

# Local Plan for the Education of the Gifted

2017 - 2022



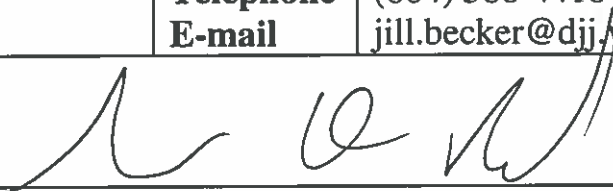
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**Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division’s implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division’s gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division’s plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education’s Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, “Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations.” To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to ‘choose an item’ from a drop down box, simply right click on the highlighted ‘choose an item’ wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division’s Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor’s Schools and Gifted Education at 804-225-2884.

**General Information regarding the Gifted Program in the Department of Juvenile Justice**

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
Specific Academic Aptitude (SAA) – Language Arts and/or Math	6-12

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness  
for the School Division (8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

The Department of Juvenile Justice is committed to the identification of gifted students among all ethnic, racial, and socioeconomic groups, to include those who are learning disabled, physically disadvantaged and previously unidentified as being gifted. Identified gifted students are provided qualitatively differentiated instruction that will prepare them to participate in society at a level commensurate with their abilities. Individualized instructional opportunities are designed to challenge their exceptional abilities and also take into account the social and emotional needs of each student.

To ensure success, the Department of Juvenile Justice further recognizes that critical components include support and training for teachers as well as student and parental involvement in the development of each plan.

*“Not every child has an equal opportunity or an equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.”*

John F. Kennedy

**B. Division Operational Definition of Giftedness**

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

The Department of Juvenile Justice (DJJ) will determine that a student is eligible for gifted educational services under the categories of specific academic aptitude in the areas Language Arts and/or Math if the student meets the criteria identified below:

- Student records reveal that the student has been previously identified by another school division and participated in that school division's gifted programming prior to their enrollment in the Department of Juvenile Justice (DJJ). DJJ recognizes that in some cases, identified students most recent placement prior to commitment may not have included a gifted programming as an option.
- Evidence of superior intellectual aptitude in verbal or nonverbal domains or a significant strength as measured by performance on individually administered or group administered standardized test(s) of ability or aptitude in either Language Arts and/or Math.
- Evidence of superior academic performance based on an achievement assessment, student portfolio, and student work samples.

**Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**A. Identification:**

- Utilize multiple criteria which may include individual or group aptitude assessments, individual or group achievement assessments, checklists and questionnaires, demonstrated achievement through student portfolio products, a record of previous achievements, and observation of in-class behaviors indicative of giftedness.

**B. Delivery of Services:**

- Provide a continuum of service options which may include honors and/or advanced placement, guidance services, in-class differentiation, and independent study.

**C. Curriculum and Instruction:**

- Provide teachers with curriculum, technology, and resources to extend, enrich, and accelerate the basic academic content.
- Adapt learning experiences to meet the student's interests, affective, and cognitive needs.
- Provide students with learning experiences based on 21<sup>st</sup> century skills to include, critical thinking, problem solving, innovation, effective communication, self-directed learning, information and media literacy, global awareness, critical engagement, and financial and economic literacy.
- Incorporate opportunities for independent study at all levels.

**D. Professional Development:**

- Provide on-going professional development on identification, appropriate instructional strategies, and differentiation of instruction for gifted learners.
- Provide training relative to the identification of underserved populations and "twice exceptional" gifted learners.

**E. Equitable Representation of Students:**

- Provide assessment tools that are culturally unbiased to ensure that equitable representation of students who come from underserved populations, to include culturally diverse backgrounds, economically disadvantaged, and students identified with a disability or limited English proficiency. (DJJ accepts previously identified determinations from other school divisions.)
- Conduct research to identify alternative assessment tools that are most useful in assessing students on a secondary level.

**F. Parent and Community Involvement:**

- Employ multiple forms of communication to distribute information in regards to identification, programs, and services available to gifted students in the Department of Juvenile Justice.

**Part III: Screening, Referral, Identification, and Service Procedures**

**A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

The identification of gifted students is an on-going process that is applied uniformly without regard to sex, race, color, religion, handicapping condition, or national origin.

A pool of candidates is created by the use of multiple criteria and a variety of processes to include:

- Acceptance of current identifications from other school districts.
- Referral by a professional staff, parent, student, peer, or community member
- Surveys whereby professional staff review students' work in the form of portfolios that document continued progress, activities, projects and grades in order to identify individuals who may possess the indicators of giftedness.

**B. Referral Procedures (8VAC20-40-60A.3)**

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral forms are available in the schools administrative office, guidance department, and with the local gifted coordinators. Professional staff at the school, parents, students, peers, or community members, may initiate referrals. Parents are made aware of the gifted referral process through information posted on the Department of Juvenile Justice website. Referrals are to be submitted to the Gifted Coordinator in each school. Professional staff referrals must include observation documentation. Referrals are ongoing. The process from referral to eligibility is completed within 60 school days of referral. Parent permission is obtained for any additional testing required as part of the identification/eligibility process. Parents are notified regarding the results of the eligibility meeting within 7 school days of the meeting.

**C. Identification Procedures (8VAC20-40-60A.3)**

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

The identification of gifted students in the Department of Juvenile Justice is an ongoing process. A pool of candidates is created by the use of multiple criteria and a variety of processes to include:

**1. Multiple Criteria Listing (8 VAC 20-40-40D.3)**

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as single criteria.

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify: Student observation

**D. Placement Procedures (8VAC20-40-60A.3)**

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

**1. Gifted Identification and Placement Committee (8VAC 20-40-40D)**

a. This section includes the **number** of persons comprising the Gifted Identification and Placement Committee by category:

- 1 Classroom Teacher(s)
- Gifted Education Resource Teacher(s) School
- 1 School Counselor(s)
- 1 School Psychologist(s)
- Assessment Specialist(s)
- 1 School Leadership
- 1 Gifted Education Coordinator
- Other(s) Specify: may include Department of Juvenile Justice staff, educational evaluators, and other professionals who know the student and their abilities.

A minimum of four of the above members serve on the Gifted Identification and Placement Committee in each school. Additional staff members shall attend when appropriate.

b. Type of Gifted Identification and Placement Committee:  
This section indicates the Identification and Placement occurs at the

  X   School Level                                 Division Level.



2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<b>Behavior checklists and Rating Scales</b>	Current Classroom Teacher	General Education Teacher	Local Gifted Coordinator
<b>Wechsler Scales</b>	School Psychologists or Behavior Support Unit Psychologist (BSU)	School Psychologists or Behavior Support Unit Psychologist (BSU)	Local Gifted Coordinator
<b>Naglieri Nonverbal Ability Test</b>	School Psychologist or Local Gifted Coordinator	School Psychologist or Local Gifted Coordinator	Local Gifted Coordinator
<b>Woodcock Johnson Test of Cognitive Abilities IV</b>			
<b>Woodcock Johnson Test of Achievement IV</b>	School Psychologist or local Gifted Coordinator	School Psychologist or local Gifted Coordinator	Local Gifted Coordinator
<b>Woodcock Johnson III or IV Bateria, Woodcock Munõz</b>			
<b>Review of Student Records</b>	Local Gifted Coordinator	Local Gifted Coordinator	Local Gifted Coordinator
<b>Observations/checklists</b>	Teachers or Administrators	Teachers or Professional staff	Local Gifted Coordinator
<b>Student Interviews</b>	Local Gifted Coordinator	Local Gifted Coordinator	Local Gifted Coordinator
<b>ACT or SAT Scores</b>	ACT and SAT testing sites	ACT and SAT testing	Local Gifted Coordinator
<b>SOL Scores</b>	Local Education Agency (LEA)/ Local School Testing Coordinator	VDOE/Pearson	Local Gifted Coordinator
<b>MAP</b>	Teachers or Administrators	Local School Testing Coordinator or designee	Local Gifted Coordinator

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Each DJJ School will establish a Gifted Identification and Placement Committee to receive referrals, review findings, and determine eligibility of students to receive educational services to match their abilities.

When a referral is generated, the local gifted coordinator will review all relevant information from the student's record (i.e. test scores, assessment information, previous gifted plans) and begin to collect additional supporting documents for the committee to review (i.e. rating scales, teacher observations, student work samples). The *Identification and Placement Committee Scoring Criteria Matrix Form* along with other supporting documents will be completed and used to determine criteria for determining eligibility and placement.

The Gifted Identification and Placement Committee will meet to review all information collected by the gifted coordinator and determine if additional assessments, observations, etc., are needed. Parental permission is obtained for any additional testing required as part of the identification process. Trained school personnel may administer any additional testing required, conduct observations, and complete the student interview. The Gifted Identification and Placement Committee examines all the documents and criteria and determines by consensus whether the student is eligible for Gifted Education Services. No single instrument, score, or criterion is used to exclude or include a student for eligibility. Additional Gifted Identification and Placement Committee meetings may be needed to fully give time to evaluate all information presented.

The process from referral to eligibility is to be completed within 60 school days of initial referral from parents, school staff, and other persons. The local Gifted Education Coordinator in each school is responsible for collecting all of the necessary data for review.

The person making the referral will be notified of the committee decision.

### 3. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified student in grades 6-12. (It is noted that students below grade 5 are generally not incarcerated in Department of Juvenile Justice facilities.)

When a student is determined eligible for services, the local school Gifted Identification and Placement Committee will determine appropriate program options. The Gifted Identification and Placement Committee will match the strengths of the student to the services that can be provided. The program options may include those listed in the chart below:

**Service Options in the Department of Juvenile Justice**

Levels/Grades	Specific Academic Aptitude (SAA)
Grades 6 - 8	<ul style="list-style-type: none"> <li>• Acceleration based on individual needs in a content area</li> <li>• Guidance services to address individual needs of the gifted student</li> <li>• In-class differentiation by a regular classroom teacher in a heterogeneous group</li> <li>• Independent study</li> <li>• Assigned mentor</li> <li>• Year round services</li> </ul>
Grades 9 -12	<ul style="list-style-type: none"> <li>• Acceleration based on individual needs in a content area</li> <li>• Guidance services to address individual needs of the gifted student to include college and career counseling</li> <li>• In-class differentiation by a regular classroom teacher in a heterogeneous group</li> <li>• Independent study</li> <li>• Assigned mentor</li> <li>• Year round services</li> </ul>

**Part IV: Notification Procedures (8VAC20-40-60A.4)**

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

**A. Notification Process**

The process from referral to eligibility is to be completed within 60 school days of initial referral from parents, school staff, and other persons. At the beginning of the process, parents receive notification that their child has been referred to the Gifted Identification and Placement Committee and Permission to Test for Gifted Services form is forwarded for their signature.

Once all testing has been completed and all required components for determination to include additional supporting documents have been collected, the parent receives an invitation to participate in the Gifted Identification and Placement Committee meeting.

If the parent/guardian is in attendance, they sign the Identification and Placement Summary form, and are provided a copy of the appeals process. If they are not in attendance, parents/guardians receive written notification of the committee decision regarding eligibility within 7 school days of the eligibility meeting.

**B. Appeal Process for Identification, Change in Placement, or Program Exit**

Parents/guardians receive written notification regarding the results of the Gifted Identification and Placement Committee, when the student reevaluation is initiated and when a change in placement is determined. When the decision concerning a student's identification or placement is appealed, the following procedures shall be followed:

1. A formal appeal shall be made to the Director of Special Education and Gifted Programs in writing.
2. The letter of appeal must be submitted to the Director of Special Education and Gifted Programs or his/her designee within 10 school days.
3. The Director of Special Education and Gifted Programs will call a meeting of the Appeals Committee.
4. An Appeals Committee consisting of at least three people, with a majority being individuals who did not serve on the original Gifted Identification and Placement Committee will meet. The committee shall be facilitated by the Director of Special Education and Gifted Programs/or designee and two or more of the following: school psychologist, classroom teacher, school counselor, or building level administrator.
5. The Appeals Committee will review the student's records, evaluation materials, and supporting documents. Parent/guardians may present in writing any additional information they would like the Appeals Committee to consider in its review.
6. Appeals shall be heard with 20 school days of the receipt of the written request. Parents will receive written notification within 7 school days of the Appeals Committee's decision.
7. The decision of the Appeals Committee will be final.

**Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

**Change in Instructional Services or Program Exit**

The placement of gifted students is subject to annual review. Each student's current record of performance, work samples, and test scores will be used in this review. The student, parent/guardian, counselor, teacher or administrator may initiate reevaluation procedures. During the re-evaluation period a new Identification and Placement Criteria Matrix Form is completed. The Gifted Identification and Placement Committee evaluates the assembled data and recommends one of the following:

- continuation in current placement
- change in current placement
- further assessment to determine need of services.

Students exit from the program only when it is determined that they no longer require the services. Once a student has been found ineligible for gifted services, they remain ineligible for such services, and will need to be reviewed by the Gifted Identification and Placement Committee for re-entry into the program.

The review process is used unless the student is withdrawing by parental request.

**Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)**

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

**A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

- Advanced curriculum through differentiation
- Acceleration for high school classes for credit
- Independent study
- Year round services

**B. Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

Identified gifted students receive differentiated instruction in the general education classrooms with their same age peers, with the exception of middle school students who are accelerated in order to take high school classes for credit.

**C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

Based on individual needs, some students are identified for content area acceleration. In the general education classroom, when individual student needs coincide, identified students are placed together in order to provide for instructional time with intellectual and academic peers.

**D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

In the Department of Juvenile Justice, each gifted student is assigned a mentor as part of their individualized plan. The mentor works with the student in conjunction with the classroom

teacher to serve as a resource for independent study and meets with the student on a regular basis to monitor progress in the program and to provide support in regards to the student's social and emotional needs.

**E. Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

The Department of Juvenile Justice utilizes the Virginia Standards of Learning and the system wide curriculum guides as a framework for providing rigorous content instruction, which is modified to capitalize on the distinct characteristics of our gifted population. The design for the program is based on Carol Ann Tomlinson's theories of differentiated instruction. The design for curriculum is differentiated when the instructor uses assessment data to modify content, process and product. As described by Tomlinson (e.g. 1999), "Content is what students learn and the materials are mechanisms through which that is accomplished. Process describes activities designed to ensure that students use key skills to make sense out of essential ideas and information. Products are vehicles through which students demonstrate learning."

- At all levels, teachers are encouraged to use thematic and/or interdisciplinary approaches to focus on themes, issues and real life problems.
- Learning experiences are adapted to extend, enrich and accelerate the basic academic content.
- Acceleration of subject and grade level is possible in individual cases.
- Selection of courses with rigorous academic content is offered at all levels.
- Independent study is encouraged at all levels. Students generally select one longterm project per semester in identified classes to work on under the supervision of their mentor and classroom teacher.
- Learning experiences are adapted to meet the student's interests, affective and cognitive needs.

**F. Procedures for Assessing Academic Growth in Gifted Students**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

Evaluation of the students is conducted through formative and summative evaluations to include:

- Classroom observations
- Teacher/mentor narratives
- Student projects
- Student portfolios
- Teacher assessment based on grades and standardized instruments
- Pre and post-curricular assessments
- Self-assessment

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

**Instructional Strategies to Support Differentiated Curriculum and Instruction in Grades 6-8 for GIA and SAA**

The curriculum is delivered in a differentiated general education classroom setting. Subject area curriculum guides as well as the Standards of Learning may be extended through depth and complexity to meet the needs of the gifted learners.

- Classroom teachers provide opportunities for students to utilize higher level thinking skills of analysis, synthesis and evaluation.
- Classroom teachers provide opportunities for students to develop skills in creative thinking, independent research and divergent thinking.
- Classroom teachers provide opportunities for students to do in-depth study of major issues, current events and problems of interest to individual students.
- Classroom teachers provide opportunities for students to develop projects that demonstrate their knowledge, skills and understanding through varied modes of expression.



**VIII: Policies and Procedures for Access to Programs and Advanced Courses**  
**(8VAC20-40-60A.12)**

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

The Department of Juvenile Justice provides gifted students access to courses offered through the available "DJJ Programs of Study" at each school. Students in middle school may be placed in accelerated courses based on a review of their transcript and the recommendation of the staffing team and the Gifted Placement Committee.

**Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom ; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and meta-cognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data, and
  - b. Current local, state, and national issues and concerns.

DJJ does not staff full time teachers of gifted based on the low incidence of identified gifted students in our population. All gifted students receive services in the general education classroom. The chart below identifies roles and responsibilities of individuals who support and provide services to gifted students.

<b>ADMINISTRATIVE SUPPORT</b>	<b>REQUIRED TRAINING</b>
<p>Director of Special Education and Gifted Instruction – Responsible for professional development, monitoring the implementation of the Gifted Plan, chairing the Appeals Committee, providing technical support, and submitting required reports to DOE.</p>	<p>Teachers must demonstrate the knowledge, skills, and abilities to provide appropriate differentiated instruction to gifted learners.</p>
<p>School Based Gifted Coordinator – Responsible for oversight of the gifted process within the school to include referral, identification, parental notification, development, monitoring, and ensuring the provision of services.</p>	<p>Teachers must participate annually in one or more of the following professional development activities related to gifted learners:</p>
<b>INSTRUCTIONAL SUPPORT</b>	<ul style="list-style-type: none"> <li>▪ Relevant agency wide professional development activities</li> <li>▪ Peer observations</li> <li>▪ Attendance at conferences and workshops</li> <li>▪ Independent research related to gifted education</li> <li>▪ Gifted endorsement classes</li> </ul>
<p>Middle and High School Teachers- Responsible for providing in-class differentiation and reporting student progress each nine weeks (number of teachers vary based on needs of population)</p>	
<p>Mentor – Responsible for meeting with the student and teacher on a regular basis to provide support and monitor the progress towards identified goals. Responsible for providing support in regards to the social and emotional needs of the gifted student.</p>	

**Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Director of Special Education and Gifted Programs will present an annual report to the Programmatic Director Team outlining the effectiveness of the implementation of the currently approved gifted plan to include progress towards identified goals, student outcomes and academic growth. The Programmatic Director Team will review the information provided and determine the extent to which the current gifted program was implemented and if revisions need to be made. While State Operated Programs function somewhat different than a traditional School Division, the program shall be in compliance with the Code of Virginia and Regulations Governing Education Services for Gifted Students.

**Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)**

Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.

The Department of Juvenile Justice functions as a State Operated Program. Students enrolled are remanded by the courts from the entire state of Virginia rather than a single locality. At any given time the ethnic and demographic composition may vary considerably. Due to the very small numbers of students in grades 6 – 12 identified as gifted, as well as the population movement based on student's lengths of stay, the Department of Juvenile Justice does not hire teachers of the gifted or include parents of the gifted on the Academic Advisory Board. In lieu of a separate local Advisory Board for Gifted, the Advisory Board is tailored to the instructional needs of the environment and will include representation from the residential service housing unit, teachers, and other representatives whose mission interfaces with the Department of Juvenile Justice.



## Glossary of Terms

(Adopted from “Regulations Governing Educational Services for Gifted Students – 8VAC20-40-10”)

**Appropriately differentiated curriculum and instruction** – means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

**Eligible student** – means a student who has been identified as gifted by the identification and placement committee for the school division’s gifted education plan.

**Gifted students** – means those students who demonstrate high levels of accomplishment or who show the potential for accomplishment when compared to others or the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

**Identification and Placement Committee** – means the building-level or division level committee that shall determine a student’s eligibility for the division’s gifted education program, based on the student’s assessed aptitude and learning needs. The Identification and Placement Committee shall determine which of the school division service options are appropriate for meeting the learning needs of the eligible student.

**Learning needs of the gifted student** – means gifted students’ needs for advanced and complex content that is paced and sequenced to respond to their personal intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; an imaginative expression across a broad range of disciplines.

**Placement** – means the determination of the appropriate educational options for each eligible student.

**Referral** – means the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten- twelfth grade student be assessed for gifted education program services.

**Screening** – means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process.

**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 principals; and creative and imaginative expression beyond their age level peers in selected academic areas to include English, history and social science, mathematics, or science.

**Service options** – means the instructional approaches, settings, and staffing selected for the delivery of appropriate service or services to eligible students based on their assessed needs in their areas of strength.

**Student outcomes** – means the advanced achievement and performance expectations established for each gifted student, through the review of the student’s assessed learning needs and the goals of the program of study that are reviewed and reported to parents or legal guardians.

Timeline for Referral, Identification/Eligibility and Appeals

<u>Action</u>	<u>Person Responsible</u>	<u>Time Frame</u>
Acceptance of identification from other school division Initial	Previous school, Detention Center, or Department of Juvenile Justice/Division of Education (DJJ/DOE)	Ongoing and/or updated based upon gifted plan guidelines
DJJ/DOE Student Academic Support school counselor. – screen applicants and notify receiving school of possible candidates	DJJ/DOE Student Academic Support school counselor.	Referral sent along with educational records on the day of transfer
School and community based referrals are submitted to the Gifted Coordinator at local school placement	Professional staff, parent, student, peer, community member	Ongoing and/or updated based upon gifted plan guidelines

<u>Action</u>	<u>Person Responsible</u>	<u>Time Frame</u>
Identification/Eligibility Committee reviews referral and makes recommendations for additional components	Local Gifted Education Coordinator and Identification/Eligibility Committee	(60) school days from initial referral to eligibility
Permission to Test form is sent to parents	Local Gifted Education Coordinator	Immediately following Identification/Eligibility Committee recommendations
All components are collected and a Gifted Eligibility Identification and Placement Criteria Matrix Form is completed	Local Gifted Education Coordinator	Within (60) school days of initial referral
A Parent Notification of Student Referral and Eligibility Meeting is mailed	Within (60) school days of initial referral	Within (60) school days of initial referral
Eligibility is or is not determined	Identification/Eligibility Committee	Within (60) school days of initial referral
Parents are notified of Identification/Placement Committed Decision and Appeal Process	Within (60) school days of initial referral	Within (7) school days of the eligibility meeting
Permission is obtained for placement	Local Gifted Education Coordinator	Placement upon receipt of permission from parent



**Timeline for Referral, Identification/Eligibility and Appeals**

<b><u>Action</u></b>	<b><u>Person Responsible</u></b>	<b><u>Time Frame</u></b>
Parent submits an appeal to the school gifted coordinator in writing	Parent	Within (15) school days after receipt of notification of non-acceptance
The gifted coordinator submits the appeal to the Director of Special Education and Gifted Programs	Gifted Coordinator	Within (10) school days of receipt of appeal
The Appeals Committee reviews student records and evaluation materials	Director of Special Education and Gifted Programs and School Psychologist	Within (20) school days of receipt of parent appeal
Committee decision is sent to parent	Director of Special Education and Gifted Programs	Within (7) school days of Appeals Committee Review

# Appendices

## **Referral**

REF-1	Referral for Gifted Programs (Professional Staff/Teacher)
REF-2	Parent Nomination
REF-3	Self-referral
REF-4	Peer-referral
REF-5	Parent Notification of Student Referral for Gifted Services
REF-6	Permission to Test for Gifted Services

## **Identification**

ID-1	Identification and Placement Committee Scoring Criteria Specific Academic Aptitude Matrix Form
ID-2	Teacher Observation Rating Scale
ID-3	Counselor Observation Form
ID-4	Student Work Sample
ID-5	Product Review Form
ID-6	Student Profile Form
ID-7	Identification and Placement Summary
ID-8	Parent Notification of the Results of the Gifted Identification and Placement Committee Meeting

## **Appeals Process**

AP-1	Non-Acceptance Letter
AP-2	Gifted Eligibility Appeals Committee Summary

## **Plan Development**

PD-1	Plan for Gifted Services
PD-2	Change of Placement
PD-3	Letter of Removal from the Gifted Program

**REFERRAL FOR GIFTED PROGRAMS**  
(Professional Staff)

STUDENT'S NAME: \_

SCHOOL: \_

NAME AND TITLE OF INDIVIDUAL  
MAKING REFERRAL: \_

DATE: \_

It is my recommendation that \_\_\_\_\_ be considered for eligibility in the gifted program based upon the following information (assessment results, SOL, MAP, ACT, SAT scores, work samples (attached), and other supporting information):

---

Signature

*Virginia Department of Juvenile Justice*  
**PARENT REFERRAL**  
**CHILD FOR GIFTED PROGRAM**

I would like to nominate my child: \_\_\_\_\_  
First, Middle, Last Name

School: \_\_\_\_\_

Date: \_\_\_\_\_

For academically gifted education program. I have checked the traits that my child has which make me feel he/she should be considered for the program.

- 1. Learns fast and quite easily.
- 2. Understands a lot of things and asks "why" or "how" things work often.
- 3. Reads much more than other kids that we know of in his/her grade.
- 4. Has a good memory.
- 5. Uses advanced words.
- 6. Is independent and does things for himself/herself often.
- 7. Asks a lot of questions.
- 8. Can concentrate a long time on something he/she likes.
- 9. Comes up with new ideas or thoughts.
- 10. Asks for "reasons," does not want a simple "yes" or "no".

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

REF-2

*Virginia Department of Juvenile Justice*

**SELF-NOMINATION  
FOR AN ACADEMICALLY GIFTED PROGRAM**

My name is, \_\_\_\_\_ . I would like to  
First, Middle, Last Name

nominate myself for the gifted program at \_\_\_\_\_ .  
School

I know that I need two (2) nominations to be considered. The Gifted/Identification Committee will review my file and gather more information from my parents and my teachers. I understand that I might be asked to be tested at a later date.

I have checked the things that make me feel I should be considered for a gifted program.

- 1. I learn fast.
- 2. I am a good thinker.
- 3. I read many things.
- 4. I like to do math.
- 5. I remember without much drill.
- 6. I know and use many advanced words.
- 7. I am independent.
- 8. I am curious and like to explore.
- 9. I ask good questions.
- 10. I pay attention for long periods.
- 11. I come up with new thoughts and ideas.
- 12. I like complex ideas.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

*Virginia Department of Juvenile Justice*

**PEER REFERRAL  
(Student for an Academically Gifted Program)**

Name: \_\_\_\_\_

Date: \_\_\_\_

School/  
Facility: \_\_\_\_\_

Grade: \_\_\_\_\_

1. List the student in your grade you would most like to help you with your homework in the following areas:

Math: \_\_\_\_\_

Language Arts: \_\_\_\_\_

Social Studies: \_\_\_\_\_

Science: \_\_\_\_\_

2. In your grade who has the:

Best sense of humor

Most original ideas

Most respect of fellow students

3. In your grade whom would you like to have as your group leader when you are doing a group project?

4. In your grade who is the smartest student?

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\*For students in grades 6 - 12

*Virginia Department of Juvenile Justice*

**Yvonne B. Miller High School**  
**1900 Chatsworth Avenue**  
**Bon Air, VA 23235**

Click here to enter a date.

Choose an item.

Click here to enter text. Click here to enter text.

Click here to enter text.

**Re: Parent Notification of Student Referral for Gifted Services**

Dear Parent/Guardian(s):

Your child, [Click here to enter text.](#), has been referred for the Yvonne B. Miller High School Gifted Program. The Gifted Program Placement Committee will meet on [Click here to enter a date.](#) at [Click here to enter text.](#) at the following location: [Click here to enter text](#)

The purpose of this meeting is to determine whether your child meets criteria outlined in our school's Gifted Plan.

You are invited to attend the meeting and present any information that will assist the committee in making its decision. Subsequently, the committee will discuss the information presented and you will be informed of their decision in writing.

Should you have any questions or concerns, please feel free to contact me directly at [Click here to enter phone number or email.](#)

Sincerely,

[Click here to enter text.](#)

[Click here to enter text.](#)

cc: Student File  
Director of Gifted Programs

REF-5

*Virginia Department of Juvenile Justice*

**Yvonne B. Miller High School  
1900 Chatsworth Avenue  
Bon Air, VA 23235**

Click here to enter a date.

Click here to enter text.

Click here to enter text.

Click here to enter text.

**Re: Permission to Test for Gifted Services**

Dear Parent/Guardian(s):

Your child, [Click here to enter text](#), has been referred as a possible candidate for the Yvonne B. Miller High School Gifted Program. Your permission is requested to gather more information that will be helpful to the Gifted Program Placement Committee.

One criteria used to establish eligibility for the gifted services is test information. We will administer the [Click here to enter text](#) as part of the evaluation process. Classroom observations may also be included as part of the evaluation process.

If you consent to having this evaluation test administered to your child, please sign and return this letter within two (2) weeks of receipt of this request for testing.

Should you have questions or concerns, please contact me directly.

Sincerely,

[Click here to enter text](#).

Coordinator of Gifted Programs

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**Please check the appropriate box:**

Yes, I give permission for my child to be tested.

No, I do not give permission for my child to be tested.

---

Parent's Signature

---

Date

cc: Student File  
Director of Gifted Programs

REF-6



Virginia Department of Juvenile Justice

Yvonne B. Miller High School

Identification and Placement Committee Scoring Criteria  
Specific Academic Aptitude  
Matrix Form

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Birth Date: \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Exceptional

Above Average

	Percentile	4	3	2	1	N/A	
		99 - 95%	94 - 90%	89 - 85 %	84 - 80%	Below 80%	
<b>ABILITY TEST DATA</b> (Standard Score/Age Percentile)	Name of Test:						
	Date:						
	Total Score						
	Verbal Score						
	Nonverbal Score						
	Name of Test:						
	Date:						
	Total Score						
	Verbal Score						
	Nonverbal Score						
	<b>Naglieri Nonverbal Ability Test3</b> (Naglieri Ability Index, NAI) (Standard Score/Age Percentile)	Percentile	99-90%	94-90%	89-85%	84-80%	Below 80%
		Date:					
	<b>TEACHER OBSERVATION RATING SCALE</b> (Number of ratings of "Exceptional or "More than Average" )		12 "Exceptional" or "More than Average"	10 "Exceptional" or "More than Average"	8 "Exceptional" or "More than Average"	6 "Exceptional" or "More than Average"	Less than 6 "Exceptional" or "More than Average"
Date:							
Subject Taught:							
Date:							
Subject Taught:							
Date:							
Subject Taught:							
<b>Other Assessments/Tests</b>	ACT (possible 1-36 in each area, 20.8 is average)	English	Math	Reading	Science		
	SAT (possible 200-800 in each area, average score: Math = 520 to 530 Reading/Writing = 530 to 540)	Reading/Writing	Math		SAT Average Composite Score = about 1000		
	SOLs	Refer to VDOE Student Assessment History (attached)					

Identification and Placement Committee Scoring Criteria  
Specific Academic Aptitude  
Matrix Form

	Exceptional		Above Average			
	Percentile	4	3	2	1	N/A
ACHIEVEMENT TEST DATA (Percentile based on age)		99 - 95%	94 - 90%	89 - 85 %	84 - 80%	Below 80%
	Broad Reading					
	Letter-Word Identification					
	Passage Comprehension					
	Sentence Reading Fluency					
WJ-IV READING (Date)	Broad Math					
	Applied Problems					
	Calculation					
	Math Facts Fluency					
WJ-IV WRITTEN LANGUAGE (Date)	Broad Written Language					
	Spelling					
	Writing Samples					
	Sentence Writing Fluency					
OTHER ACHIEVEMENT TEST DATA	Name of Test:					
	MAP					
	Date					

PRODUCTS/PORTFOLIO:

Date \_\_\_\_\_

Products should show the use of skills such as higher level thinking, superior reasoning, and creative expression beyond age level peers. They can be evaluated as exceptional, above average, or average. Briefly describe below.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

OTHER INFORMATION: (e.g., Previously Eligibility for Gifted Program, Special Education / 504 identification, Honors, Grades, Awards , etc.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Yvonne B. Miller High School**  
**TEACHER OBSERVATION RATING SCALE**

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Check the column that best describes this student's behaviors and abilities. These items include a range of possible characteristics. A student is not expected to be high in all areas.

<u>Items To Be Observed</u>	<u>Not At All</u>	<u>Somewhat</u>	<u>Average</u>	<u>More Than Average</u>	<u>Exceptional</u>
1. <b>Knowledge and skills:</b> Possess a comfortable knowledge of skills and factual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Concentration:</b> Has ability to concentrate; is not easily distracted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Enjoyment of school:</b> Enjoys academic pursuits and assignments; likes school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Persistence:</b> Has the ability and desire to follow through on work; concerned with competition; able to see a problem through in own interest and in assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Responsible:</b> Is easily motivated; responsive to adult suggestions and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Challenge:</b> Enjoys the challenge of difficult problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Intellectual curiosity:</b> Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, the unusual; wants to know how and why; generates questions for his/her own, in connection with personal interest or group concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Perceptiveness:</b> Is alert, perceptive, and observant beyond his/her years; aware of many stimuli.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Verbal facility:</b> Shows marked facility with language; uses many words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Fluency of ideas:</b> Produces a large number of products often very quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Flexibility:</b> Is able to approach ideas and problems from a number of perspectives (adaptable, able to find alternative ways of solving problems).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Items To Be Observed</u>	<u>Not At All</u>	<u>Somewhat</u>	<u>Average</u>	<u>More Than Average</u>	<u>Exceptional</u>
12. <b>Sensitivity to problems:</b> Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <b>Originality:</b> Often uses original methods of solving problems; able to combine ideas and materials in a number of way or creates an unusual character or quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>Imagination:</b> Can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful association or insights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <b>Reasoning:</b> Is logical, often generalizes or applies understandings in a new situation(s), expands concepts into broader relationships, or sees parts in relation to the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <b>Scientific method:</b> Can define problems, formulate hypothesis, test ideas, and arrive at valid conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. <b>Independence in thought:</b> Inclined to follow his/her organization and ideas rather than the structuring of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. <b>Independence in action:</b> Able to plan and organize activities, direct action, and evaluate results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. <b>Independence in work habits:</b> Requires a minimum of adult direction an attention; possesses research skills to facilitate independent work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. <b>Elaboration:</b> Concerned with detail and complexity; often involved with a variety of implications and consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. <b>Aesthetic appreciation:</b> Enjoys and is responsive to beauty in the arts and nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. <b>Risk taking:</b> Is not afraid to make unusual contributions to the group, to depart from the group's ideas, and to produce unique and individualistic results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23.	<u>Items To Be Observed</u>	<u>Not At All</u>	<u>Somewhat</u>	<u>Average</u>	<u>More Than Average</u>	<u>Exceptional</u>
23.	<b>Evaluation:</b> Possesses the ability to detect errors, to understand consequences, and determine own level of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respond to the following, if applicable.**

24. Describe any unpredictable behavior which interferes with study (example: leaving seat for no purpose).

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25. Describe any unusual preoccupations such as "daydreaming" or "flights of fantasy" which lessen the student's learning efficiency.

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26. Describe any learning characteristics which seem outstanding or would especially facilitate the student's progress in a challenging educational program.

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27. Describe any learning difficulties the student might have in particular areas.

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28. Describe an example of the student's creative productivity.

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Yvonne B. Miller High School

**COUNSELOR OBSERVATION FORM**

Student: Click here to enter text.

Date: Click here to enter text.

Observer: Click here to enter text.

Title: Click here to enter text.

Facility: Click here to enter text.

**Check the column that best describes this student's behaviors and abilities. These items should also include a range of possible characteristics. It is expected that a student will not receive "exceptional" ratings in all areas.**

<u>Items to be observed</u>	<u>Not At All</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Exceptional</u>
1. This student is able to estimate his/her own strengths and weaknesses realistically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student feels a sense of personal worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent would you describe the student as "self-accepting"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student seems to have a "need to know."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student treats others with respect regardless of their status, color, or creed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student is sensitive to the feelings and needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student seem to feel comfortable with situations which may not have "right" or "wrong" answers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student is willing to accept more than one solution to a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The student is willing to accept more than one solution to a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Originality is frequently characteristic of the cadet's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There is an imaginative quality to the student's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Items to be observed</u>	<u>Not At All</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Exceptional</u>
12. The student seems eager to perform difficult tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The student is willing to persevere in a problem situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The student seems to give responses that the student thinks are expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The student seems to feel free to express his/her own opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student use you as a “sounding board” for his/her own theories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student seek you out for individual inquiry of discussions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Virginia Department of Juvenile Justice*

**Yvonne B. Miller High School**

Student's Name: Click here to enter text.

Date: Click here to enter a date.

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**STUDENT WORK SAMPLE**

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Click here to enter text.



Yvonne B. Miller High School

**PRODUCT REVIEW FORM**

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Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Product(s) Submitted to: \_\_\_\_\_

**Brief description of product(s)\*:**

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**Brief evaluation of product(s) (include student's approach to the activity):**

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Evaluated by:

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\*Attach copy, if applicable (a copy of each should be kept in the student's file):

1. Writing sample.
2. Photographs, tape recordings, or scale models.
3. If product(s) are/is in the form of a demonstration (i.e. drama, music, gymnastics), provide a listing(s) of the particular demonstrations.

# Yvonne B. Miller High School

## STUDENT PROFILE

Student: \_\_\_\_\_  
 Facility: \_\_\_\_\_

Grade: \_\_\_\_\_

### Rating Scales/Narratives

<u>Rating Scales/Narrative</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Superior</u>
Observation of Gifted Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Products

<u>Products</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Superior</u>
Classroom Portfolio (items):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Other

<u>Rating Scales/Narrative</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Superior</u>
Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*Virginia Department of Juvenile Justice*

**Yvonne B. Miller High School  
1900 Chatsworth Avenue  
Bon Air, VA 23235**

Date \_\_\_\_\_

**Parent Notification of the Results  
Of  
Gifted Identification /Placement Committee Meeting**

Dear Parent(s):

The Gifted Identification/Placement Committee met on \_\_\_\_\_ to consider relevant information on your child, \_\_\_\_\_. The committee determined that, at this time, \_\_\_\_\_ meets our agency's criteria for participation in the gifted program. Soon you will receive a copy of a proposed plan for services. Please read the plan, sign it, and return it to me at the above address. If you have any questions about the plan, please feel free to contact me at ( ) \_\_\_\_-\_\_\_\_\_.

Sincerely

Gifted Coordinator

cc: Student File  
Director of Gifted Programs

*Virginia Department of Juvenile Justice*

**Yvonne B. Miller High School**

**1900 Chatsworth Avenue**

**Bon Air, VA 23235**

Click here to enter a date.

Click here to enter text.

Click here to enter text.

Click here to enter text.

**Re: Notice of Non-Acceptance**

Dear Parent/Guardian(s):

The Placement Committee carefully considers the identification of academically gifted students for the Yvonne B. Miller High School's Program for Gifted Students.

Your child, [Click here to enter text.](#), completed the testing and assessment process and does not currently meet the requirements to be placed in the Gifted Program.

We recognize your child's high level of academic achievement and will be committed to meet your child's needs within the regular classroom setting.

If you disagree with this decision, you must submit a written appeal to the school's Gifted Coordinator within fifteen (15) days of receipt of this letter to the following address:

Ms. Christina Crawford  
Department of Juvenile Justice  
1900 Chatsworth Avenue  
Bon Air, VA 23235

or email

[christina.crawford@djj.virginia.gov](mailto:christina.crawford@djj.virginia.gov)

An Appeals Committee will meet to review your concerns, along with your student records and evaluation materials within (30) day of receipt of your written request.

Should you have any questions or concerns, please contact the [Click here to enter text.](#), Gifted Program Coordinator, at [Click here to enter text.](#)

Sincerely,

[Click here to enter text](#)

cc: Student's File  
Director of Gifted Programs

AP-1

*Virginia Department of Juvenile Justice*

**YVONNE B. MILLER HIGH SCHOOL**

**GIFTED ELIGIBILITY APPEALS COMMITTEE SUMMARY**  
**Gifted Program**

Date: Click here to enter a date.

Student's Name: Click here to enter text.

Date of Birth: EnterDOB

(Last, First, Middle)

Facility: Choose an item.

**Evidence of Deliberations:**

The following reports, as appropriate, were presented by the school division personnel representing the disciplines which provided the assessment components. All evidence was carefully considered.

The major points of discussion were:

**EDUCATIONAL (Present Level of Performance within the classroom setting):**

**Review of the Teacher Rating Scale:**

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**Strengths:**

Click here to enter text.

**Weaknesses:**

Click here to enter text.

**Review of the Academic Records:**

Click here to enter text.

**Review of Standardized Group Achievement Scores:**

Click here to enter text.

*Virginia Department of Juvenile Justice*  
**Yvonne B. Miller High School**  
**PLAN FOR GIFTED SERVICES**

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Student's Name: Click here to enter text.  
(Last, First, Middle Name)

Grade: \_\_\_\_\_

Name of School: Click here to enter text.

Date: \_\_\_\_\_

Gifted Coordinator: Click here to enter text.

**Committee Action:**

- (1) \_\_\_\_\_ has been identified as a gifted student according to criteria established by the Virginia Department of Education and the Department of Juvenile Justice.
- (2) \_\_\_\_\_ has not been identified as a gifted student according to criteria established by the Virginia Department of Education and the Department of Juvenile Justice.

Dear Parent/Guardian(s):

Your child has been identified as having outstanding potential in the following area(s):

**Specific Academic Aptitude:** \_\_\_\_\_  
Content Area(s) \_\_\_\_\_

To help develop such potential, the following services described below in summary form will be offered:

**Services**

**Teachers Responsible**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please sign below and mail this form to the Gifted Coordinator at the following address: If you do not agree with the services being offered or if you have questions or concerns, please contact the Gifted Coordinator.

**Please check the appropriate box:**

- Yes, I give permission for my child to receive the indicated gifted services.
- No, I do not give permission for my child to receive the indicated gifted services.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

cc: Student File

**PD-1**

YVONNE B. MILLER HIGH SCHOOL

Change of Placement Form  
Gifted Program

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Last Name, First Name, Middle Name)

Placement Committee: \_\_\_\_\_ Date: \_\_\_\_\_  
(School)

**Committee Action:**

(1) \_\_\_\_\_ has been identified as a gifted student according to criteria established by the Virginia State Department of Education and the Department of Juvenile Justice.

(2) \_\_\_\_\_ has not been identified as a gifted student according to criteria established by the Virginia State Department of Education and the Department of Juvenile Justice.

(3) \_\_\_\_\_ is not working up to his/her academic potential. As of \_\_\_\_\_, your child has been placed on probation in the Gifted Program. If improvement is not evident during the next semester, your student may be removed from active participation.

(4) \_\_\_\_\_ is not working up to his/her academic potential and is being removed from active participation in the Gifted Program. Should his/her future performance improve, he/she may request re-evaluation under current program requirements.

(5) \_\_\_\_\_ will need additional testing to make identification. Referral for psychological evaluation to be completed after securing parent permission.

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_



Click here to enter a date.

Click here to enter text.

Click here to enter text.

Click here to enter text.

**Re: Notice of Removal from the Gifted Program**

Dear Parent/Guardian(s):

Your child, [Click here to enter text.](#), is being removed from active participation in the Gifted Program. Careful consideration is given to determine which students derive the greatest benefit from the Gifted Program. Emphasis has been placed on students who are identified through 1) Superior Intelligence, 2) Responsibility to Task Completion, and 3) Superior Academic Achievement.

Students in the Gifted Program are continuously re-evaluated to determine if they are meeting these qualifications.

Should you child's future performance show marked improvement, you may request that the school's Identification and Placement Committee for Gifted Students re-evaluate [Choose an item.](#)

We hope that your child will work hard to improve so that [Choose an item.](#) may be included in future Gifted Program activities.

If you disagree with this decision, you must submit a written letter of appeal to the school's Gifted Coordinator at the address listed below within (15) days of receipt of this letter:

[Click here to enter text.](#)

[Choose an item.](#)

[Choose an item.](#)

[Choose an item.](#)

Sincerely,

Gifted Program Coordinator

cc: Student File  
Director of Gifted Programs