



## 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. 10, 2023 at 5 p.m. for grades 2-7 and Feb. 10, 2023 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 and Student Interview 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, Jan. 27, 2023**

**Testing Dates for Grade 1: Friday, April 28, 2023**

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/](http://www.vbschools.com/academic_programs/gifted/).



## **OLD DONATION SCHOOL SELECTION PROCESS**

*To be considered for placement at Old Donation School,  
students must first be identified for gifted services in Virginia Beach City Public Schools.*

*Identified* gifted students who indicate interest in attending ODS on the online application are referred to the selection committee for review. A team of approximately 25 people representing a variety of experiences, backgrounds, and ethnicities serve on the Student Selection Committee. The team will review eligible applicants to determine placement at Old Donation School. The following components will be used in the decision-making process:

- Cover sheet with parent permission
- Teacher Information (only one form will be accepted)
- Standardized Test Scores (should be submitted with teacher form)
- Student Achievement (as indicated on the current report card - should be submitted with teacher form)
- 1<sup>st</sup> Grade Performanced Based Task (GRADE 1 ONLY)

Responses to interview questions (GRADES 5-7 ONLY and to be conducted by teacher)  
The team will use a numerical rating scale to complete a holistic evaluation of the applicants. No one component of the application can be the determining factor in selection. Teams of committee members will review each ODS application and assign one score. A rating scale of 4-1, with 4 being the highest recommendation, will be used. Listed below are the criteria for each numerical rating:

- 4 = consistently strong in all the application components
- 3 = strong in most of the application components
- 2 = shows strength in some application components, but not consistently excellent
- 1 = few consistent areas of strength

After the applications have been rated students will be selected and placed at Old Donation School. An applicant pool will be established and names will be randomly selected as seats become available. The applicant pool will be dissolved on the first day of school. Students who wish to be considered for placement for the 2024-2025 school year must reapply.

Please note that all ability testing considered in the gifted identification process must be facilitated by Virginia Beach City Public Schools personnel.



# 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. 10, 2023 at 5 p.m.**

**Grade 1 Applications for Old Donation School are due Feb. 10, 2023 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:

The Virginia Beach City Public Schools Gifted Programs offer a broad variety of specialized curricula for highly interested and motivated students. For students to be successful in these programs, the student must be a consistent, dedicated learner. Therefore, Virginia Beach City Public Schools requires that students and parents make the following commitment:

1. I understand the application and selection process as outlined in Virginia Beach City Public Schools.
2. I understand that the testing will be completed by the assessment team and/or VBCPS psychologist.
3. To attend Old Donation School, I must meet the residency requirements outlined in the School Board Policy 5-10.1 by the first Monday in August.
4. I must provide the required enrollment documents upon registering a child.
5. Only students who are identified gifted by Virginia Beach City Public Schools will be considered for selection to attend Old Donation School.

Parent Signature:



# 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 Communications and Community Engagement for Virginia Beach City Public Schools.

### 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, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, [Mary.Dees@vbschools.com](mailto:Mary.Dees@vbschools.com) (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, [Elizabeth.Bryant@vbschools.com](mailto:Elizabeth.Bryant@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, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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 Nicole Ingalls, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1075 (voice); fax 263-1260; 263-1240 (TDD) or email him/her at [Nicole.ingalls@vbschools.com](mailto:Nicole.ingalls@vbschools.com)

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your virtual link to Hampton Roads' largest school system



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### TEACHER INFORMATION FORM

Please complete and return directly 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. 10, 2023 at 5 p.m. Grade 1 Applications for Old Donation School are due Feb. 10, 2023 at 5 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 for each item checked.

#### I. 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.



Student:

**II. 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.
- 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. Asks many questions to determine why or how things happen, what will happen next, or how things work.
- 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. Able to analyze issues from different perspectives
- Enjoys challenging math puzzles and games.
- Discovers patterns and relationships, possibly by organizing data and information. May be adept discerning spatial relationships.





Student:

### **III. 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.

Improvises with commonplace materials; creates original and unusual products; invents things using limited resources. Uses toys or gadgets in unusual productive ways; improvises easily.

Enjoys the creative problem-solving process, able to generate multiple solutions despite possible limitations or constraints.



Student:

**IV. 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.

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. May have trouble connecting with same-age peers.

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.





Student:

**V. MOTIVATION**

- Becomes absorbed in topics or tasks of interest promptly and consistently.
- Takes advantage of opportunities to learn; enjoys challenges 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.
- Not easily distracted when solving problems.

**VI. 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.



## Student Interview Questions (For Current Grades 5-7 only)

(to be completed and submitted by the teacher)

**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. Script student responses in the boxes below each question.

**Student:**

### 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?