



## Gifted Education Process and Procedures

## **Our Mission**

Manassas Park City Schools believes it is our responsibility to provide a differentiated curriculum to meet the needs of gifted students. A rich and rigorous gifted curriculum will provide students the opportunity to reach their fullest potential and to satisfy their intellectual curiosity. Opportunities will be provided for gifted students to engage in meaningful research, to foster critical and creative thinking, and develop problem solving strategies. The Gifted Program will capitalize on students' unique abilities, talents, interests, and needs. Gifted children are an important resource for solving problems of the future and they have the potential to become leaders in society.

## **Gifted Identification General Intellectual Aptitude**

The division seeks to find those students who demonstrate remarkable strength, or the potential for remarkable strength in both the verbal and quantitative domains. The eligible student will demonstrate triangulated strength in aptitude in both the verbal and quantitative domains through norm referenced aptitude and/or achievement testing, substantiated through reports of similar strengths through teacher and parent observations and assessments, and when those strengths are demonstrated through actual performance and standardized portfolio. Such strength includes evidence that the student's mental age is at least two grades above that of his/her chronological peers.

## **Screenings and Referral Process**

### Screenings

Screening students for gifted services occurs annually and is completed on an on-going basis in grades K-12 through the review of student data, as well as teacher and parent observation. At grade two, the Naglieri Non-Verbal Ability Test (NNAT2) is administered to all students as a standardized screening device. The NNAT2 is a non-biased assessment that is effective in identifying students with strong abilities in reasoning, regardless of the individual student's primary language, education, culture, or socioeconomic background. In addition, second grade teachers complete a gifted characteristics checklist for all of their students. Based on the results from the testing and teacher input, students are recommended for further assessments.

### Referrals

Students may be referred for the gifted program in the area of General Intellectual Aptitude, in grades K-12 by a member of the school staff, an administrator, a parent, another student, community member, or by the student him/herself. Students must be enrolled in MPCS for referrals to be considered. Referrals must be made to the appropriate building-level representative. The timeline begins with parental permission for evaluation, and will be completed within 90 school days.

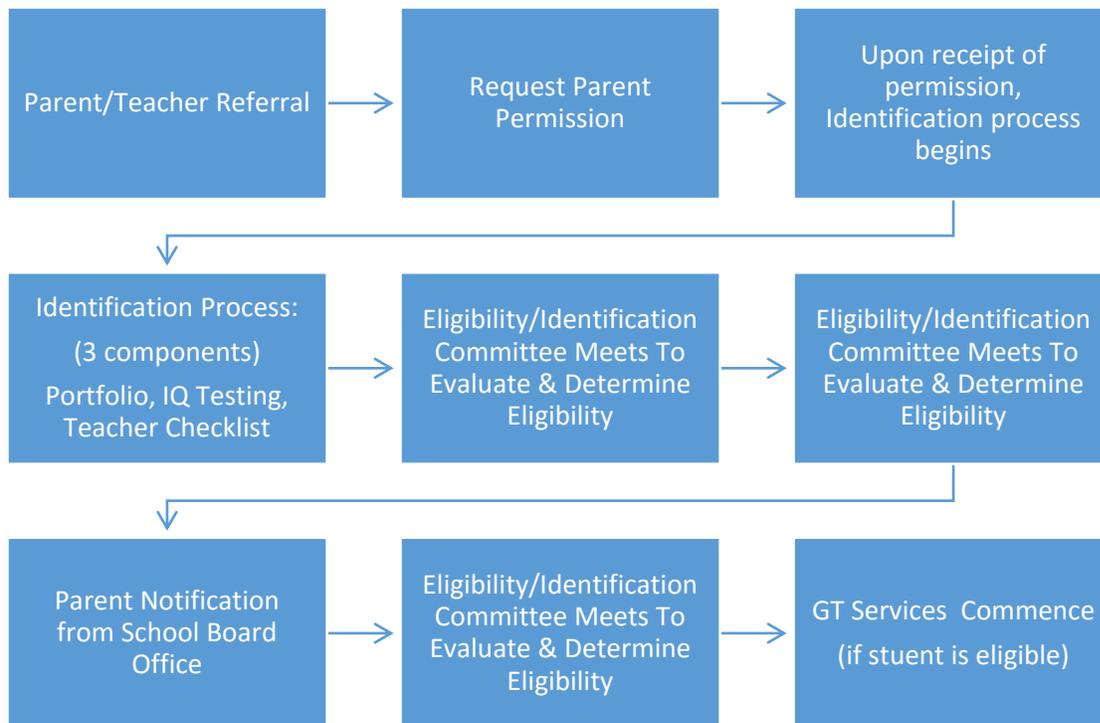
Students who transfer into the division with an identification of giftedness from a previous school division, either in Virginia or outside the state, will have appropriate documentation reviewed by members of the Identification Committee and a decision will be reached regarding the student's identification status.

It is important to note that evaluation for gifted services is a complex process that carries with it an emotional investment for students, parents, teachers, and administrators. In an effort to minimize the emotional trauma of repetitive evaluation, it is imperative that parents understand the kinds of data that are collected and the expectations for performance of eligible students.

*Students may only be referred twice for the General Intellectual Aptitude program K-5. Students may not be evaluated more than once in a 12-month period.*

### Referral and Testing Timeline

<b>Window</b>	<b>Referral Due On or About</b>	<b>Parent Permission Due On or About</b>	<b>Notification of Eligibility On or About</b>	<b>Appeals Due On or About</b>
<b>Fall (Open K-12)</b>	October 15	November 1	January 31	March 3
<b>Spring ( Open K-1, 3-12)</b>	March 15	April 1	June 15	July 15
<b>Mass Screen (2<sup>nd</sup> grade only)</b>	January 15	February 1	June 15	July 15



## Service Provision

### Cougar Elementary & Manassas Park Elementary School

Identified students are cluster grouped in the elementary school. In addition, identified students in grades 3-5 receive regular sessions for 50 minutes with a gifted resource teacher.

Identified gifted students are generally clustered at the elementary level, giving them opportunities to work with academic peers in the homeroom setting. In addition, the enrichment program at the elementary level provide gifted students with the opportunity to interact with other gifted high ability students, grades 3-5.

Students at the elementary level spend the majority of their time with age-level peers. Their instruction is differentiated in the regular classroom setting. STEM classes and specials such as art, music, physical education and library are heterogeneously grouped.

### Manassas Park Middle School & Manassas Park High School

At the middle school, identified students are in heterogeneous classes with students of mixed ability. Differentiated instruction is provided by the teachers to all learners to ensure each student is given adequate instruction for their abilities. Identified students also participate in GATE elective courses. These courses are designed to nurture, challenge, and enhance the characteristics that gifted students already possess. Students focus on a variety of interdisciplinary projects and topics. The courses are centered on preparing students for the future using strategies that promote critical thinking, creativity, leadership, and 21st century skills.

In the high school, students can participate in Honors or AP classes beginning in ninth grade. Differentiation is provided by the Honors or AP teachers. Qualified students can enroll in the Associate's Degree program, which allows them to get their Associate's Degree when they finish high school. In the spring of their sophomore year, they may also apply to attend The Governor's School at Innovation Park.

In addition, at all levels, extracurricular activities are offered that include Robotics, Odyssey of the Mind, National Junior Honor Society and Academic Teams. Students at the secondary level are grouped heterogeneously in elective courses, including most Honors and AP classes.

Teachers at all levels provide advanced learners ongoing opportunities to investigate, research, and work independently through advanced/accelerated study provided by the models and strategies embedded in the MPCS curriculum framework differentiated for advanced learners.