

REPORT OF THE DEPARTMENT OF EDUCATION

ON

THE FEASIBILITY OF ESTABLISHING A RESIDENTIAL

SCHOOL FOR THE ARTS, HUMANITIES AND SCIENCES

TO

THE GOVERNOR

AND

THE GENERAL ASSEMBLY OF VIRGINIA



HOUSE DOCUMENT NO. 22

COMMONWEALTH OF VIRGINIA
RICHMOND
1983



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 6Q
RICHMOND 23216

January 13, 1983

TO: The Honorable Charles S. Robb and Members of the General Assembly

FROM: S. John Davis
Superintendent of Public Instruction

RE: House Joint Resolution 46 - Related to the Residential School for
Gifted and Talented Students

House Joint Resolution 46 requested the Department of Education to study the feasibility of establishing one or more residential, state operated schools for the arts, humanities, and sciences.

In conducting this study, the Department named a subcommittee from the State Advisory Committee and a representative from the State Chamber of Commerce to begin work on this assignment. The committee held public hearings and received written testimony concerning the establishment and operation of the residential school. Consultants assisting the Department and the committee with the study were Dr. Charles R. Eilber, Director of The North Carolina School of Science and Mathematics and Dr. Gayle H. Gear, who evaluated the Alabama School of Fine Arts.

Based on the recommendation of the study committee, the Department is requesting an appropriation of \$33,000 from the 1983 session of the General Assembly to complete the task as outlined under Step 1 (page 5) of the attached report. The funds would be used to hire part-time staff to work with the Department so that specific recommendations can be made regarding the site, program design, staff and student selection process, funding alternatives, and operation of the school.

This report has been reviewed and endorsed by the Board of Education.

SJD/pl

Attachment

September 17, 1982

Committee Report on Feasibility Study for a Residential
Program for the Education of Gifted and Talented Students

Through House Joint Resolution No. 46, offered January 27, 1982, the House of Delegates, The Senate concurring, requested that the Department of Education perform a feasibility study on establishing one or more residential, state-operated schools or programs for the arts, humanities and science for gifted and talented public school children in the Commonwealth.

A sub-committee, composed of members from the State Advisory Committee for Gifted Education, heard two days of favorable testimony from individuals, cities, colleges and universities endorsing the establishment of a residential school for gifted students in Virginia.

Dr. Charles Eilber, director of the North Carolina School of Science and Mathematics, presented a comprehensive report on that school, explaining the organization, construction and first year operation.

Dr. Gayle H. Gear gave an evaluative report on the Alabama School of Fine Arts, which is a combination state supported and participant supported institution in Birmingham.

Presentations were made by the following:

Emory and Henry College Samir N. Saliba	Longwood College Michael Haltzel	Petersburg City Schools Germaine Fauntleroy
Randolph Macon College Mary Edwards Gregory Daugherty	Roanoke City Schools Norman Michaels	Virginia Military Institute D. Rae Carpenter
The Mathematics and Science Center R. Wesley Batten		

The following submitted recommendations in writing:

Virginia State Advisory Committee Members

Marlene W. Blum	Mary Ruth Hawkins
K. Edwin Brown	Virgil S. Ward
Nancy J. Eiss	Sylvia B. White

The College of William and Mary
Thomas A. Graves, Jr.

Ferrum College
Bill J. Elkins

Richard Bland College of the College of William and Mary
Clarence Maze, Jr.

Shenandoah College and Conservatory of Music
Charlotte A. Collins
James A. Davis

Stuart Hall
College Preparatory School for Girls
Patrick F. Bassett

Virginia Commonwealth University
Murray N. DePillars

Virginia Polytechnic Institute and State University
William E. Lavery

Unanimous endorsement came with only one reservation, i.e., that the residential school would be totally funded without drawing any resources from state funds for local gifted programs. The committee report does not carry a premature price tag to the cost of beginning such a program. The cost will vary according to the mission of the school, population to be served, new construction versus site modification, size of staff and curriculum (program).

The following recommendations constitute steps one of a two-step plan for the feasibility study. Step two should be completed in time for inclusion in the 1984-86 biennium and will include all the necessary budgeting and program requirements for the first year's operation of the residential school.

Recommendations

It is recommended that a specialized year-round residential school for gifted students in Virginia should incorporate these key features and their underlying objectives:

Purpose

- * To meet the needs of the Commonwealth's highly gifted and talented students by providing an extended opportunity for an appropriate indepth educational program.

Program Objectives

- * Provide intensive and indepth instruction in the academic/artistic disciplines in accordance with individual needs.
- * Provide encouragement and support in the student's exploration and growth within the various disciplines.
- * Provide opportunities for students to demonstrate and practice skills (e.g., performances, research activities).

Program Objectives (Cont.)

- * Encourage interdisciplinary investigation among students and faculty.
- * Expand students' interests and develop aptitudes in selected areas.
- * Enable students to interact with others who share similar aspirations and ambitions.
- * Provide role models - scientists, artists, composers, industrialists, authors, economists and scholars--in the varied academic and artistic disciplines.

Identification

- * Define the target population in grade ten (10) who require extensive/intensive instruction to assure intellectual and artistic challenge. Exceptions will be reviewed on an individual basis.
- * Specify identification criteria which will correlate with the ultimate criterion - enthusiasm, confidence, expertise and high aspiration - in the chosen vocation.
- * Maintain a comprehensive formal and informal identification process which is integrated into the local education agency's identification plans.

Instruction

- * Provide opportunities for students to interact with outstanding role models and receive expert instruction through carefully planned mentorships.
- * Provide an array of services to supplement formal curricula, (e.g., workstudy, mentorships, advanced placement).
- * Utilize existing community resources for instructional purposes (e.g., universities, industries, agencies, institutions, governmental agencies).

Staff

- * Employ experienced teachers who are compatible with gifted children, considering the teacher's personal attributes, professional competence and desire to work with gifted youth.
- * Secure outstanding, practicing artists and professionals in academic disciplines on a full time, part time and adjunct staff basis.
- * Establish and maintain a pupil teacher ratio that would permit students to receive individual attention and encouragement.

Resources

- * Establish visiting instructors' programs to facilitate professional development among secondary teachers and encourage greater cooperation among local schools.
- * Locate the specialized school in an area which has the resources to vitalize and sustain instructional programs. [e.g., arts: museums, symphonies, universities, ballet companies; sciences, business and industry (including high technology), universities, laboratories, research facilities].
- * Secure private funds to support a public information program for the schools and their mission in the enhancement of arts, sciences and humanities.
- * Build collaborative structures with colleges and universities to allow students opportunities to study with college faculty. (formal/informal study).

Collaboration with Related Agencies

- * Work in conjunction with local education agencies rather than in opposition to their efforts to provide for gifted youth.
- * Utilize existing resources within the state (business, industry, historical, community agencies, universities).
- * Serve as an innovative center for teaching practices and research in the artistic and academic disciplines (outreach programs for local schools, inservice programs for teachers, technical assistance to any program with similar purposes).

Career Guidance

- * Assist students to develop knowledge and understanding of their values, interests, attitudes, aptitudes, and abilities, particularly as these relate to the world of work and society.
- * Help students acquire knowledge about career options and provide them with the resources for career exploration.
- * Provide students with an appraisal of their talent to provide realistic career guidance from the perspective of practicing professionals.
- * Provide opportunities which enable students to work with practicing professionals in the arts and/or academic disciplines.
- * Provide opportunities which encourage students to investigate numerous careers related to their area of study.

Implementation of Step 1 of Feasibility Plan

Endorsement of a residential school for gifted students carries the following committee recommendations:

1. Appointment of a special board to assist in giving direction for establishing a residential school for gifted.
2. Establishment of the residential school through private sector funds and matching public funds.
3. Placement of the school under the umbrella of the State Department of Education.
4. Provision of funds at this time for intensive planning. A total of \$33,000 is needed to hire a planning director and secretary, to cover consultant fees, to provide professional estimate of existing sites, to cover visitations to existing schools such as:

North Carolina School of Science and Mathematics
New Trier High School, Evanston, Ill.
Walnut Hills High School, Cincinnati, OH
Residential Schools in Virginia
Outstanding Private Schools

5. Consideration of sites in the following areas for locating the residential schools for the gifted:

Charlottesville Area
Northern Virginia Area
Richmond Metropolitan Area
Tidewater Area

6. Exploration of existing sites to determine the feasibility of modifying their facilities to meet program needs including condition of dormitories, updating various laboratories and studios and installing technological equipment.
7. To make available an opportunity for each school division to nominate participants to the school.

Report submitted by

Mary L. Passage, Chairman, State Advisory Committee for Gifted Education
Catherine Belter, Chairperson, State PTA Education Committee
Donald E. Goddard, Virginia State Chamber of Commerce
James E. Manning, Virginia Association of Secondary Principals
Howard O. Sullins, Virginia Association of School Administrators
David R. Teets, Virginia Education Association

