VBCPS defines giftedness as students with gifts and talents who perform or who have the capability to perform at higher levels compared to others of the same age, experience, and environment in one or more domains. Their aptitudes for accomplishment are so outstanding that they require differentiated programs to meet their educational needs.

Professionally qualified staff begin talent development with students in kindergarten through grade two. Students in grades 2-12 may be identified as having potential or demonstrated aptitudes for gifted education using a variety of criteria. These include evidence of gifted traits, academic performance, problem-solving and reasoning skills, norm-referenced ability screeners, and other relevant factors.

VBCPS identifies giftedness in the following areas:

General intellectual aptitude (GIA): Such students demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous general intellectual gifted aptitude program.

Visual or performing arts aptitude: Such students demonstrate superior creative reasoning, imaginative expression, persistent artistic curiosity, advanced acquisition and mastery of techniques, concepts, and principles beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous visual or performing arts aptitude program.

In alignment to Virginia Code *8VAC20-40-60A.1*, VBCPS does not use any single criterion to deny or guarantee eligibility for gifted education services.

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 Statement**: VBCPS will implement a comprehensive identification process using a holistic review of data to identify students in need of gifted education services.

Identification Objectives:

1. Utilize a multiple criteria profile approach for gifted identification with consideration given to quantitative and qualitative information.
2. Provide a variety of communication and public outreach to increase stakeholder awareness and understanding of gifted program opportunities available to all students.
3. Ensure the gifted identification and placement process is equitable for all students as outlined by the VBCPS selection process in this plan, including the identification of gifted students who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
4. Offer professional learning opportunities for school staff and support for parents/guardians to complete the gifted application process to ensure equitable identification processes.

B. **Delivery of Services Goal Statement:** VBCPS will provide a comprehensive continuum of services to address the needs of all identified gifted learners.

Delivery of Services Objectives:

1. Ensure the delivery of services is in alignment with gifted program components by monitoring the implementation of gifted instruction to ensure all gifted learners' needs are met, including gifted students who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
2. Implement research-based services, interventions, acceleration, and enrichment to support and develop both the academic and social-emotional growth of all gifted learners.
3. Provide gifted programming support through staff collaboration, professional learning, and instructional coaching to effectively challenge and support all gifted learners.
4. Provide equitable levels of staffing to ensure consistency and adequate service delivery to the gifted learners across the division.

C. **Curriculum and Instruction Goal Statement:** VBCPS will provide comprehensive differentiated curriculum and learning opportunities responsive to the unique cognitive, academic, and social-emotional needs of all gifted learners.

Curriculum and Instruction Objectives:

1. Develop and implement curriculum and instruction that enriches or extends core curriculum based on themes, issues, and real-world problems.
2. Utilize a variety of assessments within a balanced assessment model to monitor student learning and inform instruction based on the K-12 Gifted Program Benchmarks and Virginia Standards of Learning.

3. Engage collaborative partnerships between administrators, classroom teachers, gifted cluster teachers, gifted resource teachers, and instructional specialists to inform the development of high-quality differentiated instruction for gifted learners.
4. Collaborate with parents/guardians and the community to promote partnerships that enrich learning experiences.

D. Professional Development Goal Statement: VBCPS will provide continuous differentiated professional learning for school-based instructional staff and administrators related to the identification and education of gifted students.

Professional Development Objectives:

1. Develop and implement a professional learning program for instructional staff to enhance their understanding and support of gifted learners' traits, academic, cognitive, and social-emotional needs, to include gifted learners who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse students.
2. Expand professional learning opportunities to equip all instructional staff, with emphasis on gifted resource teachers (GRTs), cluster teachers, and administrators, with the skills to effectively implement gifted instructional strategies across the curriculum and align with gifted benchmarks.
3. Utilize instructional coaching to build the capacity of instructional staff, with emphasis on GRTs and gifted cluster teachers, to deliver differentiated and research-based gifted instruction.
4. Expand collaborative professional learning opportunities between school-based staff and division-level staff (e.g., mathematics, science, and English specialists) to develop engaging, challenging, and content-specific differentiated professional learning experiences.

E. Equitable Representation of Students Goal Statement: VBCPS will ensure identification processes and gifted education services are inclusive of all students with diverse abilities, including gifted learners who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse students.

Equitable Representation of Students Objectives:

1. Provide rigorous learning environments with effective instruction to increase representation of all student groups so students of all backgrounds thrive and have the opportunity to receive differentiated instruction.
2. Provide division-level professional learning to teachers and school staff concerning how gifted traits, attributes, and behaviors are manifested in underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse gifted learners.

F. Parent and Community Involvement Goal Statement: VBCPS will provide effective communication and ensure collaborative partnerships among stakeholders (e.g., parents/ guardians of gifted learners, school and division staff, and the community, to include groups such as businesses, educational organizations, military, and other youth organizations) to advocate for the unique needs of all gifted learners.

Parent and Community Involvement Objectives:

1. Increase parent/guardian participation and involvement in gifted education to include equitable support and outreach to families of gifted learners who have one or more of the following criteria: military, underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
2. Engage stakeholders to inform the planning and delivery of workshops and resource development.
3. Develop and use resources and strategies to empower families to advocate for the unique academic and social-emotional needs of GIA and artistically gifted learners, and ensure they are aware of the advanced academic programs and opportunities within VBCPS.
4. Increase outreach to parents of gifted learners regarding the content of students' gifted learning experiences and progress.

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.

1. Screening Procedures for General Intellect Aptitude (GIA)

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

Screening is conducted to create a pool of potential candidates for consideration for gifted services. The candidate pool is made up of students who have been referred as well as second and fifth grade students scoring 90% or higher on the screening assessment completed during the screening process. Students who have been previously identified in VBCPS as GIA are not tested during gifted screening.

Screening students for gifted services occurs annually in kindergarten through 12th grade. The gifted resource teacher (GRT) screens students by observing them in the classroom setting, reviewing student data, recording anecdotal notes, and evaluating files of students new to the school division. GRTs are trained to look for specific indicators of gifted behaviors and traits in the student's records and through classroom observations. GRTs provide training to all teachers on gifted traits to increase identification. K-2 teachers receive additional training in recognizing and anecdotally recording evidence of gifted behaviors through talent development lessons. Student Response Team (SRT) members (e.g., administrators, counselors, etc.) are also trained to consider potential candidates for the gifted program as they consider student needs.

In second (implemented 25/26 SY) and fifth grades, central office staff and building-level educators, who are trained in the administration of gifted assessments, administer the ***Naglieri Nonverbal Ability Test (NNAT) as a screening tool. The Cognitive Abilities Test (CogAT) is used during the application phase for gifted identification with students who have a completed online application.*** (implemented 24/25 SY)

To screen gifted students from diverse backgrounds, including those who may be underachieving, twice-exceptional, or culturally, linguistically, economically, and/or diverse, VBCPS utilizes the following programs to elicit advanced intellectual performance, enabling GRTs additional opportunities to observe and document gifted behaviors and characteristics:

- Emerging Scholars Initiative (ESI)
- Project E-Ignite
- Students and Parents Learning Intellectual Growth Strategies (SAPLINGS)
- Office of Programs for Exceptional Children (OPEC) collaboration

See Part VIII: Policies and Procedures for Access to Programs and Advanced Courses *for more information on these programs.*

2. Screening Procedures for Gifted Visual Arts/Dance

Parents/guardians of minor students who are interested in the gifted visual arts program must submit an online application and a portfolio of student drawings by the deadline. Directions for portfolio contents are provided by the school's art teacher or GRT. Student portfolios are screened by a team of art teachers. Students who exhibit exceptional abilities and potential are invited to attend an in-person audition for identification and placement.

Parents/guardians of minor students who are interested in the gifted dance education program must submit an online application by the deadline, and students are scheduled to participate in a group audition. There is no advance screening process for gifted dance.

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.

1. Referral Procedures for General Intellect Aptitude (GIA)

Per the *Regulations Governing Educational Services for Gifted Students*, referral means the "formal and direct process used to request that a student be assessed for gifted education program services."

Beginning in grades K-2, students receive differentiated curriculum and teaching approaches through talent development which includes collaborative teaching provided by GRTs and classroom teachers. Students in grades 2-12 may be referred for consideration of gifted identification.

Referrals of current VBCPS students in grades 2-12 (implemented 24/25 SY) are accepted as follows:

- Parents/guardians may refer their students by submitting an application via the Gifted Application Management System (GAMS) at https://giftedapplication.vbcps.com
- Students may refer themselves by submitting an application via GAMS.
- Teachers, peers, VBCPS staff or others may refer a student by contacting the school's gifted resource teacher (GRT).
- GRTs may refer students for gifted identification by contacting the parent/guardian and recommending they submit an application via GAMS if they wish to have the student further assessed and reviewed for GIA services.
- Parents/guardians who wish to have their student considered for Old Donation School (ODS) may refer their student by submitting an application via GAMS.

Note: Referrals from the school are not required in order for a parent/guardian to initiate an application; there is no minimum test score required to initiate an application.

GAMS begins accepting applications in the fall of each school year, and the deadlines for submission are posted in GAMS and on www.VBSchools.com. Email notifications will be sent to all families from the school division. Information will also be posted on the division's gifted webpage within the division website.

Once an application is submitted, GRTs begin gathering evidence (see GIA Multiple Criteria Listing), and applicants are placed on a list to be tested. VBCPS uses the NNAT and the CogAT. Tests are administered by central office staff and building-level educators trained in the administration of gifted assessments. Test scores remain valid for one year and applicants who completed the test(s) during screening or during the current school year are not re-tested. Testing completed outside the school division will not be considered in the gifted identification process. Note, students requesting consideration for enrollment at ODS must undergo gifted testing each year the student applies for enrollment (e.g., a student in fourth grade who wants to apply to attend ODS in fifth grade will undergo gifted testing in fourth grade as part of the ODS application process) whether or not the student has been previously identified as gifted or applied for ODS enrollment.

If a student's gifted testing was adversely affected by extenuating circumstances, parents/guardians may submit a written notification to the Gifted Testing Office within two instructional days of the date of testing. The Gifted Testing Office will review the extenuating circumstances to determine whether additional assessment data should be gathered to provide a more balanced view of the student's abilities. The decision of the Gifted Testing Office will be final.

2. Referral Procedures for Gifted Visual Arts/Dance

Per the Regulations Governing Educational Services for Gifted Students, referral means the "formal and direct process used to request a student be assessed" for visual arts and dance. Referrals of current VBCPS students in grades two – seven are accepted as follows:

- Parents/guardians may refer their minor students by submitting an application via the Gifted Visual Arts and Gifted Dance Education Application Management System at https://danceandartapplication.vbcps.com.
- Students may refer themselves by submitting an application via https://danceandartapplication.vbcps.com.
- Teachers, peers, VBCPS staff or others may refer a student by contacting the school's GRT or art teacher.
- The application does not require teacher recommendations.

The Gifted Visual Arts and Gifted Dance Education Application Management System begins accepting applications in the fall of each year, and the deadlines for submission will be posted on https://danceandartapplication.vbcps.com and on www.VBSchools.com.

Email notification will be sent from the Gifted Testing Office to all families. Information will also be posted on the division's gifted webpage within the division website. Parents/guardians are notified of the acceptance decision within ninety (90) instructional days of the application deadline.

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. Identification Procedures for General Intellect Aptitude (GIA)

a. 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.

- ☒ 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 **Interview in Grades 6-12** (implemented 24/25 SY)
- ☒ 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: Anecdotal records and **discontinue use of 1st Grade Performance Based Task as an application component** (implemented 24/25 SY)

b. Additional identification information for General Intellectual Aptitude

Per the *Regulations Governing Educational Services for Gifted Students*, "Identification means the multi-staged process of finding students who are eligible for service options offered through the division's gifted education program."

The Gifted Identification and Placement Committee reviews each profile (see GIA Multiple Criteria Listing) to holistically determine eligibility for gifted services in general intellect aptitude (GIA). The committee seeks evidence that the student demonstrates potential for exceptional performance. Committee members are trained on identifying the traits, attributes, and behaviors of gifted learners. Decisions are reached by the committee under the guidance of the Office of Gifted Programs. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Testing conducted outside the school division will not be considered in gifted identification or the appeals process.

2. Identification Procedures for Gifted Visual Arts/Dance

a. **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.

- ☒ 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: Audition

b. Additional identification information for Gifted Visual Arts/Dance

Prior art or dance experience/training is not required for identification. The Gifted Dance Identification and Placement Committee and the Visual Arts Identification and Placement Committee review each application to holistically determine eligibility for gifted services in visual arts or dance. The committees seek evidence that the student demonstrates potential for exceptional performance. Committee members are trained to identify the traits, attributes, and behaviors of gifted dancers and gifted visual artists. Decisions are based on a consensus of the committee. No single instrument, score, or

criterion is used to exclude or include a child for eligibility. Testing conducted outside the school division will not be considered in gifted identification or the appeals process.

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. Placement Procedures for General Intellect Aptitude (GIA)

a. **Identification/Placement Committee** (8VAC 20-40-40D)

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

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

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

☐ School-level ☒ Division-level

b. **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 ninety (90) instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Teacher Checklist	Current Classroom Teacher and/or GRT	Reviewed by the committee(s)	Gifted Testing Office
Anecdotal Records	Current Classroom Teacher and/or GRT	Reviewed by the committee(s)	Gifted Testing Office
Record Review of Previous Achievements and Abilities	Gifted assessment specialists	Reviewed by the committee(s)	Gifted Testing Office
Naglieri Nonverbal Ability Test (NNAT)	Gifted assessment specialists	Testing company and/or Gifted Testing Office staff	Gifted Testing Office*
Cognitive Abilities Test (CogAT)	Gifted assessment specialists	Testing company and/or Gifted Testing Office staff	Gifted Testing Office*

*Ability test scores remain valid for one year and applicants who complete the test(s) during screening or during the current school year are not re-tested.

Per the *Regulations Governing Educational Services for Gifted Students*, "Placement" means the determination of the appropriate educational options for each eligible student.

The Gifted Identification and Placement Committee meets in December (grades 9-12) and between February and May (grades 2-12) to carefully review each applicant's profile to determine eligibility for gifted services. Parents/guardians are notified of the committee's decision and the appeals process via email. See Notification Procedures for more information on notifications and appeals.

In grades K-2 (grade 2 talent development implemented 25/26 SY), students receive talent development through differentiated curriculum and teaching approaches that involve collaborative efforts and co-teaching between GRTs and classroom teachers.

Students in grades **3**-12, (implemented 25/26 SY) who are found eligible for GIA services, are placed in the gifted resource-cluster program in their neighborhood home school, which offers a gifted resource-cluster model. See Program of Differentiated Curriculum and Instruction for more information.

Students in grades 2-7 are eligible to apply for consideration for enrollment at Old Donation School (ODS) for their third through eighth grade school years. (implemented 24/25 SY) Selection for enrollment is based on open seats and the rating assigned by the ODS Rating Committee. The committee completes a holistic evaluation of the applicant's profile and uses the following 5 to 1 rating scale, with 5 being the highest recommendation:

5 - exceptionally strong in all the application components
4 - strong in most of the application components
3 - shows strength in some application components, but not consistently strong
2 - few consistent areas of strength
1 - does not demonstrate strengths in most areas; may not be successful in the program

No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in enrollment at ODS. To promote equitable access and equal opportunity, identifiable information such as student names and students' school names are not available to the selection committee.

For rising 3rd graders the highest rated applicant from each school is offered one of the first 53 seats. (implemented 26/27) *Note: The minimum number of seats available in 6th grade in 2025-26 will be impacted based on the School Board vote to compact elementary seats into grades 3-5 rather than 2-5. This change from the previous local plan will impact available seats for incoming grade 6 students.*

In the event there are multiple students of the same rating at any school, a random selection of those same-rated students will be conducted until one student from each school has accepted the seat.

All remaining seats are filled starting with the highest-rated students throughout the division (e.g., 5-5-5) until all available seats are filled. In the event there are fewer seats than students of the same rating, a random selection from that group of same-rated students will be conducted.

For rising 4th, 5th, 6th, 7th, and 8th graders, seats are filled starting with the highest-rated students (e.g., 5-5-5) until all seats have been accepted. In the event there are fewer seats than students of the same rating, a random selection from that group of same-rated students is conducted.

A waitlist is established for any remaining students of the same rating. Any additional seats that become available are filled in the same manner as above. The waitlist is dissolved on the second Friday of the school year. Students on the waitlist are expected to enroll at their neighborhood home school pending notification.

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

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

General Intellect Aptitude (GIA)

Each applicant's profile is reviewed by members of the Gifted Identification and Placement Committee. Eligibility decisions are based on the decisions of the committee.

The Old Donation School (ODS) Rating Committee reviews the profile and rates the student on their potential for exceptional performance. Selection decisions are based on applicant ratings and the number of openings in the program.

2. Placement Procedures for Gifted Visual Arts/Dance

a. **Identification/Placement Committee** (8VAC 20-40-40D)

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

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

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

☐ School-level ☒ Division-level

b. **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.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Group Audition (videotaped)	Gifted Dance Teachers	Gifted Dance Identification and Placement Committee	Gifted Dance Teachers
Performance Tasks	Visual Arts Teacher	Visual Arts Identification and Placement Committee	Visual Arts Teachers

c. **Determination of Services** (8VAC20-40-60A.3)
This section describes the process of determining appropriate educational services for identified K-12 students.

Gifted Visual Arts/Dance
The Visual Arts and Gifted Dance Identification and Placement Committees review all data on each candidate. Eligibility decisions are based on the decisions of the committee.

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

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

General Intellectual Aptitude (GIA)

A. Notifying parents/guardians of the process: Parents/guardians are officially notified annually of the option to submit an application for GIA identification through divisionwide notification and the VBCPS website. Schools may choose to provide notifications within their family newsletters; however, official application information will be provided by divisionwide communications and the VBCPS website. In addition to direct communication with families, the school division will also inform stakeholder community groups about timelines for the gifted referral and identification process. VBCPS will solicit assistance in identifying underrepresented student populations such as, but not limited to, English as a second language, students with disabilities, military-connected students, ethnically, racially, and/or economically diverse, or otherwise identified by school division. Once an application has been submitted via the Gifted Application Management System (GAMS), parents/guardians/adult students receive a confirmation email.
Note: Referrals from the school are not required in order for a parent/guardian to initiate an application; there is no minimum test score required to initiate an application and refer a child for gifted testing.

B. Permission for testing or screening: VBCPS administers the Naglieri Nonverbal Ability Test (NNAT) as a screening tool for all students in grades 2 and 5. (implemented 25/26 SY) Parents/guardians receive notifications of screening windows and have the option to opt the student out of the screening process by contacting their school or the Office of Gifted Programs and completing the opt-out form. If a parent/guardian would like for their student to move forward in the gifted identification process, the parent/guardian must submit an application and provide consent for testing electronically.

C. Provision of appropriate service options: Parents/guardians receive electronic notification of the eligibility decision for GIA services and information regarding the right to appeal. Once a student is identified for GIA services, they continue to receive services through grade 12, unless a parent or adult student declines services.

D. Exit policy and appeals processes:

1. **Exit Policy**
    a. General Intellectual Aptitude (GIA) services - exit by adult students or parents/guardians or minor students - parents/guardians or adult students who wish to initiate a change in school-based GIA services must notify the principal and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting.

b. Old Donation School GIA services - parent/guardian removal - parents/guardians who wish to withdraw a student from Old Donation School (ODS) GIA services must notify the ODS registrar and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.
c. Old Donation School GIA services – School Division removal - the School Division may remove a student from ODS GIA services in accordance with the due process procedures as set forth in School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.
d. Reinstatement or reapplication to ODS – a student may be reinstated or reapply for gifted services or ODS GIA services in accordance with School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.

2. **Appeals Process**
   a. All appeals regarding gifted identification ratings must be submitted by the parent/guardian or the school administrator, on or before the scheduled deadline, according to the procedures outlined in the notification email.
   b. All appeals regarding ODS ratings must be submitted by the parent/guardian, on or before the scheduled deadline, according to the procedures outlined in the notification email.
   c. The appeal form must provide, in writing, new information that was not available at the time of the initial application and/or information regarding any errors in the original application. Only one appeal form may be submitted per student. The appeals committee *will not* accept additional information from VBCPS staff or outside sources in the appeal.
   d. Appeal requests are handled by the Gifted Appeals Committee, overseen by the Director of K-12 and Gifted Programs or designee. The Gifted Appeals Committee will consist of staff members who did not serve on the gifted identification or ODS rating committees.
   e. The Gifted Appeals Committee will review the original application profile as well as the appeal form submitted by the parent/guardian. The decision of the Gifted Appeals Committee will be final. The decision of the appeals committee may include one of the following:
      i. uphold the original decision of the identification and placement committee or rating committee;
      ii. reverse the decision of the identification and placement committee or rating committee; or
      iii. place the student's identification and placement committee decision on hold to examine additional assessment data as determined by the Office of Gifted Programs. Any additional assessment considered or administered as part of an appeal must be administered by VBCPS staff. No testing conducted outside the school division is considered in gifted identification or the appeals process.

f. The Director of K-12 and Gifted Programs, or the director's designee, is responsible for notifying parents/guardians of the appeal decision within ten instructional days of the appeal deadline.

Gifted Visual Arts/Dance

A. Notifying parents/guardians of the process: Parents/guardians are notified annually of the option to submit an application for gifted visual arts or dance identification through division wide notification and the VBCPS website. Schools may also share information, but official information is shared via the division wide notification and VBCPS website. Once an application has been submitted via the Gifted Visual Arts and Gifted Dance Education Application Management System, parents/guardians receive a confirmation email.

B. Permission for testing or screening: Parents/guardians complete an online application form for students in grades 2-7 to submit a portfolio for visual arts or audition for dance. After an application is initiated, the parent/guardian completes a consent form.

C. Provision of appropriate service options: Parents/guardians receive electronic notification of the eligibility decision for visual arts or gifted dance services and information regarding the right to appeal. Once a student is identified for gifted visual arts or dance services, they are eligible to receive services through grade 8.

D. Exit policy and appeals processes:

1. **Exit Policy**
   a. Gifted visual arts or dance services at ODS or Virginia Beach Middle School parent/guardian withdrawal - Parents/guardians who wish to withdraw a student from gifted visual or dance must notify the ODS registrar (grades 3-5 visual arts or grades 3-8 dance) or the Virginia Beach Middle School principal (grades 6-8 visual arts) in writing and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting.
   b. Gifted visual arts or dance services – School Division removal - the School Division may remove a student from gifted visual arts or dance services in accordance with the due process procedures as set forth in School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS or Virginia Beach Middle School.
   c. Reinstatement or reapplication to visual arts or dance services – a student may be reinstated or reapply for gifted visual arts or dance services in accordance with School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.

2. **Appeals Process**
   a. All appeals regarding gifted visual arts and dance identification must be submitted by the parent/guardian, on or before the scheduled deadline, according to the procedures outlined in the notification email.
   b. The appeal form should describe gifted behaviors observed at home or present additional information, in writing, they feel would be helpful to the committee in making their

decision. Only one appeal form may be submitted per student. The appeals committee *will not* accept additional information from VBCPS staff or outside sources in the appeal.

c. Appeal requests are handled by the Gifted Appeals Committee, overseen by the Director of K-12 and Gifted Programs or designee. The Gifted Appeals Committee will consist of staff members who did not serve on the gifted visual arts or dance identification committees.
d. The Gifted Appeals Committee will review student-generated work as well as the appeal form submitted by the parent/guardian. The decision of the Gifted Appeals Committee will be final. The decisions of the appeals committee may include one of the following:
    i. uphold the original decision of the identification and placement committee; or
    ii. reverse the decision of the identification and placement committee.
e. The Director of K-12 and Gifted Programs, or the director's designee, is responsible for notifying parents/guardians of the appeal decision within ten instructional days of the appeal deadline.

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

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

General Intellectual Aptitude (GIA)

Identification and Placement Decisions

The Gifted Testing Office notifies parents/guardians of GIA identification decisions in writing. Parents/guardians have the option to accept, decline, or defer services. If a student is found ineligible, parents/guardians may submit an appeal, as outlined in Part IV of the Local Plan.

Initial Changes in Placement Procedures

Parents/guardians who wish to initiate a change in school-based GIA services must notify the comprehensive neighborhood school principal. If parents/guardians do not wish for their student to take part in gifted services, they must inform the school, in writing, they will be declining gifted services. Even if a parent/guardian has opted out of gifted services for their student, the student maintains eligibility for gifted services. The parents/guardians may inform the neighborhood home school, in writing, if they wish to resume services.

Exit Policy

- Students retain GIA identification until graduation once identified in VBCPS.
- Students may be exited from gifted services upon written request of the parent/guardian or adult student.
- Parents/guardians who wish to withdraw a student from Old Donation School (ODS) and enroll in the student's comprehensive neighborhood school must notify the principal at ODS in writing. If a student exits and later wishes to return to ODS, the student must reapply and go through the selection process during the next application window.

Gifted Visual Arts/Dance

Identification and Placement Decisions

Written notifications for visual arts and gifted dance identification decisions are processed and sent by the Office of Gifted Programs. Parents/guardians have the option to accept, decline, or defer services. If a student is found ineligible, parents/guardians may submit an appeal, which is detailed in Part IV of the Local Plan.

Initial Changes in Placement Procedures

Parents/guardians who wish to initiate a change in division-level visual arts or gifted dance services must notify the registrar. Even if a parent/guardian has opted out of gifted services for their student, the student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program, as feasible. Once a parent/guardian declines visual arts or gifted dance services, the student would need to reapply and go through the selection process in order to be considered.

Exit Policy

- Parents/guardians who wish to withdraw a student from gifted visual or dance must notify the ODS registrar (grades 3-5 visual arts or grades 3-8 dance) in writing.
- Parents/guardians who wish to withdraw a student from gifted visual arts in grades 6-8 at Virginia Beach Middle School (VBMS) and enroll in the student's comprehensive neighborhood school notify the principal at VBMS in writing.
- Parents/guardians who wish to withdraw their student acknowledge their student's seat in the program will be given to another student.
- Parents/guardians who wish to have their student resume gifted visual or dance services at ODS/VBMS must reapply during the regular application process.

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 learners. 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.

1. **General Intellectual Aptitude (GIA)**
   At all levels, gifted learners are provided instruction via appropriately differentiated curriculum and instruction that is responsive to the educational needs of the student. Program options are available to gifted learners at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in the Virginia Standards of Learning and is differentiated and expanded to meet the needs of gifted learners based on academic performance and student needs. Curriculum resources and gifted instructional approaches offer concept-based learning experiences, focusing on universal themes in kindergarten through grade twelve. Each comprehensive school employs a full-time gifted resource teacher (GRT) who is trained and endorsed in understanding gifted characteristics, using specific instructional strategies, and developing specialized curricula designed to meet the needs of gifted learners. GRTs collaborate with classroom teachers to differentiate curriculum and instruction to meet the intellectual and social-emotional needs of students so teachers are supported in delivering differentiated instruction.

2. **Talent Development**
   All K-2 (grade 2 talent development implemented 25/26 SY) students participate in gifted services as provided by the elementary GRT in partnership with classroom teachers. Collaboration between the K-2 teachers and the school's GRT allows for the planning and delivery of extension activities, and whole group and small group lessons based on readiness, academic performance, interest, and/or learning profiles.

3. **Emerging Scholars Initiative (ESI)**
   ESI is a multifaceted program designed to improve the identification of underrepresented student populations and the delivery of gifted program services in schools that qualify or have recently qualified for Title I services. The ESI program identifies culturally, linguistically, economically, and/or diverse students with high academic potential using a strengths-based approach to prepare students to engage in challenging subject matter and rigorous courses in upper elementary school and beyond. Curriculum and instruction, teacher professional learning, parent/guardian education, and community partnerships are the core components of the ESI program.

   In addition, VBCPS partners with local museums to provide cultural experiences for ESI students and their parents/guardians. The program, **S**tudents **A**nd **P**arents **L**earning **IN**tellectual

Growth **S**trategies (SAPLINGS) provides another avenue to observe, collect data, and provide opportunities to nurture and identify potential in students. Classroom teachers, GRTs, and docents in the museums observe students in this unique setting and provide anecdotal information as well. The classroom teachers and GRTs receive training on how to identify gifted characteristics prior to the field trip to assist in the identification of underrepresented populations of students.

The primary aim of Project E-Ignite is to utilize the Jacob K. Javits grant-funded program by serving underachieving, twice-exceptional, culturally, linguistically, economically, and/or diverse students through its ExCEL PBL Initiative Model (ExCEL Model) for middle school students.

4. **Elementary and Middle School**
   Students identified as intellectually gifted in grades three through eight (grades 2-8 during 24/25 SY; grades 3-8 implemented 25/26 SY) receive services through the gifted resource-cluster program in their comprehensive neighborhood school. The gifted resource-cluster model provides differentiated instructional and curricular experiences with gifted cluster teachers who work with gifted-identified students and a GRT.

5. **High School**
   The high school gifted resource-cluster program offers services to students through coaching and collaborative planning with teachers and by facilitation of elective courses. These services provide resources, support, guidance, specialized curricula, and instructional strategies as well as whole-group and small-group instruction.

   GRTs in each of the comprehensive high schools and academies serve as advocates for gifted learners as well as instructional coaches for teachers. The formation of cluster classrooms is at the discretion of the high school principal, who must determine the most appropriate teachers, courses, and sections for cluster classrooms. While cluster grouping of gifted learners is expected in grades nine and ten, it is an option for schools to extend clustering to grades eleven and twelve.

   GRTs also teach elective courses in an online, blended format, allowing students to research and discuss selected topics. Think Tank (grades 9-10) offers students the opportunity to think critically about current social, political, economic, and environmental issues. S.P.A.R.K.S. (grades 11-12) allows students to engage in a course designed to encourage the discovery and discussion of new and invigorating ideas, the development of critical thinking skills, and the synthesis of complex issues. Online and face-to-face discussions encourage students to make connections and explore relationships among different disciplines. Independent Study (grades 9-12) is an option that allows students to pursue self-initiated, academically advanced study projects in their identified special interest areas. Principal and GRT approval are required for students to participate.

In partnership with school counselors, GRTs help students identify additional core and elective courses aligned with students' goals. These student-driven pathways allow students to enrich their academic experiences and explore work-based learning opportunities.

The following options are application-based. Students may also apply to be considered for enrollment in the following:

6. **Old Donation School**
   ODS is a school that houses a GIA program (grades 3-8) (implemented 25/26 SY), gifted dance program (grades 3-8), and gifted visual arts program (grades 3-5) for gifted learners who demonstrate advanced levels of performance and evidence of potential to be successful in a rigorous learning environment where the core curriculum and pacing provided are compacted and accelerated. Limited seats are available; therefore, enrollment at ODS is application-based. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in a student being selected to attend ODS.
   Curriculum and instruction encompass all objectives found in the Virginia Standards of Learning, expanding and extending specifically to meet the needs of gifted learners. The content of the courses is compacted and extended so students are not only accelerated but are also covering material in more depth, when appropriate. More information can be found on the ODS school website.

7. **Gifted Visual Arts/Dance**
   Students in grades 2 through 7 may apply in grades 3 through 8 for gifted visual arts and dance programs. In grades 3-5, the structure for both gifted visual arts and dance is a once a week pull-out program housed at ODS. For visual arts in grades 6-8, the program is embedded in the middle school schedule, and students who wish to participate are enrolled at Virginia Beach Middle School. For dance in grades 6-8, students continue with the once a week pull-out program at ODS. Both programs have units of study and standards that are built during the year and over the entire time the student is enrolled in the program.
   Students in grades 9-12 who attend the Governor's School for the Arts (GSA) in Norfolk, Virginia spend the mornings at their comprehensive neighborhood school or high school academy. They are given the option to provide transportation or use transportation provided by the school division to attend GSA for the second half of the school day. Students attend classes at GSA daily and receive instruction in their area of focus that builds in rigor and complexity over time.
   Note: Although gifted identification is not required for application to the program, students who are accepted will automatically receive gifted visual/performing arts identification by VBCPS. For more information, visit the GSA website at http://www.gsarts.net.

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

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

General Intellectual Aptitude (GIA)
The gifted resource-cluster program is an arrangement in which a group (cluster) of identified gifted learners is assigned to a classroom with a gifted cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The gifted cluster teacher is responsible for delivering gifted services in partnership with the GRT. The GRT provides ongoing professional learning and instructional coaching support to gifted cluster teachers to enhance the curriculum and implementation of differentiated instruction in the classroom. This ensures cluster teachers are supported in delivering advanced differentiated instruction when the GRT is not present in the classroom. The GRT also provides direct instruction to students in cluster classrooms, working with the entire class or small groups of gifted and high academic-ability students who have indicated mastery of skills. Additionally, the gifted resource teacher and other staff may pull specific students out of class to deliver small group instruction, based on academic performance. The gifted resource-cluster program provides opportunities for gifted learners to work independently, with intellectual peers, and with age-level peers. Principals follow program guidelines and examine gifted students' data and needs to develop gifted cluster classroom student assignments.

Gifted Visual Arts/Dance
All gifted visual arts and dance programs are part-time, and students are grouped within those programs with others of similar age and ability. Students still have academic core content classes with their age-level peers at their comprehensive schools at times when they are not in gifted visual arts or dance classes.

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 students beyond the grade-level or course expectations for all students. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude (GIA)
Acceleration may take the form of advancement in grade level or it may be an advancement in a particular course, unit, or area of study. For example, elementary students can work in a pull out model with the GRT when data shows mastery of content within a unit of study. Enrolling in credit-bearing courses at the middle school level enables students to enter high school with credits toward a standard or advanced studies diploma. Providing students with honors and/or advanced curricula at the secondary level is another method for accelerating their learning. High school students have the opportunity to take courses at community colleges while still in high school and enroll in corresponding courses or online courses. Students take advanced placement and dual enrollment courses as a means of accelerating the high school learning experience and preparing them for various post-secondary pathways.

Grade Level Acceleration: Parents who wish to examine acceleration to the next grade level while students are in elementary school should follow the process for examining this

possibility as outlined in School Board Regulation 5-27.1. Students do not have to be identified as gifted to be accelerated early.
Compacting curriculum is another instructional strategy that is used frequently to allow students who have already mastered material or who can master the content more quickly to do so; thus, giving them time to engage in other content that they find more challenging or interesting (e.g, independent study).

Enrichment of curriculum allows students to explore the core curriculum with more depth and in a more complex manner. For example, problem-based learning presents gifted learners with complex problems that must be solved. This instructional strategy enables the students to tackle the complexities that will be facing them as citizens in a global community, as well as in their daily lives.

The Glossary of Gifted Instructional Strategies and Resources includes various methods and approaches utilized in VBCPS.

Refer to the VBCPS K-12 Gifted and Advanced Academic Continuum for more information.

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 students to work independently during the school day and week.

General Intellectual Aptitude

Independent Investigative Methods (grades 3-8) or Independent Study (grades 9-12) provides students an opportunity to design their own learning experience in an area of interest. This allows students to pursue self-initiated, academically advanced studies in special interest areas. Students identify a problem, conduct an investigation, and present their findings for evaluation. Although technology may be leveraged for research and to compose a presentation, a balance of non-digital and digital learning is emphasized to ensure students do not solely rely on technology for independent learning opportunities.

Problem-based learning allows students and teachers to identify real-world problems to be investigated through a research process authentic to the discipline (e.g., scientific research, hands-on experiments and creation, academic collaboration and discourse, and historical research).

Differentiation adapts curriculum and instruction according to content, pacing, student performance, and interest to meet the unique needs of each gifted learner.

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 & Gifted Visual Arts/Dance

The Glossary of Gifted Instructional Strategies and Resources includes various instructional strategies, methods, and approaches that are utilized in VBCPS.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the acadHigh emic growth for gifted students.

General Intellectual Aptitude & Gifted Visual Arts/Dance

Gifted learners are assessed using both formal and informal measures, including diagnostic, performance-based, formative, summative, and authentic assessments. Assessment is ongoing and provides data for teachers to make informed decisions about student readiness levels, interests, and learning styles of their students.

The Gifted Benchmarks for gifted learners include specific curricular and instructional goals for students who are identified for intellectually gifted services.

Parents/guardians and adult students are informed of student academic performance through parent conferences, report cards, and/or gifted resource teacher student performance updates.

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 students.

General Intellectual Aptitude

Gifted learners are provided instruction via programming that is responsive to the educational needs of the student. Program options are available to gifted learners at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in the Virginia Standards of Learning and the general education curriculum but is differentiated, enriched, and extended to provide appropriate learning challenges for gifted learners. Concept-based curriculum and instruction focus on major universal themes in kindergarten through grade twelve. Depth and complexity strategies are utilized to appropriately challenge and intellectually stimulate gifted learners. The level and pace of instruction is dependent on the readiness level and academic performance of the student.

The VBCPS comprehensive curriculum encourages inquiry, innovation, critical thinking and real-world application of learning to support students in becoming productive citizens and acquiring the skills portrayed in the division's Graduate Profile. The curriculum goals that drive the benchmarks for gifted programs K-12 are:

- develop an understanding of systems for knowledge, themes, issues, and problems that frame the external world;
- develop critical thinking, creative abilities, and problem-solving skills; and
- develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

All curriculum is rooted in the concept of differentiation to meet the needs of gifted learners. Differentiation is the process of modifying learning experiences based on a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas based on the work of Carol Tomlinson: content, process, product, learning environment, and affect. See more information on differentiation.

The gifted instructional program should:

- incorporate advanced, accelerated, conceptually challenging, and age-appropriate complex content;
- promote student problem-solving skills (inquiry, critical/creative thinking, research, global competence) to develop productive leadership skills;
- integrate culturally responsive, interdisciplinary, and personalized learning experiences;
- support social-emotional and intellectual growth of a unique and diverse population of K-12
- gifted learners, including all reporting groups (e.g., students with disabilities who are twice

- exceptional learners);
- provide opportunities for gifted learners to develop and strengthen their sense of self (e.g., goal setting, resiliency, self-advocacy) and their communication and collaboration skills; and
- integrate technology tools or digital resources that differentiate to meet the needs of gifted learners and empower them to communicate responsibly and creatively.

Progress monitoring should:

- consist of a variety of pre-assessments, formative assessments, and summative assessments to develop differentiated instruction;
- focus on performance-based assessments and utilize rubrics when appropriate;
- build student agency through goal-setting and developing metacognitive thinking; and
- be communicated to parents during parent conferences, report cards, and/or gifted resource teacher student performance updates.

Collaborative partnerships include:

- regular communication with stakeholders regarding gifted teaching and learning;
- collaborative planning between gifted cluster teachers, gifted resource teachers, and other building specialists to support the delivery of effective instruction;
- community partnerships to engage students in authentic learning experiences; and
- division and school-based professional learning and job-embedded coaching related to gifted instruction, gifted curriculum resources, and how to support the needs of gifted learners.

Acceleration and curriculum compacting are additional models that enable teachers to meet the needs of gifted learners, as outlined in Part VI, Sections B and C.

The Glossary of Gifted Instructional Strategies and Resources includes various instructional strategies, methods, and approaches that are utilized in VBCPS.

To support the delivery of instruction, professional learning to build the capacity of gifted resource and cluster teachers is provided by the Office of Gifted Programs. Gifted resource teachers build the capacity of school staff and administrators within their buildings through collaborative planning sessions, data analysis meetings, job-embedded instructional coaching, modeling lessons, and co-teaching.

Visual Arts

The Gifted Visual Arts Program curriculum integrates aesthetic perception, creativity, and skill development through visual arts objectives. Within each unit of study, students explore conceptual themes through the lens of two-dimensional art, three-dimensional art, color, and innovation in the arts. Students create art with meaning that involves the understanding of the theories of art, including design concepts, as well as art history, appreciation, and criticism through personal and collaborative projects.

Gifted Dance

The Gifted Dance Program curriculum integrates aesthetic perception, creativity, and skill development through dance objectives. Within each unit of study, students explore conceptual themes through the lens of the language of the discipline.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude (GIA)
All students determined eligible for gifted services for GIA in grades K-12 qualify for services in their comprehensive neighborhood school gifted resource-cluster program. School Board Policy 6-31 Gifted Programs provides the School Board policy for the instruction of gifted students. The information that follows describes access and procedures germane to this policy.

Continuum of Services: The gifted resource teacher (GRT), in collaboration with the gifted cluster classroom teacher, must regularly differentiate the general education curriculum to meet the needs of each gifted student in the comprehensive neighborhood school, ensuring a match between a student's capabilities and the gifted services delivered as described in Part VI: Evidence of Appropriate Service Options. As students move into middle and high school, they have additional opportunities to enhance and personalize their gifted pathway.

VBCPS implements the following programs in an effort to identify underrepresented populations of gifted learners:

- Emerging Scholars Initiative (ESI)
- Students And Parents Learning INtellectual Growth Strategies (SAPLINGS)
- Project E-Ignite
- Collaboration with the Office of Programs of Exceptional Children (OPEC) and Psychological Services

Elementary school - Students are provided differentiated instruction to meet their diverse needs and ensure there is a match between a student's capabilities and gifted services. Opportunities are provided for enrichment and extension, data-driven small group instruction, and differentiated independent learning experiences. The pace in gifted cluster classes is rapid, with students exploring subjects in greater depth, with additional intensity, and through a conceptual lens.

Middle school - Students have the opportunity to take advanced classes in English, science, and mathematics and may begin a foreign language. The pace in advanced and/or gifted cluster classes is rapid, with students exploring subjects in greater depth, with additional intensity, and through a conceptual lens. Successful completion of advanced courses in middle school enables students to take advanced classes in high school, whether as part of advanced placement courses or at one of the high school's advanced academic or academy programs.

High school - Students at the high school level have access to career and technical education centers, academies and advanced academic programs, honors and Advanced Placement courses, and college-level dual enrollment courses. Advanced academic programs and academies provide a rigorous curriculum and authentic learning experiences. Applications for these programs do not require gifted identification. More information about the high school academies in VBCPS can be

found here: https://www.vbschools.com/academics/academies. Advanced placement and dual enrollment courses allow students the opportunity to further develop requisite post-secondary skills and earn industry credentials along with college credit while attending high school.

Gifted Visual Arts/Dance

Gifted Dance (grades 3-8) - Education in the art of dance teaches kinesthetic learners how to access knowledge through movement. Creative thinking, critical thinking, and problem-solving skills are taught using collaborative and innovative processes which can transfer to other areas of academic curricula. Students participate in in-depth performance units taking on roles of the discipline as choreographer, producer, designer, and collaborator. Students work collaboratively with teachers and/or peers to create original products with the opportunity to display work to real audiences. Physical skill development is nurtured as well as knowledge of dance theory, history, performance, presentation, and critical thinking using choreographic and collaborative tools.

Gifted Visual Arts (grades 3-8) - The Gifted Visual Arts Program integrates aesthetic perception, creativity, and skill development through visual arts objectives. Within each unit of study, students explore conceptual themes through the lens of two-dimensional and three-dimensional art, color, and innovation in the arts. Students create art with meaning which involves the understanding of the theories of art, including design concepts, as well as art history, appreciation, and criticism through personal and collaborative projects.

Governor's School for the Arts (grades 9-12) - Students in grades nine through twelve are eligible to attend the Governor's School for the Arts in Norfolk, Virginia. Students are identified as gifted in the visual or performing arts upon acceptance to the Governor's School for the Arts. More information can be found online at https://www.gsarts.org/admissions.

For more information about access to programs and advanced courses, please view the VBCPS K-12 Gifted and Advanced Academic Continuum.

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/guardians, 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 students 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.

Gifted education services are supported and strengthened through evidence-based professional learning to ensure educators of gifted learners are equipped with the skills and content knowledge necessary to meet the needs of gifted learners.

1. Understanding of principles of the integration of gifted education and general education

The Office of Gifted Programs and content specialists from the Department of Teaching and Learning provide professional learning opportunities for teachers of gifted students, GRTs, and administrators in the following areas:

- data analysis
- balanced assessment
- differentiation across subjects
- integrated systems of support
- closing achievement gaps
- gifted instructional strategies
- curriculum development
- characteristics of gifted learners
- social-emotional growth
- parent/guardian partnerships

GRTs provide staff with professional learning opportunities through workshops, instructional coaching, co-teaching, and/or peer observations. Additionally, GRTs collaborate with gifted cluster teachers and staff at ODS to share specific curriculum resources and units, extensions, enrichment activities, and differentiated lessons.

2. Understanding of the characteristics of gifted students

All GRTs and staff at ODS participate in an introductory professional learning course, *Jumping into the Role of the Gifted Teacher*, which includes training on the characteristics of gifted learners. VBCPS requires GRTs and instructional staff at ODS to obtain a gifted endorsement from a higher education program which includes a course on the introduction and identification of giftedness. VBCPS supports GRTs and instructional staff at ODS in obtaining the endorsement, as funding is available.

A division-wide emphasis on social-emotional and mental health supports the work of meeting the affective needs of the gifted population. Ongoing professional learning includes topics related to meeting the needs of all gifted learners, including underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse gifted students.

Twice-exceptional learners exhibit significant characteristics of both giftedness and disability. In an effort to identify students who are twice-exceptional learners, the Office of Gifted Programs has collaborated with the Office of Programs of Exceptional Children (OPEC), the Office of Student Support Services, and the Office of Psychological Services to provide professional development. Collectively, these offices have participated in the identification processes of students who may also be eligible for special education services or Section 504

accommodations. In addition, professional learning is developed and facilitated in partnership with OPEC for GRTs, special education teachers, administrators, and general education teachers.

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment

Refer to Part III of the plan.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources

VBCPS' gifted curriculum and instructional approaches utilize a combination of several gifted education models and other research-based gifted instructional practices. A variety of resources are provided to gifted cluster teachers, ODS teachers, and GRTs to ensure they have research-based resources to meet the needs of gifted learners. VBCPS has a strong focus on balanced assessment and differentiation within its comprehensive curriculum, grounded in the VBCPS Teaching and Learning Framework (Plan-Teach-Assess-Respond), to ensure data-informed instruction is provided to all learners, including gifted learners. See Glossary of Gifted Instructional Strategies and Resources

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted students to the programs and curriculum offered to gifted students

Ongoing professional learning is provided to build the capacity of educators and increase understanding of the alignment between gifted characteristics, student performance data, and student interest to make appropriate instructional decisions for gifted learners. Professional learning on strategies that evoke student inquiry, independent thinking, goal-setting, critical thinking, and creative production is embedded. Professional learning regarding small group instruction based on student readiness and data is utilized to differentiate across the content areas, and independent learning experiences may also be differentiated based on student performance. Students may also utilize technology to develop sophisticated products or to personalize their experiences. Workshops, webinars, coaching cycles, new GRT and ODS staff mentoring, monthly GRT meetings, and professional learning communities at ODS are all examples of how VBCPS delivers high-quality professional learning.

6. Understanding of contemporary issues and research in gifted education

Professional learning provides evidence-based research approaches and resources developed in collaboration with local and national experts. All professional learning workshops are in alignment with the division’s strategic framework goals. The division's strategic framework emphasizes learning environments that support the physical and mental health and social-emotional skills of students to become balanced, resilient citizens who are personally and socially responsible. In alignment with the attributes of the VBCPS Graduate Profile,

VBCPS focuses on growing students' knowledge, resilience, communication, and collaboration skills, and ensuring they become personally and socially responsible. Teachers of gifted students have been trained in data collection, analysis, and integrated systems of support to ensure all learners succeed. Training is provided to address underachievement in gifted learners.

Professional learning communities are also utilized for staff and administrator collaboration and consideration of evidence-based research and gifted instructional strategies with a focus on the cognitive and affective needs of gifted learners. Data is analyzed, with a team approach, to determine how to differentiate instruction to meet the needs of gifted learners. GRTs who are in years one and two of their role and ODS staff new to VBCPS are assigned a mentor within the division. Current and future professional learning will address effective instructional coaching pedagogy, balanced assessment, closing achievement gaps, gifted advocacy, social-emotional needs of gifted learners, and differentiation strategies to meet the academic needs of all gifted learners.

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 VBCPS Community Advisory Committee for Gifted Education (GCAC) submits an annual report to the School Board outlining their recommendations and determination of the extent to which the plan for the previous year was implemented. The recommendations of the GCAC shall be provided, in writing, to the VBCPS Superintendent and the School Board within the annual report. The program shall be in compliance with the Code of Virginia and Regulations Governing Educational Services for gifted learners.

The annual report is based on the collective agreement and consensus of the majority of the GCAC. This shall include multiple sources of information provided to the GCAC for the purposes of the report, which will be comprised of the following:

- number of students referred, screened, and found eligible in each area served
- number of gifted learners participating in academies
- number of gifted learners taking AP and dual enrollment courses
- number of gifted learners receiving the IB diploma
- number of students referred and found eligible for GIA and VPA from each school for the current year
- percentage of gifted learners receiving pass/proficient and pass/advanced rates on the 3-8 grade Spring SOLs in reading and mathematics

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.

Per the Virginia Code, school boards may appoint a local advisory committee on gifted education. Local advisory committees on gifted education annually review the local plan for the education of gifted, determine the extent to which the plan for the previous year was implemented, and submit their recommendations in writing directly to the school board and the superintendent.

VBCPS has established a Community Advisory Committee for Gifted Education (GCAC). The GCAC meets at least quarterly during the school year. Meeting dates, locations, agendas, and minutes are posted on the VBCPS gifted family and community involvement web page. Meetings are open to the public.

Every effort is made to ensure the membership is representative of the geography and demographics of the VBCPS school system and is composed of parents/guardians of gifted learners from the different school zones, school personnel, and other community members who are interested in gifted education. Community members who are interested in applying for a position where there is an open seat can complete an online application when it is posted on the VBCPS Call to Action website. The GCAC will review the applications for expertise, interest, and representation of the geographical composition of VBCPS. Recommendations will then be submitted to the School Board for approval and appointment.

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/guardians 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.

Don E Robertson	Don E Robertson	9/16/24
Division Superintendent's Signature	Printed Name	Date