

IS MY CHILD GIFTED?

Gifted children come in all shapes, sizes and from all cultures and income levels. They are not necessarily straight A students or even A/B students, especially if they have not been identified and their needs are going unmet. Some are noisy, some quiet. Some are bold, others shy. Some talk all the time, others very little. Some act like adults, others are immature. Some are teacher pleasers, others like to defy authority. Despite all these differences, gifted students do share some characteristics. Most **gifted children do not have all** these characteristics but they **should have many**. The following characteristics are commonalities shared by gifted students from all cultures and income levels:

- The ability to meaningfully manipulate a symbol system that they value.
- The ability to think logically, given appropriate information.
- The ability to use stored knowledge to solve problems.
- The ability to reason by analogy.
- The ability to extend or extrapolate knowledge to new situations or unique applications.
- The ability to see humor where their peers do not.
- The ability to react with intense sensitivity to issues, feelings and perceived slights, and pressures directed at themselves and others.
- The ability to connect ideas, drawing generalizations, and conclusions that age-peers overlook.
- A tendency toward high expectations for themselves and others that can lead to straight A's, superior performances and enthusiastic participation, or to an unhealthy perfectionism and disillusionment.
- A tendency to be both creative and curious.

IDENTIFICATION/ELIGIBILITY

Classroom teachers refer students each spring. Students may also refer themselves or may be referred by parents, peers, and community members. Although referrals are permitted throughout the year, most occur in the spring after an entire school year of comprehensive observation and the collection of many examples of classroom performance. A school-based Identification Placement Committee selects students. The committee focuses on a pattern of data that includes ability testing, teacher and parent observation data, grades, performance assessment, and honors and awards received. Forms and additional information are available in the guidance office at each school.

SUMMARY OF PHILOSOPHY

Gifted children are those who differ from the average to such an extent that school programs must be modified in order for them to reach their potential. Gifted students, who can be found in every segment of society, are exceptional in terms of their superior capacity for rapid learning and retention, for dealing with highly complex and abstract ideas, for assuming a great deal of responsibility for their own learning, and for outstanding achievement. They are sensitive to the expectations and feelings of others and to their own high expectations, often possessing exceptional emotional depth and a keen sense of humor, as well as a heightened dimension for analogous thinking and for sensing and solving problems. They are usually unique in terms of creativity and leadership potential.

The Prince George County School Board is committed to the development and refinement of gifted programs which are differentiated, challenging, and individualized in order to enhance each student's potential for excellence. Special efforts will be made for early and continuous identification among all segments of the school population, and differentiated programs will be provided on a continuum for kindergarten through grade 12.

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

Ancient Chinese Proverb

GIFTED PROGRAMS OFFICE

The staff of the Gifted Programs is here to serve the students, teachers, parents, and community of Prince George County. Please feel free to call, e-mail, or make an appointment to discuss any questions, concerns, and suggestions so that together we can provide excellent education for all children. Additional copies of the brochure may be obtained by contacting Willie Elliott (see back).

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Elementary
Tonya Humphrey
Middle
Shelley Elliott (8th) & Anne Nere (9th)
Jr. High
Beth Andersen
High School

To contact the director:
☎ 804-733-2700
☎ 804-861-1288
✉ welliott@pgs.k12.va.us

DISCLOSURE

The School Board does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping condition, or sex in its educational programs or employment.

(R-8/21/17)

Academic Gifted Programs

PACE

Program of Advanced & Creative Experiences

SAGE

Specific Academic Gifted Experiences

SOAR

Studies of Advanced Reasoning

“Wisdom Begins in wonder.”
Socrates



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**Prince George County Public
Schools**

**P. O. Box 400 / 6410 Courts Drive
Prince George, VA 23875
Phone: 804-733-2700
Fax: 804-861-1288**

PROGRAM OPTIONS

Prince George County offers differentiated education for identified gifted students in grades K-12.

K-SOAR & SOAR (K-12)

Studies of Advanced Reasoning

Students may be referred for the K-SOAR program throughout the school year by parents or community members. First semester, all kindergarten students experience Demonstration Shared Lessons (DSL) taught by the gifted resource teacher. At the end of the first semester the classroom teacher refers students for the K-SOAR program. Second semester the classroom teacher prepares lessons that are differentiated to meet the advanced needs of the identified students. There is no pullout component. In the spring, all K-SOAR students are automatically rescreened for all the gifted programs that exist 1-12. They may continue in SOAR, be identified for PACE or SAGE, or they may be found no longer in need of gifted services.

Students who are identified for SOAR in grades 1 through 12 are grouped with teachers trained in gifted education for differentiated instruction. They are invited to two or more guidance sessions. Usually this designation is for a period of one or two years. At the end of the time the child is rescreened.

SAGE (7-12)

Specific Academic Gifted Experiences

The SAGE program is designed for students with giftedness in one or more of the specific academic areas. Once identified, they are recommended for the advanced, accelerated, honors, dual credit, AP, and/or accelerated classes that are available in their area of giftedness. SAGE students are encouraged to enroll in a gifted exploratory in grade 7, to pursue independent studies (grades 9-12) and seminar experiences (grades 8-12). Small group counseling sessions are also available.

PACE (1-12)

Program of Advanced & Creative Experiences

PACE is designed for students who are gifted in the area of general intellectual aptitude. PACE students receive differentiated instruction from trained classroom teachers in all core subject areas. They are clustered for instruction in grades 1-5 and are recommended for high, accelerated, honors, dual credit, and/or advanced classes in grades 6-12. A resource teacher provides identified students with pull-out sessions in grades 1-5, nine week exploratory sessions in grades 6-7, and interest seminars and/or independent studies in grades 8-12. Counselors work with predictable challenges and career/college planning in small groups.



Governor's School Opportunities (6-12)

Full-time and/or summer Governor's School options are available for a limited number of students. All qualified students are encouraged to apply for these and other opportunities.

Maggie L. Walker Governor's School for Government and International Studies (MLWSSGIS), located in Richmond, is an academic year high school that serves students in grades 9-12. All students who have a strong interest in government, international studies, science, mathematics, foreign language, and literature are encouraged to apply. The selection process is highly competitive. Students apply in the late fall of their eighth grade year.

Appomattox Regional Governor's School for Arts and Technology (ARGS), located in Petersburg, is an academic year high school that serves students in grades 9-12. Students apply in the areas of dance, literary arts, music, musical theatre, technology, theatre arts, and visual arts. All students who have a strong interest in the fine arts and/or the use of technology are encouraged to apply for the limited slots. The selection process is highly competitive. Students apply in the late fall of their eighth grade year.

Regional Governor's School for Middle School Youth is a 2-week summer experience for selected students in grades 6-8 that is located at the Math-Science Center in Henrico. Identified gifted students who demonstrate a strong interest and advanced achievement in math and science are encouraged to apply for the limited slots. The selection process is competitive and takes place early second semester.

Summer Residential Governor's School is a month-long experience for students in grades 10 & 11. Outstanding experiences are available in humanities, mathematics, science, technology, agriculture, and the visual and performing arts. All students who excel in these areas are encouraged to apply. Students apply in the late fall. This is a competitive process.

Summer Foreign Language Academies are month-long summer experiences for students in grades 10-12. All foreign language students who excel in the area of foreign language are encouraged to apply. This also is a regional and competitive process.

INSTRUCTIONAL GOALS

An identified gifted student will:

- *Develop and pursue special interests in greater depth and breadth than is provided for in the regular curriculum.
- *Develop advanced creative and critical thinking skills that they can apply to their research and in other productive ways.
- *Develop self-awareness and a sense of responsibility to self, and to local, regional and global communities.
- *Progress at his/her own rate of learning.

ADVISORY COMMITTEE

The gifted advisory committee (GAC) is composed of parents, teachers, administrators, counselors, psychologists, business leaders, and other members of the community. It is responsible for advising the director, the school board, and the superintendent concerning the educational needs of all gifted students. It conducts an annual review of the local plan for gifted education. Each school has a parent and teacher representative. Meetings take place at least three times annually. Dates and times are posted on the internet and in the newspapers. Please join us!

ROLES OF THE CLASSROOM TEACHER

Principals select the teachers who work with the identified gifted students. These teachers have training in gifted education and have demonstrated the ability to create and carryout flexible, differentiated, and enriched curricular experiences which are suited to a gifted student's needs.

The teacher:

- *Plans, documents and provides differentiated instruction to identified gifted students within the classroom setting.
- *Assists with the screening and identification of gifted students.
- *Requests assistance in terms of planning and obtaining needed materials for effective differentiation.
- *Attends staff development.



ROLES OF THE RESOURCE TEACHER

The superintendent or a designee selects resource teachers. They have a license in gifted education, have demonstrated success in the classroom with gifted students, and have demonstrated the ability to create and carryout flexible, differentiated, and enriched curricular experiences which are suited to a gifted student's needs.

The resource teacher:

- *Provides direct instructional services to identified PACE students in grades 1-7.
- *Assists classroom teachers with planning and acquisition of materials for all gifted learners in grades K-12.
- *Assists principals with identification procedures, scheduling options, planning and implementing special opportunities for gifted students, and planning and implementing programs within the individual schools.
- *Serves as consultant to the Advisory Council and assists with data collection.
- *Helps coordinate parent and community involvement.

I am a gifted student.

