

INFORMATION FOR COUNSELORS

1. [DoDEA Regulation 2590.1](#) (Programs for Gifted Students) establishes a plan to ensure that each school provides eligible students appropriate educational opportunities matched to their strengths.
2. [DoDEA Program Guide 2590.2, Gifted Education, Section I: Identification and Section II: Services](#) is available for procedural guidance.
3. Counselors may be asked to serve on the school's Gifted Review Committee. Using data from multiple sources, committee members determine whether referred students will be eligible for services, ineligible for services, or monitored until a decision can be made.
4. Students currently eligible in a DoDEA school are automatically eligible when transferring to another DoDEA school.
5. Identified students may be out of sync with their age peers. Emotional maturity may not match intellectual ability. Students may need help with social skills, issues of sensitivity, and the establishment of realistic expectations.
6. Many parents of gifted students need support in setting reasonable expectations for their children.
7. Gifted secondary students require academic advising, help with scheduling, and career planning that recognizes their special issues and concerns.
8. A partnership between teachers of the gifted, school counselors, and parents should be established to identify specific needs at each school.

“Eligible students are defined as those who exhibit extremely high performance and/or capability (3 to 5 percent of population). Students may exhibit giftedness in one or more areas. Eligible students will be provided differentiation in academic areas as well as social and emotional support.”

Counselor's Guide to the DoDEA Gifted Education Program for K-12 Students



SCHOOLS SHOULD SELECT TWO OR MORE FOR ELIGIBLE STUDENTS

Regular classroom/course with differentiation of instruction (K-12)

Regular classroom/course with cluster grouping and differentiation (K-12)

Within regular classroom/course with grade acceleration of specific content (K-12)

Resource sessions outside the classroom (ES only)

Interdisciplinary courses (MS & HS only)

Advanced Placement/honors courses (HS only)

Grade acceleration for specific content (K-12)

Grade acceleration (K-12) The student is referred to the Grade Level Placement Committee

Additional opportunities (K-12) Curricular and extra curricular activities open to all students

Individualized services (K-12) Specifically designed to meet individual needs, i.e., mentorship, counseling, guided independent study, SPED/ESL support, etc.

GIFTED REVIEW COMMITTEE MEMBER RESPONSIBILITIES

- *Participate in all scheduled meetings.*
- *Review all available data on each student referred to the committee.*
- *With other committee members, determine eligibility, ineligibility, or monitored status for each student considered by the committee.*
- *Maintain confidentiality regarding information on students and on committee proceedings.*

Referral may occur through any one of three methods:

1. Screening of available records and test data
2. Nomination by staff, the student, or parents/guardians
3. Transfer records indicating eligibility for gifted services in a non-DoDEA school

The GRC considers referrals on a quarterly basis, at a minimum. Students transferring from a public or private non-DoDEA school who provide evidence of participation in a gifted program should be referred as soon as possible. Students who have been found eligible at a DoDEA school shall be **automatically eligible** for services in all DoDEA schools. Services are selected by each school to match individual strengths and needs.

<http://www.dodea.edu/curriculum/giftedEduc.cfm>
Items in italics are quoted directly from the DoDEA G.E. Program Guide. Contact the Area ISS - Gifted Education if you have questions, need additional information, or would like to request resources.