

Manassas Park City Schools

Local Plan for the Education of the Gifted

2017-2022

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Local Plan for the Education of the Gifted

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

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

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

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

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

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General Information regarding the Gifted Program in Manassas Park City Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	n/a
Career and Technical Aptitude (CTA)	n/a
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	n/a

(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

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.

B. Division Operational Definition of Giftedness

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

General Intellectual Aptitude

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.

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:

1. The division's five year goal is to research and improve our screening policy with special emphasis on underrepresented student populations, in addition to its standard referral process for the early identification of the gifted.
 - a. Data regarding referral sources and student eligibility will be reviewed annually as part of the program evaluation. Modifications to the identification process may be made at any point within the life of the plan based on data presented.
2. The division will monitor current secondary level procedures for identifying the gifted and explore opportunities to refine and further develop this process to ensure accurate representation and identification.

B. Delivery of Services:

1. Manassas Park City Schools will strengthen and differentiate appropriate instruction of advanced academic services to all identified gifted students.
 - a. The delivery of services will utilize independent research and small-group activities in various classroom settings to facilitate student movement to an appropriate level of accelerated services.
 - b. The division will continue to explore the current programs available for identified gifted students and the opportunity to expand the gifted program to include Specific Academic Achievement areas of giftedness.

C. Curriculum and Instruction:

1. The division's five year goal is to develop extended scopes and sequences of critical thinking/problem solving, creative thinking, independent research, and social/emotional skills to advance and enrich the curriculum offerings for identified students in the Gifted Program (K - 12).
 - a. The skills scopes and sequences will be used to facilitate documented differentiation in all content areas.

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- b. Curriculum development will include integration of multiple content areas, opportunities for individual and small group research, and support for students' social/emotional and career interests.
2. The division's five year goal is to develop a consistent system for monitoring the progress of our gifted population. Through the development of a GT student learning profile the program will document students' growth and goals through a combination of student and teacher reflection and assessment of student accomplishments.

D. Professional Development:

1. The division's five year goal is to continue to provide staff development for gifted specialists and cluster teachers in differentiation instructional methods and alternative assessment through local, regional, university based endeavors and local partnerships based upon research based theory and application.
 - a. Professional development will be sequenced to allow teachers to grow continuously in their knowledge and skills to work with gifted students and their parents.
 - b. Professional development will continue to focus on the need for differentiation within the general education classroom for instructional, curricular, and resource modifications.
 - c. Professional development will be developed in an online format to allow for a flexible, individualized experience to meet the needs of both general education and gifted specialists.
 - d. Increase the number of endorsed gifted specialists in the division through tuition reimbursement programs and partnerships with other divisions in the area.

E. Equitable Representation of Students:

1. The division's goal is to continue to increase the identification of students from historically underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.
 - a. Based on data collected regarding referral sources and instruments that limit eligibility, the division will continue to review its process and

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make modifications to ensure equitable access to students from all groups.

- b. Relevant, current research will be reviewed annually to incorporate recent information into the identification process and to the revision/selection of instruments.

F. Parent and Community Involvement:

1. Our goal is to provide opportunities for all gifted learners and their parents in the Manassas Park Community, to become better informed regarding educating the gifted, at every level, K-12. MPCS will continue to increase awareness of programs and opportunities for gifted students through e-mail, website links and yearly brochures.
 - a. The division will provide necessary information about the opportunities and curriculum, for parents, students and teachers (aligning services vertically). This information will include the student eligibility process, programs and other opportunities for enrichment. Special programs and events, professional development, and other resources materials will be continually up-dated and provided for parents and teachers to become more involved in gifted education.
 - b. The division will provide up to two (in both English and Spanish) parent/guardian information sessions annually. One will be held on Back to School Night or during fall parent/teacher conference day. These sessions will discuss the eligibility process and access to the gifted program. At this time other questions and concerns will be addressed.

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

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

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

Screening Procedures for General Intellectual Aptitude

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.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

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.

C. Identification Procedures (8VAC20-40-60A.3)

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

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

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

General Intellectual Aptitude

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

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- 7. Additional valid and reliable measures or procedures

Specify: Continental Math League (CML) scores; in-school or extracurricular contests in which the student has participated.

2. Additional identification information for General Intellectual Aptitude

For students who have been included in the initial screening pool (see Part III, Section A), the following screening instruments will be administered to collect further data to be used in the final decision-making process:

1. Otis-Lennon School Ability Test (OLSAT). The OLSAT is a group-administered, multiple choice nationally-normalized aptitude test which yields a verbal, nonverbal, and total score. The test consists of 21 subsets organized into 5 areas: verbal comprehension, verbal reasoning, pictorial reasoning, figural reasoning, and quantitative reasoning.
2. Portfolio. Students complete a portfolio designed to highlight ability in language expression, puzzles and problem solving, and patterns and numbers. Students have an unlimited amount of time to complete each section. Portfolios are reviewed by the Gifted Resource Committee and assigned a rating based on a continuum of Average, Above Average, Excellent, or Superior scores.
3. Shapes Activity. Administered in the classroom, students are given an assorted page of 2-D shapes to be combined in any manner to create a novel or existing creation. This piece includes a written response/explanation of the creation made. This project is reviewed and evaluated as a part of the Portfolio.
4. Other Data. Other forms of data can also be collected by teachers, parents, administrators, or students. Relevant data may include, but is not limited to Continental Mathematics League (CML) scores, contests, and/or any information that the Gifted Resource Committee may consider including.

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

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

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

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

[Click here to select area of giftedness.](#)

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

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
<i>NNAT2</i>	<i>Educational Diagnostician</i>	<i>Educational Diagnostician</i>	<i>School division</i>
<i>OLSAT</i>	<i>Educational Diagnostician</i>	<i>Educational Diagnostician</i>	<i>School division</i>
<i>Portfolio (K-1, 2, 3- 5)</i>	<i>Gifted Resource Teacher(s)</i>	<i>Gifted Resource Teacher(s) and/or representative from administration and Educational Diagnostician</i>	<i>Gifted Resource Teachers</i>
<i>Shapes Activity</i>	<i>Gifted Resource Teacher(s)</i>	<i>Gifted Resource Teacher(s) and/or representative from administration and Educational Diagnostician</i>	<i>Gifted Resource Teacher(s)</i>

Once all assessment data is collected, it is plotted on a matrix to fairly compare all data against the division line. The eligibility committee then looks for trends in the data to show each students as having abilities above or surrounding the division cutoff line. All eligibility decisions are made by committee using multiple criteria for each student in the referral process.

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Eligibility Timeline:

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

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

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

General Intellectual Aptitude

Services for students identified as gifted in grades K-5, include cluster services daily at their school, where these student are grouped with other identified students for English/reading/ language arts and mathematics instruction. Assignment to English/reading/language arts and mathematics groups is monitored by the building principal with assistance from gifted/talented resource teachers. Additionally, all identified students participate in a weekly enrichment program where curriculum and instruction are thematically derived and commensurate with their intellectual aptitudes.

These cluster and enrichment services are the minimum and standard services that are designed to meet the needs of GIA students. Additional options may be considered based on the specific needs of individual students and the identified population at each school. Such services may include special small group activities in mathematics and/or language arts/reading. For students whose aptitudes are remarkably different from other members of the gifted population may be assessed for whole grade acceleration.

Standard services are recommended by identification and placement committee at the time that eligibility is determined. Discussions regarding the need for alternative services may be initiated by the classroom teacher, the building administrators, the GT resource teachers, or parents, after the standard services are implemented.

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

G/T informational meetings are held to help parents and the community become better informed regarding the identification process. Parents of students who have been referred by teachers, committee members, or other adults are contacted by letter, informing them of the referral and requesting permission to assess for possible identification for the Gifted and Talented Program. After the eligibility meeting, the Gifted Education Coordinator contacts parents by letter, informing them of the eligibility decision of the committee. If a student is found eligible, they will begin receiving gifted services at the start of the next grading period of the school year following the eligibility decision.

Parents of students found ineligible will be provided with information regarding the appeals process. Written requests for an appeal should be submitted to Ms. Jennifer Braswell-Geller, Director of Special Programs at Manassas Park City Schools, within thirty days of the date of the eligibility letter from the division. Ms. Braswell-Geller will schedule an appeals conference within ten business days of receipt of the appeal. At this conference, all available data will be reviewed to determine if new assessments are needed to determine the student's possible eligibility for services. If further assessments are needed, parental permission shall once again be requested. Upon completion of the additional assessment(s), the Director of Special Programs shall convene an appeals committee to review the Eligibility Committee's decision and to consider the new assessment.

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

A student's placement may be reviewed at any time during the school year at the request of the parent, teacher, or student. A conference including the parents, gifted resource teacher, regular classroom teacher, building administrator, and student, if appropriate, is required to make a change in placement. A change in placement option or exit from the program requires a written request from the party who is requesting the change in placement.

When a change in placement has been requested the Identification/Placement Committee is then convened to review available information and to make a decision for a change in placement option or an exit from gifted services. Identified students who remain eligible for gifted services may be changed to a different service option upon the recommendation of the committee.

Parents are invited by mail to attend this meeting and are provided a written copy of the minutes. Parents are also given written notification of the specific recommendations for their child. Termination from gifted program services cannot occur without the written consent of the parent. Appeals for a change in placement are directed to the Director of Special Programs.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

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.

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.

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

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.

Students at the secondary level are grouped heterogeneously in elective courses, including most Honors and AP 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 learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

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.

At the secondary level, participation in Honors/Advanced, AP and/or Governor's School provides time with their intellectual peers. In addition, at the middle school, gifted students participate in an elective class that promotes critical thinking, creativity, leadership, and 21st century skills.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

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.

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

1. The foundation of our gifted and talented program is a curriculum designed to challenge and engage, advanced learners. The emphasis is on critical and creative thinking, and problem-solving. Students have ongoing opportunities for reflection and self-assessment that help them develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development and encourage continuous intellectual growth. Our goal is to provide and prepare our students with the skills necessary for success in the 21st Century.
 - a. Creativity and innovation
 - b. Critical thinking and problem solving
 - c. Communication and collaboration
 - d. Life and Career skills
 - e. Media, technology and information skills
2. Intellectual and academic growths are fostered in our gifted program through the use of diverse instructional strategies.
 - a. Critical thinking
 - b. Creative thinking
 - c. Independent research
 - d. Affective teaching/learning
3. Varied instructional learning strategies are offered with the gifted students. Some of these may include:
 - a. Choice
 - b. Community Resource Collaborations
 - c. Advanced organizers
 - d. Competitions/challenges/clubs
 - e. Cross-age grouping
 - f. Debate

- g. Inquiry Learning
- h. Peer Teaching/Coaching
- i. Socratic Seminars
- j. Tiered assignments

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

1. Accounting for the achievement and progress of advanced learners requires an assessment system that is designed to accommodate high levels of performance. The criteria for student performance typically exceed grade level standards and include in-depth knowledge and an advanced application of skills.
2. Units and lessons designed for advanced learners include assessment components such as: pre-assessments, ongoing or formative assessments, and post assessments. Performance-based assessments are used to assess the solutions, products, and/or projects that are a result of a differentiated curriculum.
3. Student work portfolios, oral presentations, projects, and exams are used to evaluate student learning and achievement. Rubrics are designed to provide clear criteria, to assist students in self-assessment, and to support students as they further their knowledge, skills, and understandings.
4. Students in advanced academic classes take the Virginia Standards of Learning (SOL) test for any and all courses that they are taking. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations.

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

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

General Intellectual Aptitude

MPCS curriculum and instruction for its gifted students is predicated on three critical components and is most appropriately described as accelerated enrichment.

Curriculum and Instruction Critical Components:

- a. Appropriately developed to challenge the student's mental age.
 - b. Designed with pre-assessment to ensure grade-level Standards of Learning have been acquired.
 - c. Incorporates student as well as grade-level academic goals and expectations into the design of activities in the student's area(s) of strength.
1. The gifted curriculum will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.
 2. At the elementary and middle school level, differentiation of assignments and student choice are woven throughout the curriculum. Instructional materials such as concept maps, 'jigsaw' activities and learning menus provide differing student perspectives and collaborative building of schema.
 3. Students in cluster groups at the elementary school also participate in a self-selected enrichment program throughout the year that is based on high interest

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topics designed to promote higher level thinking skills, creative problem solving and self-directed learning opportunities.

4. Currently at Manassas Park Middle School, students are given the opportunity to participate in an elective class for gifted students. The classes are designed to improve on their ideas and views while promoting the use of 21st century skills necessary for their education.

5. At the high school level, a full range of challenging courses is provided, including honors and dual enrollment classes. Differentiation of instruction will be provided to identified students. Qualified students can enroll in the Associate's Degree program starting in the ninth grade. This program will allow students the opportunity to earn an Associate's Degree when they finish high school. Academically motivated students can also apply to attend Governor's School at Innovation Park in the spring of their sophomore year.

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

1. The curriculum and schedule of elementary, middle, and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling students into subjects or grades above the normal grade level progression should be based on evidence of ability, past scholastic achievement, maturity, and likelihood of continued academic and emotional success. Review of evidence shall include discussions with the individual student and their parents or guardian. Professional staff shall have final determination of student placement.
2. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses meet the requirements of the Standards of Learning or are equivalent in content and academic rigor to those courses offered at the secondary level, or verified units of credit provided the students achieve a passing score on the end of course Standards of Learning tests.
3. In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Requests must be made in writing to the Principal and/or designee.

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

MPCS offers the following professional development opportunities for teachers of the gifted:

- a. Campus/Grade Specific Professional Development: To facilitate curriculum development, specific professional development is offered to faculty.
- b. Professional Development for Differentiated Instruction: To facilitate the modification of instructional strategies to engage students of all levels, instructional coaches will periodically meet with faculty to improve differentiated instruction throughout the division.
- c. MPCS participates in and supports its teachers' participation in professional development sponsored by professional associations. Teachers secure training from many of the following professional organizations:
 - National Association for Gifted Children
 - Virginia Association for the Gifted
 - Northern Virginia Council for Gifted/Talented Education
 - Virginia Association for Supervision and Curriculum Development
 - Association for Supervision and Curriculum Development

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.

Determine the aspect of the current local plan the team will evaluate. Identification procedures and data will automatically be reviewed annually.

Review goals and objectives for the specific component from the current local plan; identification goals and objectives will be included in each annual review.

Develop critical questions based on those goals and objectives that must be answered to provide data for the review of the division's effectiveness at achieving those goals and objectives.

Determine what sources of information will be necessary to acquire data to answer the evaluations critical questions. Develop instrument in multiple formats to assist in the collection of data with a variety of stakeholder survey as a component of the re-evaluation. Stakeholder representation may include GT specialists, cluster teachers, campus administrators, parents' of GT students, GT students, GT Advisory Committee members, division administrators, School Board members, and community representatives.

Data will be compiled for review by the GT advisory committee. The committee will write its observations, conclusions, commendations, and recommendations, which will be provided to the School Board.

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The GT advisory committee's report, along with conclusions and recommendations from the division will be used to modify and adjust identification, services, curriculum and instruction, professional development, or community involvement at specific junctures during the life of the 2017-2022 local plan.

Component/Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Identification	X	X	X	X	X
Curriculum and Instruction		X			
Parent and Community Involvement				X	
Professional Development			X		
Program Design	X				
Program Evaluation					X

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.

Information regarding the GT Advisory committee and its responsibilities will be publicized in school newsletters, the MCPS web page and cable news, and through school PTO presentations. Newly identified GT students' parents will receive information about the GT advisory committee at the time of their identification. That information will include meeting dates and locations, as well as the principle responsibilities of the committee

Parent members may be nominated from each school in the division through the parent-teacher-student organizations or the building administration in consultation with the Division Gifted Administrator. Nomination of community member(s) may be made by the division administration. The ethnic and geographic composition of the representation will be taken into account. The teacher members may be nominated by the Division Administrator in consultation with school administration and the Gifted Program resource personnel. The Division Gifted Administrator shall be an ex officio member of the committee with one other building or central office administrator being nominated from among the Gifted Program resource personnel by the Administrator. This committee will meet as needed each year. The two main responsibilities of the committee is to annually review the Local Plan and determine the extent to which it was implemented.

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

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

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

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

<u>C. Bruce McDade</u>	C. Bruce McDade	9/15/16
Division Superintendent’s Signature	Printed Name	Date

- Original signature on file at MPCs Central Office