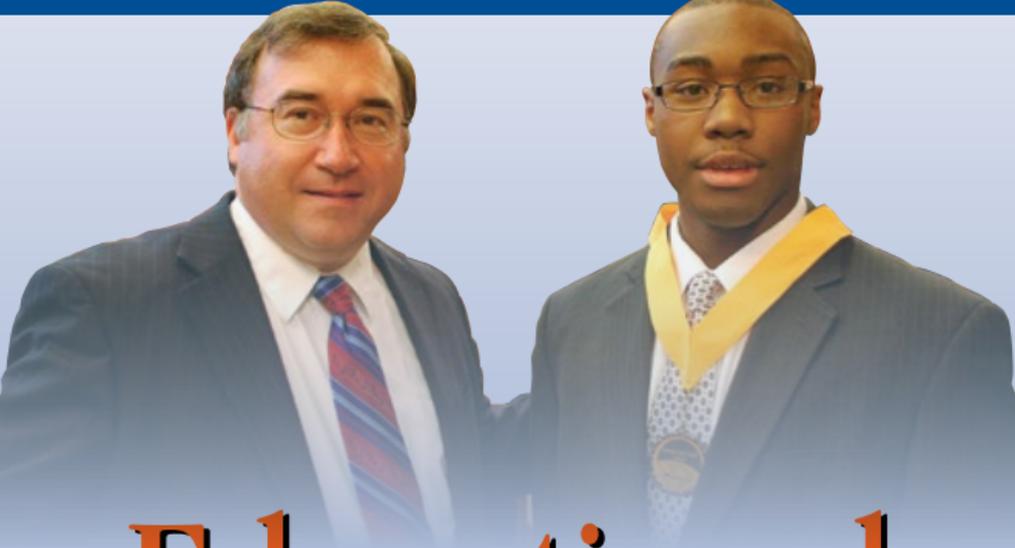


**PRINCE WILLIAM COUNTY  
PUBLIC SCHOOLS**



**Educational  
Services  
for Gifted  
Students**



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In Prince William County Public Schools, our vision centers on the concept that “all students will learn to their fullest potential.” Our School Division philosophy of gifted education reflects this vision. Gifted education services are designed to foster the academic development of advanced learners.

The Prince William County School Board approved the Gifted Education Plan (2012-17) on April 18, 2012. This plan defines gifted education services in our School Division. The plan was developed within the Virginia *Regulations Governing Educational Services for Gifted Students*. Both the regulations and the plan can be accessed on the Gifted Education Web page. Visit [www.pwcs.edu](http://www.pwcs.edu) and choose “Gifted Education Program” under “Academics & Programs.”

**Gifted Education and Special Programs**

Edward L. Kelly Leadership Center  
 14715 Bristow Road, Manassas, VA 20112  
 703.791.7400

**Identification Process**

Students are identified for services in English (language) and mathematics from kindergarten through grade twelve. Identification for services in history and social science and in science begins in grade four and continues through grade twelve.

**Starting the Process**

A parent or legal guardian, an administrator, a teacher, a school counselor, or a gifted education resource teacher may refer a student for consideration for gifted education services. A student may refer himself or herself. Students may also be referred by their peers or by community members.

The referral form is available on the Gifted Education Web page. Referral forms are also available in all schools. Before the process can begin, parents or legal guardians must sign a permission form giving permission for the identification process.

## The Multi-Criteria Process

### *Information from Multiple Sources*

Examples of student work are collected for consideration. Teachers submit work, but parents and guardians and students themselves may also submit examples of work. All elementary students also complete a mathematics problem-solving packet.



Parents or legal guardians are asked to submit a parent report. Teachers are asked to submit a professional report.

Classroom grades are reviewed. For elementary children, reading levels are considered. For middle and high school students, the level of difficulty of their courses is considered. Standards of Learning test scores are included for students who have taken these Virginia tests. Tests from other states are included if these scores are available.

Aptitude Test Scores are included. Students in kindergarten and grades one, two, and three are given a Kaufman Brief Intelligence Test. This is a test that is administered individually to each student.

All third grade students are given a Cognitive Abilities Test and a Naglieri Non-Verbal Abilities Test. All students who are reviewed for identification for services after grade three are given a Cognitive Abilities Test and a Naglieri Non-Verbal Abilities Test. These are group tests.

### *Profile Development Committee*

A Profile Development Committee reviews all information. This committee meets in each school and considers the information in each of the categories. This committee includes an administrator, a school counselor, and classroom teachers. It is chaired by a gifted education resource teacher.

### *Identification and Placement Committee*

Information is forwarded to an Identification and Placement Committee. Committees are established on the elementary, middle, and high school levels. These committees include administrators, school counselors, and classroom teachers from across the School Division. These committees review the evidence in each of the areas and make three decisions:

1. Is this student eligible for services?  
*Does this student need gifted education services above and beyond what is offered through our regular or advanced curriculum in order to fulfill his or her academic potential?*
2. If the student is eligible for services, what should the placement of this student be?  
*Does this student need services in language or in mathematics or in both areas? Does this student also need services in history and social sciences and/or in science?*
3. How should those services be delivered?  
*Should those services be provided through direct instruction by a gifted education resource teacher or should those services be provided by a classroom or subject teacher with support from the gifted education resource teacher?*

Once these decisions are made, parents or legal guardians are notified of the Identification and Placement Committee decision.



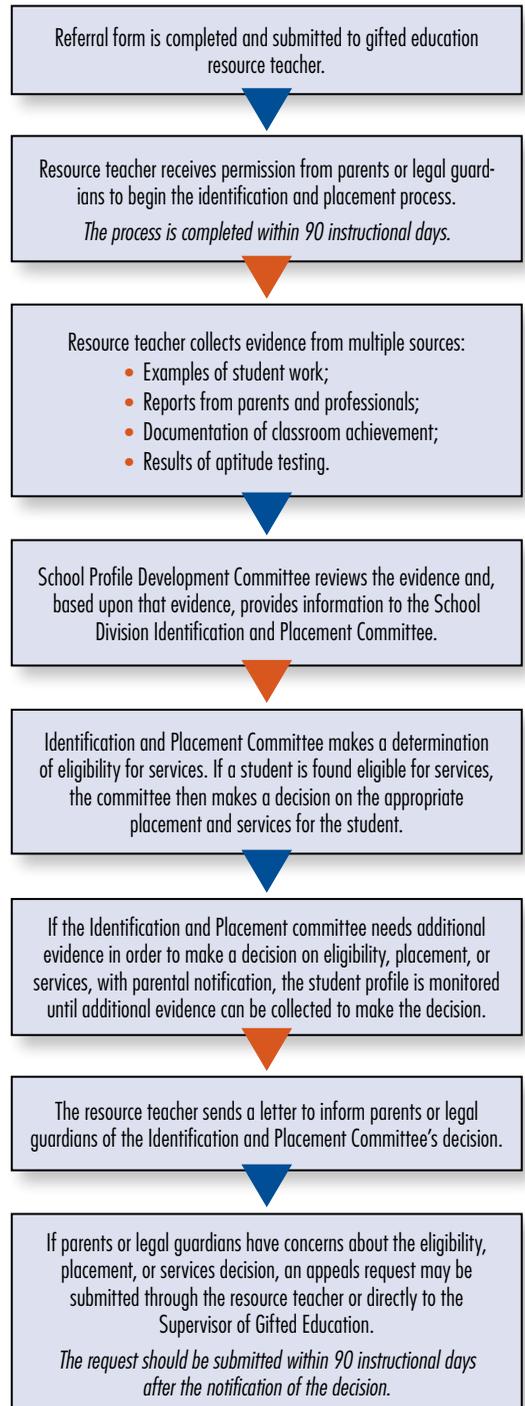


## The Appeals Process

If a parent or guardian or School Division professional staff member does not agree with the determination of eligibility, of placement, or of services, that person can appeal the decision of the Identification and Placement Committee. Requests for appointments with the Appeals Committee should be submitted within 90 instructional days after parents or guardians have been notified of the Identification and Placement Committee's decision.

Appeals appointments are usually requested through the gifted education resource teacher who serves the school. Parents or legal guardians may also call 703.791.7400 or email the Supervisor of Gifted Education and Special Programs to request an appointment. That email address is posted under Office and Staff on the Gifted Education Web page.

While the process is called an appeals process under Virginia regulation, in Prince William County Public Schools the Appeals Committee functions as a diagnostic committee. Committee members review all evidence with the resource teacher present. Classroom teachers, school administrators, parents or guardians, and students may present additional evidence. The committee aligns all of the evidence to make a decision for eligibility, for placement, and for services.



## Gifted Education Services

Identified students are offered continuous and sequential service options that include classroom and gifted education resource services from kindergarten through grade twelve. Students identified for gifted



education services must have instructional time with age-level peers, instructional time with intellectual and academic peers, and time to work independently. Service options are designed to foster intellectual and academic growth. Instructional strategies are based upon School Division, Virginia, national, and international research-based best practices. Instructional strategies provide for differentiation in content, process, and product, and support collaboration and reflection. Specific research-based best practices for assessing and reporting the academic growth of gifted students in both classroom and resource service settings are required.



The elementary program provides an opportunity for elementary students identified for services to work with a resource teacher 28 times each year.

Kindergarten students meet for approximately 45 minutes distributed across a two-week schedule. Students in grades one and two meet for 45 minutes on a weekly schedule. Students in grade three meet for approximately 90 minutes on a weekly schedule.

Students in grade four and five receive direct resource services for approximately 225 minutes on a weekly schedule.

In middle school, students receive the equivalent of 90 minutes of resource service on a weekly schedule. Schools may establish an alternate schedule through



the Gifted Education Advisory Committee as long as students are seen regularly throughout the school year and receive a total of at least 40 hours of direct service each year.

In high school, student schedules may vary depending upon the availability of opportunities for advanced course work. Students receive a total of at least 18 hours of direct resource service each year unless an alternate plan has been approved through the Gifted Education Advisory Committee.

## Differentiated Services Plans

Parents or legal guardians receive a Differentiated Services Plan each year at the end of the first grading period. This plan indicates what services will be provided for each student. On the elementary level, these plans are developed collaboratively by the classroom teacher and the resource teacher. On the middle school level, the plans are developed by the resource teacher with consideration of classroom services offered. On the high school level, the plans are developed collaboratively by the student and the resource teacher.

While plans might be slightly delayed due to mailing, any parent or guardian who has not received a Differentiated Services Plan by the Thanksgiving Break should notify the gifted education resource teacher or the Supervisor of Gifted Education and Special Programs.



## Gifted Education Progress Reports

Parents or legal guardians whose elementary or middle school student is receiving direct resource services receive a Gifted Education Progress Report each semester. These reports document student academic growth. Any parent or guardian who has not received the first semester Progress Report by March 1 or the second Progress Report by July 1, should notify the gifted education resource teacher or the Supervisor of Gifted Education and Special Programs.

Parents or legal guardians whose high school student is receiving direct resource services receive a Gifted Education Progress Report at the end of the academic year. These reports document student academic growth. Any parent or guardian who has not received the Progress Report by July 1 should notify the Supervisor of Gifted Education and Special Programs.



## Collaboration with Classroom Teachers

Collaboration with classroom teachers supports the continuum of service options. This collaboration also supports continuous and sequential services for students.

In elementary school, students receive these services from their classroom teachers with support from resource teachers. Resource teachers provide enrichment materials for the classroom or support advanced work during core extension time.

Depending upon their areas of academic strength, middle school students may take Extended Language Arts or Extended Mathematics or enroll in both classes.

In high school, depending upon the program offered in each high school, students may enroll in pre-Advanced Placement, pre-International Baccalaureate Diploma, or International General Certificate of Secondary Education (IGCSE) courses. As they advance, these students may enroll in Advanced Placement, International Baccalaureate Diploma, or Advanced International Certificate of Education (AICE) courses.

## Curriculum and Instruction

### Classroom Services

Continuing classroom models for curriculum and instruction based upon School Division, Virginia, national, and international research-based best practices provide the structure for classroom services.

### Direct Resource Services

Models for curriculum and instruction support learner outcomes for gifted education services. These include the Integrated Curriculum Model (Center for Gifted Education at the College of William and Mary), the Parallel Curriculum Model (National Association for Gifted Children), and Florida's Frameworks for K-12 Gifted Learners (Florida Department of Education)

Resource program curriculum and instruction form an integrated, interwoven design. The vertical alignment from kindergarten through grade twelve is based upon the multi-disciplinary concept of systems.

Structure of Systems: Primary Students

Function of Systems: Fourth and Fifth Grade Students

Change of Systems: Middle School Students

Limits of Systems: High School Students

The horizontal alignment is based upon standards for content, process, and product in each subject area or discipline. The completed design becomes a learning environment to support learner collaboration and reflection.

### Learner Outcomes

Learner outcomes are established in content, process, and product with support for learner collaboration and reflection. These outcomes are evaluated through the Gifted Education Progress Report.

The program for students in kindergarten through grade three extends the classroom curriculum. The theme of patterns and relationships that structure systems serves as the framework for the program of curriculum and instruction.

In grades four and five, the theme of interaction within and among systems supports the focus on the function of systems. Within this framework, students explore the subjects of language, history and social science, mathematics, and science. They also examine the connections among these subjects.



In grades six through eight, middle school students explore systems through the theme of change and continuity. While working on independent learning centers, middle school students assume roles such as writers, scientists, lawyers, architects, or computer programmers to explore the subject areas that interest them. Interdisciplinary units help students make connections among the subject areas they are studying.

On the high school level, the theme is limits of systems. Students study the relationship of order and chaos. On the high school level, students learn through a reflective seminar program. This program is designed to support students as they form their own connections among the several subjects they are studying.

## Virginia Governor's Schools

### Virginia Regional Academic-Year Governor's Schools

#### *The Governor's School @ Innovation Park*



Science and Technology Campus of  
George Mason University  
10900 University Boulevard  
Manassas, VA 20110-2203  
703.993.7027

The Governor's School @ Innovation Park is a science, technology, engineering, and mathematics (STEM) initiative of three school divisions, Prince William County, Manassas City, and Manassas Park, in collabora-

tion with George Mason University. Students attend the Governor's School in the morning and return to their home high schools for one class each afternoon.

The instructional design of the program integrates strands in biology, chemistry, and physics with math-

ematics, with concepts of engineering and technology, and with laboratory research. Learning experiences focus on real-world research with mentorship opportunities in business, industry, government, and university settings.

Rising juniors are eligible to apply for the program. Applications will be available online and in each high school by November 1.

### *Thomas Jefferson High School for Science and Technology*



6560 Braddock Road  
Alexandria, Virginia 22312

The Thomas Jefferson High School for Science and Technology, a Regional Governor's School, accepts Prince William County students into its four-year program through an application



and testing process. Interested eighth-grade students should ask a designated middle school counselor for an information packet. Applications are due in October. Additional information is available through the Thomas Jefferson Admissions Office at 571.423.3770 or at <https://tjhsst.edu/abouttj/admission/>.

### Virginia Summer Residential Governor's Schools

Sophomores and juniors are eligible to apply for Summer Residential Governor's School Programs. Each of these summer programs is held on a college campus. There are mentorships in engineering and marine science. There are programs in agriculture, humanities, mathematics, science and technology, life sciences and medicine, and visual and performing arts. There are also opportunities to participate in foreign language academies. Applications are available by the end of September. High school gifted education resource teachers provide information about these programs.

## Professional Development

Professional development opportunities are aligned with specific teacher competencies required in Virginia Regulation.

### Gifted Education Resource Teachers

Gifted education resource teachers are required to complete the Virginia endorsement in gifted education within three years of accepting a position as a resource teacher.

### Classroom Teachers

Classroom teachers working with identified

gifted education learners in English (language), history and social science, mathematics, and science are required to complete a School Division accreditation requirement based upon the Virginia Standards of Accreditation within five years. To fulfill the Virginia regulation requirement for “continuous and sequential service” identified students receive a combination of classroom and direct gifted resource service. In order to meet this requirement, identified students are placed in classrooms with accredited classroom teachers.



## Equitable Representation of Students

In Prince William County Public Schools, student learning is enhanced by national, global, and multicultural perspectives.

### Equitable Representation of Students

Equitable representation of students for gifted services is monitored annually through the School Division Strategic Plan and through the Gifted Education Advisory Committee Report. Access of diverse learners to specialty programs and to Advanced Placement



Program, Cambridge Programme, and International Baccalaureate Programme Diploma courses is also measured.

The identification of and support for English Language Learners and Twice-Exceptional Learners is a component of the equitable representation of students. English Language Learners include learners who are eligible for English for Speakers of Other Languages (ESOL) services. Twice-Exceptional Learners include learners who are eligible for both special education and gifted education services and learners who have specific documented disabilities that must be considered in educational planning.

### Acceleration Process

Designated regulations of Prince William County Public Schools in the “600 Instruction” or “700 Students” categories define specific procedures for appropriate academic acceleration of individual students.

## Parent and Community Involvement

Goals for continuous improvement in parent and community involvement have been established in the School Division Strategic Plan including an increased emphasis on dissemination of information with additional support for opportunities for dialogue.

## Gifted Education Advisory Committee

Each School Board Member has the option to appoint a representative to the Gifted Education Advisory Committee. Additional potential Committee members are determined based upon recommendations from multiple stakeholders. The Superintendent of Schools or his designee reviews the list of additional potential Committee members to ensure that the criteria established in the *Virginia Regulations Governing Educational Services for Gifted Students* have been met.



School Board Members make their appointments through the established appointment procedures for advisory councils and committees. The Superinten-

dent of Schools submits a balanced list of additional potential Committee members to the School Board for approval. Under *Virginia Regulations Governing Educational Services for Gifted Students*, all Committee members are appointed by the School Board.

## Annual Review of Program Effectiveness

The annual review of program effectiveness has established procedures. A plan focusing on different plan components on a regular cycle has been developed to support this review. A five-year cyclical timeline has been developed to support this review. The plan and the timeline are found in Section X on pages 82-83 of the Gifted Education Plan (2012-17).



The Gifted Education Advisory Committee has a central role in the evaluation of the effectiveness of gifted education services. Each year, as part of the information gathering process, the Committee visits schools and hears from a student panel.

To meet Virginia regulation, a written plan must be reviewed and approved by the Gifted Education Advisory Committee in order for a school to provide services through a model that differs from the range of models established in the Gifted Education Plan (2012-17).

The Gifted Education Advisory Committee submits an annual report to the Superintendent of Schools and to the School Board on the effectiveness of gifted education in Prince William County Public Schools.

## School Board

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*Chairman*

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Mr. William J. Deutsch  
*Coles District*

Mr. Gil Trenum  
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*Neabsco District*

Mr. Justin David Wilk  
*Potomac District*

Mrs. Alyson A. Satterwhite  
*Gainesville District*

Ms. Loree Y. Williams  
*Woodbridge District*

## Superintendent of Schools

Dr. Steven L. Walts

### Superintendent's Staff

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*Deputy Superintendent*

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*Associate Superintendent  
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Accountability*

Mr. William G. Bixby  
*Associate Superintendent  
for Middle Schools*

Mrs. Jarcelynn M. Hart  
*Associate Superintendent  
for Western Elementary  
Schools*

Mr. David S. Cline  
*Associate Superintendent  
for Finance and Support  
Services*

Mr. Keith A. Imon  
*Associate Superintendent  
for Communications and  
Technology Services*

Mr. R. Todd Erickson  
*Associate Superintendent  
for Central Elementary  
Schools*

Mr. Keith J. Johnson  
*Associate Superintendent  
for Human Resources*

Mr. Craig Gfeller  
*Associate Superintendent  
for Eastern Elementary  
Schools*

Mr. Michael A. Mulgrew  
*Associate Superintendent  
for High Schools*



# Prince William County

**PUBLIC SCHOOLS**

*Providing A World-Class Education*®

Prince William County Public Schools (PWCS) does not discriminate in employment or in its educational programs and activities against qualified individuals on the basis of race, color, religion, national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, veteran status, or disability. PWCS provides equal access to the Boy Scouts and other designated youth groups. The following individual will handle inquiries regarding nondiscrimination policies, including Section 504 and Title IX:

Associate Superintendent for Human Resources  
Prince William County Public Schools, P.O. Box 389, Manassas, VA

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