



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Dear Parent/Guardian:

Enclosed you will find the cover sheet and Teacher Information Form for application to Old Donation School (ODS). All applications for ODS are due to the Gifted Education Testing Office, 2512 George Mason Drive, Virginia Beach, VA 23456 on or before **Jan. 11, 2021 at 5 p.m. for grades 2-7 and Feb. 10, 2021 at 5 p.m. for grade 1.**

All applicants currently in grades 1-7 will be tested as part of the application process. Please note that all ability testing considered in the gifted identification process must be facilitated by Virginia Beach City Public School (VBCPS) personnel. Students not currently identified for gifted services will be reviewed by the VBCPS Gifted Identification and Placement Committee, and parents will be notified of the results by email within 10 days of the Gifted Identification and Placement Committee meetings. *To be considered for ODS, a student must first meet the criteria for identification for gifted services in VBCPS.*

For your convenience, we have attached a copy of the "Old Donation School Selection Process".

Please sign and complete the attached cover sheet and return it to the Gifted Education Testing Office by the specified deadlines. Be sure your child's current teacher receives the Teacher Information Form that is a part of this application. Only one teacher form will be accepted. Once your application is received, your child will be added to the list of applicants to be tested. You will receive a reminder email for testing prior to the testing dates listed below:

Testing Dates for Grades 2-7: Friday, Feb. 12, 2021

Testing Dates for Grade 1: Friday, April 30, 2021

Any questions regarding the gifted identification or ODS selection process should be directed to an assessment specialist in the Gifted Education Testing Office at (757) 263-6870. Thank you for your interest in gifted program services. You may find more information about the VBCPS gifted program on our website at www.vbschools.com/academic_programs/gifted/.

Sincerely,

Ardene Bunch, Ed.D.

Gifted Testing Chair
Assessment Specialist



Old Donation School Selection Process

To be considered for placement at Old Donation School (ODS), students must meet the criteria for gifted identification.

All students reviewed at the time of selection have been identified for gifted services in Virginia Beach. A team of approximately 25 people, all employees of VBCPS, representing a variety of experiences, backgrounds, and ethnicities serve on each Selection Committee. The selection processes for each program begin with training to attend to inter-rater reliability. Selection committee members are introduced to the testing information included in a child's application. This introduction includes how to interpret tests scores. The presenter shares sample applications, without names, to demonstrate how to fairly review and evaluate applications as well as the differentiated program of study at the school. Training also includes a review of the characteristics of gifted children, including traditional and concomitant, as well as an overview of the program at ODS. The following components are used in the decision-making process:

Cover Sheet

Teacher Information (only one form will be accepted) with interview questions

Standardized Test Scores (should be submitted with teacher form)

Student Achievement (as indicated on the current report card – should be submitted with teacher form)

A rating scale of 5-1, with 5 being the highest recommendation is used. Listed below are the descriptions for each numerical rating:

5 = consistently strong in all the application components; a definite yes

4 = strong in most of the application components; a likely yes

3 = shows strength in some application components, but not consistently strong; possible, but not likely yes

2 = few consistent areas of strength; a likely no

1 = not recommended

Working whole group, the trainer leads the committee through rating several sample applications. This process continues until all committee members are comfortable with the components of the application, the rating scale, and the overall selection process. Selection committee members use the numerical rating scale to complete a holistic evaluation of the applicants. A minimum of three readers rate each application independently. The committee members stop periodically to check the reliability of the ratings; if readers are more than one number apart in the ranking, the application receives further independent review by additional readers and group discussion as needed.

Parents/guardians are notified within fourteen instructional days of the Selection Committee's decision through email. Parents/guardians may appeal the decision of the Selection Committee. The appeal is administered by the Director of K-12 and Gifted Programs.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Department of Teaching and Learning

OLD DONATION SCHOOL APPLICATION

Applications for students not currently enrolled in Virginia Beach City Public Schools should be completed and returned to Virginia Beach City Public Schools, Gifted Education Testing Office, 2512 George Mason Dr., Virginia Beach, VA 23456.

Incomplete, late, faxed or emailed applications will not be processed.

Grade 2-7 Applications for Old Donation School are due Jan. 11, 2021 at 5 p.m.

Grade 1 Applications for Old Donation School are due Feb. 10, 2021 at 5 p.m.

Student Name:

Home Address:
Address, City, State, Zip Code

Parent E-mail Address:

Current Grade Level: Date of Birth:

Current School: Gender:

Home Phone #:

Mother's/Guardian's Name: Work Phone Cell #:

Phone #:

Father's/Guardian's Name: Work Phone #:

Cell Phone #:

DO NOT WRITE BELOW THIS LINE

ABILITY TESTS	LEVEL	DATE	GRADE	VERBAL	QUANT	NV	COMP
COGAT-8	_____	_____	_____	_____	_____	_____	_____
NNAT3	_____	_____	_____	NAI (%)	_____		
Other Testing:	_____						

GIFTED IDENTIFICATION AND PLACEMENT COMMITTEE ACTION

IDENTIFIED; eligible for gifted program services

Date: _____

NOT IDENTIFIED; not eligible for placement

Signature: _____
Assessment Specialist



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communication for the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 1413 Laskin Road, Virginia Beach, Virginia 23451, (757)263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of Human Resources, Office of Employee Relations, 2512 George Mason Drive, Municipal Center, building 6, Virginia Beach, Virginia, 23456 (757) 263-1133, Edie.Rogan@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email him/her at Nicole.DeVries@vbschools.com.

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(Rev. 10/20)



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

TEACHER INFORMATION FORM

Applications for students not currently enrolled in Virginia Beach City Public Schools should be completed and returned to Virginia Beach City Public Schools, Gifted Education Testing Office, 2512 George Mason Dr., Virginia Beach, VA 23456.

Grade 2-7 Applications for Old Donation School are due Jan. 11, 2021 at 4 p.m. Grade 1 Applications for Old Donation School are due Feb. 10, 2021 at 4 p.m. *Please include report card and any standardized testing.*

Student:

Teacher: School/Grade:

Teacher Signature: Date:

We value your input and will carefully review your evaluation.

Teacher Checklist for Observing Gifted Behaviors

Listed below are traits, attributes and behaviors that may indicate giftedness along with examples of how these may be observed. Please place a checkmark if regularly observed and provide *specific evidence/examples* in the space provided.

COMMUNICATION/LANGUAGE

- Exhibits advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language. This may be a blend of standard English and ethnic dialect, or other language.
- Creative in finding ways to communicate and express ideas (e.g., drawing, pantomime, body language, use of concrete objects, or other alternate nonverbal means in place of oral language).
- Reads a great deal independently; voracious early reader; seeks advanced reading material.
- Keen and sometimes unusual sense of humor; sees humor in situations when others might not.
- Humorous in speech, social interactions, art of storytelling; makes jokes, puns, plays on words that may be amusing or antagonistic; able to laugh at self.

Evidence 250 Characters



Student Name: _____

COGNITIVE LEARNING

- Quick mastery and recall; retains and uses new ideas and information; may resist drill and repetition.
- Keen and alert observer and/or listener (e.g., usually "sees more" or "gets more" out of a story or film than others and/or reads a lot in interest areas and/or accelerated "cognitive" development relative to sociocultural and age peers).
- Elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work.
- Asks thoughtful and/or unusual questions for age; asks probing questions that goes beyond what is being taught.
- Fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences, or related ideas.
- Likes to discover the how and why of things.
- Prefers learning that involves action and physical movement.
- Original thinker, able to see relationships among seemingly unrelated objectives, ideas, or facts.
- Transfers learning from one situation to another; applies what is learned to everyday situations; able to explain complicated concepts.
- Not easily distracted when solving problems.
- Improvises with commonplace materials; creates original and unusual products; invents things using limited resources.
- Enjoys challenging math puzzles and games.
- Organizes data and information to discover patterns and relationships.
- Adept at discerning spatial relationships.
- Able to analyze issues from different perspectives.

Evidence 250 Characters



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

Student Name

CREATIVITY/IMAGINATION

- Intellectual playfulness: imagines, elaborates, or modifies basic ideas to add interest or fun.
- Risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different.
- Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays.
- Preoccupied with own thoughts, asks unrelated questions, may appear disorganized.
- Bored quickly with routine tasks and memorization of facts and details; prefers talking about ideas and problems.
- Uses toys or gadgets in unusual productive ways.
- Improvises easily.

Evidence 250 Characters



Social/Emotional

- Self-critical and strives for perfection; may be critical of others or exhibits unwillingness to attempt for risk of being wrong.
- Easily distressed and has need for emotional support.
- Organizes and directs activities when involved in a group; may appear to dominate others.
- Explains information to other students; helps them finish assignments; may neglect own work while helping others.
- Displays maturity of judgment and decision-making beyond their own age level.
- May be radical, spirited, and/or aggressive in disagreement.
- Questions authority.
- Self-confident with peers as well as with adults.
- Unusual emotional depth and intensity; sensitive and empathetic to the feelings of others.
- Quiet and seeks time alone; may prefer individual or single friend activities.

Evidence 250 Characters



Student:

MOTIVATION

- Becomes absorbed in topics or tasks of interest promptly and consistently.
- Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine.
- Needs little external motivation to follow through on tasks of interest.
- Produces more than the minimum required.
- Has strong desire to learn, in or out of school.
- Persistent, long attention span and requires little direction when pursuing self-directed tasks.
- Sometimes appears unaware of deadlines.

Evidence 250 Characters

Interests

- Possesses and shares a large amount of information, some beyond the interest of peer group.
- Becomes easily excited or engaged about a variety of topics; however, may not follow through.
- Curious about many things; has many hobbies or one intense interest
- Pursues interests to satisfy own curiosity sometimes at the expense of classwork.

Evidence 250 Characters



Student Interview Questions

Directions: Please read the questions to students as written. If elaboration of the question is needed for primary grade students, please see the additional information provided.

Student Name:

1. Describe what you see are your talents and strengths.

- Do you know the meaning of talents and strengths? Talents and strengths are things that might be easy to do or things that you are so good at doing that you consider yourself an expert. These may be things that you enjoy doing. They can be things you learn about in school, after school, at home, or with friends.
- Tell me about your talents at school or at home.

2. How have your talents and strengths helped you to achieve?

- Achieve means to be successful and becoming the best you can be at something.
- Remember, strengths are things that you are good at doing; so, how have these things helped you to be successful?
- How have these things helped you to learn new things?

3. Describe your goals for the future?

- What do you think you would like to do when you grow up?
- What are some things that you would like to learn more about?
- What will you be an expert at doing when you are older?