

- 1  **Parent Advocacy**
- 2  **Parents as Partners**
  - Supporting your Gifted Child**
    - Protocol: Communications (teachers, administrators, central office, state; who has what authority? Policy?)
    - Advocate (teacher, administrators, district, state, national)
    - Respect (child, teachers, siblings, spouse)
    - Teachers (focus on options available)
    - Needs (keep records of child's needs, test results, meeting notes together; seek delivery options that match child's apparent needs)
    - Enrich (after school opportunities, typically provided through clubs, etc.)
    - Respect (communication)
- 3  **Supporting your Gifted Child**
  - Listen to your child and respond to who she is
- 4  **Supporting your Child at home**
  - Consider your family values
  - Performance (grades) vs. Quest for knowledge
  - Model what you preach
  - Motivation: extrinsic vs. intrinsic
  - Appreciate those unending questions
  - Humor, especially if you have a "Calvin" at home
- 5  **Supporting your Gifted Child-Enrich Helps Social Needs**
  - Buy lots of magazines (*Muse, Odyssey*)
  - Used books/library
  - Saturday Enrichment
  - Summer Enrichment-UVA, Regional Summer Governor's school, CTY, Duke TIP, HollinSummer (VAG for \$)
  - Clubs (4-H), teams-DI, Chess, VA FIRST LEGO League (VADCFL), FFA
  - Tolerate a messy house!
- 6  **Supporting your Gifted Celebrate their specific needs**
- 7  **Supporting your Gifted Child**
  - Join Local Support group
  - Subscribe to magazines such as *Imagine, Parenting for High Potential*
  - Read lots of books about Giftedness
  - Sign up for Talent Search (CTY) as early as grade 2 (Parent nomination form, new criteria)
  - Organize information about your child
  - Research using the Internet (Listservs, sites such as Hoagies)
- 8  **Supporting your Publicly Educated Gifted Child-Parent Homework**
  - Study actual policy (school board)
  - Read Local plan, State Plan, Regulations (HB 1196 – allows student to sit for SOL < 140 hrs)
  - Attend meetings (advisory board)
  - Focus on what works, work from there
  - Observe or look at child's work, interactions
  - Identify child's needs, ask child for feedback on what works well, take SAT early
  - Strive for educational fit, cooperative groups with other gifted students, clubs to share passion

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- 9  **Virginia Public Gifted Education State Legislation**
  - The local advisory committee ... determine the extent to which the plan for the previous year was implemented. The comments and recommendations ... shall be submitted in writing directly to the school board and the superintendent.
  - § 22.1-253.13:4 allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit.
- 10  **Virginia Public Gifted Education Current Issues**
  - [REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS](#)  
8VAC20-40-10. et. seq.  
The regulations were adopted by the Board of Education in February 1993 and became active in June 1995.
- 11  **Major changes to Regulations Governing Gifted Education in Virginia**
  - Approval of the Local Plan
  - Local Advisory Committee
  - Specific Academic Aptitude
  - Parent rights
  - Reporting
  - Funding
- 12  **Virginia Public Gifted Education Current Issues**
  - March 26<sup>th</sup> Board of Education meeting
  - Once the Board of Education approves the final regulation, it goes to the Executive Branch for review.
  - The Governor can approve as received or raise concerns. (If concerns are raised, the Board of Education could open another 30-day comment period prior to publication in the register.)
  - Sign-up for VAG alerts
- 13  **Virginia Public Gifted Education Current Issues**
  - Once the final document is published in the register, the 30-day final adoption period begins.
  - At the end of the 30-day period, the final regulation becomes effective,
  - OR the regulation may be suspended,
  - OR, if substantial changes were made, 25 members of the public and/or the Governor may petition the agency for an additional public comment period.
- 14  **NAGC Current Proposals**
  - [Jacob Javits Gifted and Talented Students Education Act](#): (need to budget each year, we have asked for restoration to 2002 level of 11.25 Million)
  - require states to describe how they will use federal professional development funds to improve the skills of teachers in instructing gifted and talented (Title II)
  - schools are held accountable for improving the achievement of all, including "advanced" level (NCLB)
  - create a system of "Equity in Excellence Grants" to support high-need school districts in eliminating the achievement gap between high-achieving, disadvantaged students and their more advantaged peers.(Title I)

- 15  **Reauthorization of NCLB**
  - growth-model accountability
  - Need improved assessments for high achieving
  - Reporting needs to be beyond proficiency
- 16  **National Association for Gifted Children**
  - Huge development for Parent Outreach
  - See website:
    - <http://www.nagc.org>
  - click on parent section
  - mile marker CD
  - *Parenting for High Potential*
- 17  **For more Info**
  - <http://www.vagifted.org/>
  - Contact Pam Flaherty [pgflaherty@comcast.net](mailto:pgflaherty@comcast.net)
  - <http://www.hoagiesgifted.org/parents.htm>