

Gifted Education Services: Students identified for gifted education services vary in the intensity and profile of their strengths. They are served through the regular classroom using flexible grouping strategies and differentiated instruction.

Elementary Services: Appropriate differentiation in the areas of strength (i.e., language arts, mathematics, or all core content areas).

- Opportunities for advanced or accelerated studies, as appropriate.
- Semester reports provide documentation of services.

Middle School Services: Appropriate differentiation in the areas of strength (i.e., language arts, mathematics, or all core content areas).

- Opportunities for advanced and accelerated studies, as appropriate, especially in mathematics and language arts.
- Semester reports provide documentation of services.

High School Services: Students at the high school level are served through various options.

- Opportunities for advanced and accelerated studies, as appropriate, especially in mathematics and language arts, including Honors, Dual-Enrollment, and Advanced Placement.
- Two Academic Year Governor's School Programs: Governor's School for Science Technology at New Horizons and Chesapeake Bay Governor's School.
- Student progress is reported through the student's report card.
- Opportunities to work with teachers, administrators, and guidance counselors for career/college planning.

Office of Instructional Services

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No student can be prevented from the participation in any program solely because of his/her race, color, national origin, sex, age, religion, or disability.

A procedure for resolving complaints alleging discrimination on the basis of race, color, national origin, sex, age, religion, or disability may be found in the manual for Policies and Regulations of the Gloucester County Public Schools.

The Section 504 and Title IX Coordinator for the Gloucester County Public Schools is:

Mr. Bryan Hartley, Director

Section 504 and Title IX

Gloucester County Public Schools

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**GLOUCESTER COUNTY
PUBLIC SCHOOLS**

**OFFICE OF
INSTRUCTIONAL
SERVICES**

**OVERVIEW OF
GIFTED
EDUCATION
SERVICES**

The Thomas Calhoun Walker
Education Center
6099 TC Walker Road
Gloucester, Virginia 23061

GCPS Gifted Education Statement of Philosophy

Students need curricula and instructional strategies designed to enhance the quality of their own lives and to help them make significant contributions to society.

Gloucester County Public Schools will provide appropriately differentiated educational services in accordance with the abilities and aptitudes of identified students from kindergarten to graduation. Identified students will be provided with opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently while learning with others of like abilities and interests, as well as developing social and academic relationships with students of all abilities and interests.

— Local Plan for the Education of
Gifted Students, 2010-2015

Gloucester County Public Schools Mission Statement

As a strong community of learners, Gloucester County Public Schools is dedicated to creating and sustaining an environment that emphasizes education, embraces diversity, and empowers its stakeholders (students, families, staff and community) to accomplish individual, as well as collective goals.

Gifted Education Services

Gifted Education Services are provided to eligible students in public elementary and secondary schools, K-12. Using a philosophy of talent development, students are served with a focus on student strengths and aptitudes. Services are provided within the context of their daily classes and as part of the integrated school day.

In accordance with state regulations, students are identified for gifted education services in two areas:

General Intellectual Aptitude (GIA): Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem-solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

Specific Academic Aptitude (SAA): Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem-solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science.

Referral/Eligibility Process

STEP 1: A student, peer, parent/guardian or educator may refer a student to be screened for services in one or multiple aptitude areas.

STEP 2: The student's Parent/Guardian gives permission for student evaluation. Multiple sources of information are collected, including parent rating scale, standardized assessments, and a portfolio of student work related to aptitude.

STEP 3: An eligibility/placement meeting is held after the Specialist receives all the required information. Meetings will include the Specialist, building principal/designee, student's teacher, a parent/guardian, and other selected professionals related to the designated aptitude area(s).

STEP 4: If a student is found eligible for gifted education services, parent/guardian is asked to complete the "Permission to Receive Services" form. If a student is not determined to be eligible for gifted education services, his or her parent/guardian is notified of the appeals procedure and their right to appeal the decision.

The school-based Eligibility/Placement committee makes recommendations for appropriate differentiated services based on the information provided during the meeting. Parents will receive written information about student progress relative to differentiated services through Gifted Education Services Semester Reports.