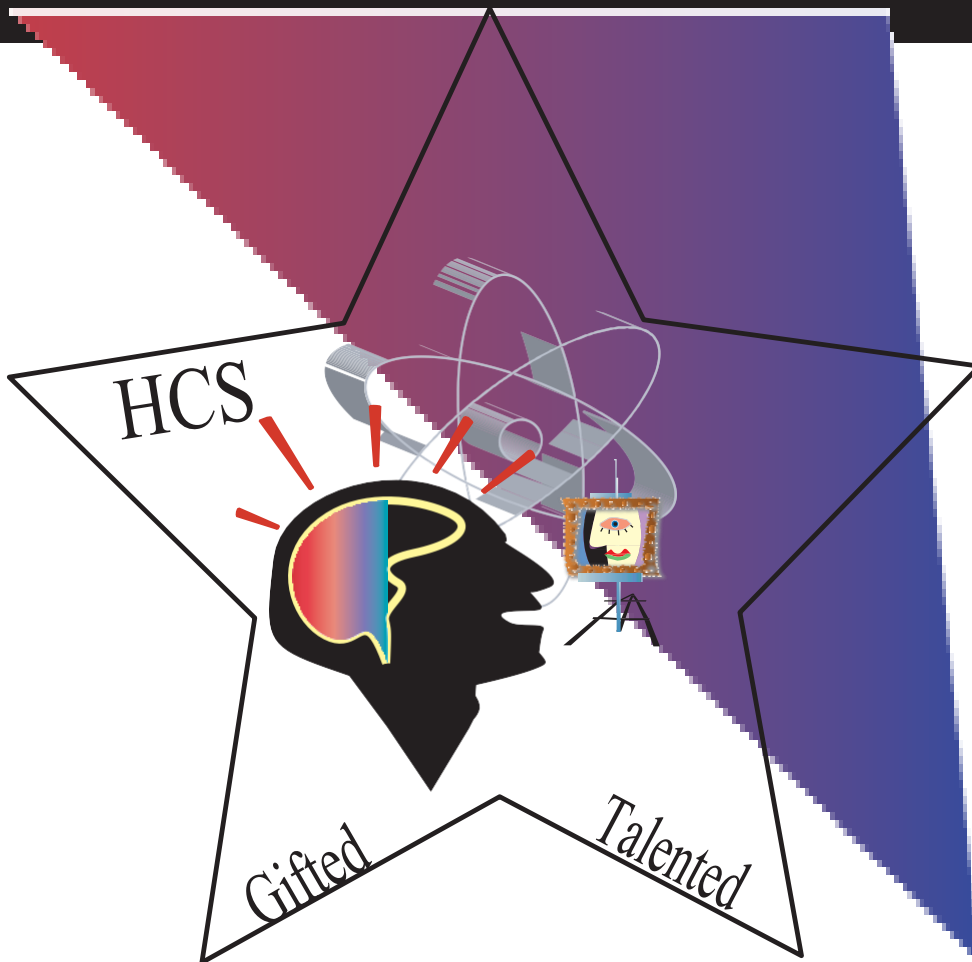


Henderson County Schools

Gifted and Talented Handbook



Equal Educational and Employment Institution

Revised August 2015

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Introduction

In 1994 an administrative regulation was amended that required school districts across the state of Kentucky to bring identification practices and support for its gifted/talented students in alignment with the Kentucky Education Reform Act. The regulation requires that students be identified across five (5) areas of giftedness: **General Intellectual Ability, Specific Academic Aptitude, Visual and Performing Arts, Leadership Ability, and Creative and Divergent Thinking**. While students are in grades K-3 they are informally identified and placed in the GT Primary Talent Pool. Students in grades 4-12 may be formally identified. Once a child is identified the school must provide multiple service options that match and meet the individual needs of the student. Henderson County School District has created this handbook to assist parents and teachers in meeting the needs of gifted students.

The Henderson County Gifted and Talented Education Program is completing its 31st year of services to identified gifted students in Kindergarten through 12th grade. In our district we have a total of 1,378 students receiving gifted services, 261 students identified for Primary Talent Pool and 1,117 students in grades 4th through 12th. We identify and provide services for students in five areas of giftedness: general intellectual, specific academic, creativity, leadership, and visual/performing arts. Each elementary school has a Gifted and Talented Resource teacher who works at their school one or two days a week. These teachers work with primary students who are identified as having the “potential to be gifted”, identified gifted students, and regular classroom teachers. At the end of third grade, students are formally identified as gifted based upon informal measures, formal measures, and objective-based eligibility criteria. Every gifted and talented student has a “gifted service plan.” This means that each student who is formally identified has an educational plan which matches that student’s interest, needs and abilities to differentiated service options and serves as a communication vehicle between the parents and school personnel.

The student’s needs are being met by the regular classroom teacher and the gifted resource teacher. The K-5 students are grouped in gifted strand classrooms according to their identified area. Throughout the year a gifted resource teacher works in the schools with identified students on independent study, critical and creative thinking skills, problem-solving, leadership development, visual arts, drama, and accelerated studies. They participate in national programs designed for gifted students like Continental Math League, Knowledge Master, and Word Masters. The art students participate in a district Art Expo where they display their art work. The drama students perform monologues and dialogues within their schools, attend a drama, workshop and participate in the Farm Bureau Farm Follies Production. The leadership students work on team building and leadership skills through service learning projects at their schools.

The Middle School gifted and talented students are clustered together in groups or classes that are accelerated. In the seventh and eighth grade the students have the opportunity to take high school math and English credit. These students also participate in Youth Government Programs: Kentucky Youth Assembly and Kentucky United Nations Assembly. These are excellent programs for leadership development. The following national programs continue in the middle school for these gifted and talented students: MathCounts, Continental Math League, Knowledge Master, and Word Masters.

Our high school offers Accelerated and Honors classes (English 1, 2, 3, and 4, Geometry, Algebra 2, Biology, Chemistry, American Studies, U. S. History, Earth and Space, Humanities, World Civilization, and Integrated Science.) There are Advanced Placement classes offered (English, Lang./Lit, Physics, Biology, U.S. History, French, Latin, Spanish, Psychology, Statistics, European History, English 101 & 102 (dual credit), Calculus 1 & 2 (dual credit), and Chemistry (dual credit). There are Independent Study classes in Art, History, and Technology. The students also have the opportunity to participate on the academic team, the Governor’s Scholars Program, Kentucky Youth Assembly, Kentucky United Nations Assembly, Governor’s School for the Arts, and The Gatton Academy.

In partnership with parents, school, and community we can and will meet the needs of our gifted/talented students.

Definitions of Giftedness

General Intellectual Ability - possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, social awareness, memory, spatial relations, analysis, synthesis, and evaluation of information.

Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience or environment of one's chronological peers. While students with specific academic aptitude are typically of at least above average intellectual ability, they are often extremely capable of high performance in one or more related academic area (s).

Leadership or Psychosocial Ability - possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

Visual and Performing Arts Ability - possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, dance, drama, speech, and in activities requiring exceptional gross or fine motor skills.

Creative and Divergent Thinking Ability - possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

PRIMARY Grades K-3

PROCEDURE FOR DETERMINING ELIGIBILITY FOR PRIMARY TALENT POOL

Informal Identification/Primary School/ grades K-3

The informal identification of primary aged students can best be accomplished through the structure of Kentucky's Primary School Program. Any primary child who functions at a consistently exceptional level in general intellectual ability, specific academic aptitude, creativity, leadership or visual and performing arts may be placed in the Primary Talent Pool based upon two or more informal measures and one formal measure in each area nominated. Formal identification measures, however, may not be used to deny services or to eliminate a student from the Primary Talent Pool. Teachers will collect evidence through conversations with the parent(s), observations, anecdotal records, portfolios, and behavioral checklist(s). Modifications for the student will be made based on his/her interests, abilities, and needs. The talent pool shall include students of ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics shall also be included in the talent pool. If a child qualifies for PTP services in the area of general intellectual area or specific academic aptitude area they will be placed in a Gifted Strand Classroom, which consists of eight (8) or more identified students. The students in the Primary Talent Pool shall be identified in the following steps:

STEP 1: REFERRAL

Teachers, principals, counselors, or parents may nominate pupils in the five areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts. The person(s) nominating must fill out a referral form and include two (2) or more pieces of evidence for each area of nomination. The following is a list of acceptable informal measures which may be used.

- a collection of evidence demonstrating student performance
- behavioral checklists
- diagnostic data
- continuous progress data
- anecdotal records
- parent interview or questionnaire

STEP 2: PERMISSION

Every school shall forward to the parent or guardian of each student nominated for the talent pool a permission slip requesting authorization for diagnosis of strengths and talents including any additional testing which may be necessary. The permission slip must be signed by the parent or guardian and returned to the school.

STEP 3: ADDITIONAL TESTING/FORMAL MEASURES

Formal measures such as individual math achievement tests may be used to help determine the level of student achievement and appropriate level of instruction. These measures should not be limited by a grade level ceiling. Formal identification measures, however, may not be used to deny services or to eliminate a student from the Primary Talent Pool. Data from these formal measures may be used to help determine the type of service delivery option that is most appropriate for meeting individual needs. The following is a list of acceptable formal measures which may be used:

- Naglieri (8 or 9 stanine)
- Coloured Raven (8 or 9 stanine)
- Otis-Lennon School Ability (8 or 9 stanine)
- MAPS (95% or above)
- Post Test (90% or above)
- Torrance Test of Creativity (96% or above)

STEP 4: GIFTED STRAND CLASSROOM

Students identified for Primary Talent Pool will be placed in the Gifted Strand Classroom. The Gifted Strand Classroom consists of a cluster group of eight or more identified Primary Talent Pool students. The gifted resource teacher shall work with the talent pool members as well as the gifted strand teacher in planning and collaboration. Differentiated study experiences shall also be provided in the Gifted Strand Classroom.

MULTIPLE SERVICE OPTIONS

According to 704 KAR 3:285 each identified Primary Talent Pool student shall be provided multiple service delivery options that specially meet the needs of the student with no single service option existing alone.

In grades K-3 multiple service options shall be offered from the following list:

- gifted strand classroom (eight (8) or more PTP students clustered at each grade level)
- various acceleration options:
- early exit primary, grade skipping, subject area higher grade level, content higher level
- collaborative and consultations services
- competitions
- counseling services
- differentiated study experiences
- enrichment services
- independent study
- mentorships
- pull-out services
- resource services

INTERMEDIATE Grades 4-5

PROCEDURE FOR DETERMINING ELIGIBILITY FOR GRADES 4 AND 5

Formal identification/ Grades 4-5

The formal identification of gifted/talented students begins at Grade 4. A student may be referred for identification at any time by a parent, teacher, administrator, counselor, peer, or community member. The identification process begins with the completion of the initial referral form. Any child in grades 4-5 who functions at a consistently exceptional level in general intellectual, specific academic aptitude, creativity, leadership, and visual and performing arts may be identified for Henderson County Gifted and Talented Program. Teachers will collect three pieces of evidence through conversations with parent (s), observations, anecdotal records, portfolios, behavioral checklist (s), and formal test data. Modifications for the student will be made based on his/her interests, abilities, and needs. If a child qualifies in the area of general intellectual area or specific academic aptitude area they will be placed in a Gifted Strand Classroom, which consist of eight or more identified students. The gifted and talented shall include students of ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics shall also be included in the GT Program. The students in the GT Program should be identified in the following steps:

STEP 1: REFERRAL

If a child scores an 8 or 9 stanine during the screening process they are automatically referred (will need two or more pieces of evidence).

Teachers, principals, counselors, or parents may refer pupils in the five areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts.

The law states that the "procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:"

- (a) A valid and reliable combination of formal and informal measure to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.
- (b) The person(s) nominating must fill out a referral form and include three (3) or more of the following recognized or acceptable assessment options for identification and diagnosis:
 - collection of evidence demonstrating student performance
 - behavioral checklists
 - diagnostic data
 - continuous progress data
 - anecdotal records
 - parent interview or questionnaire
 - previous formal test data

STEP 2: PERMISSION

Every school shall forward to the parent or guardian of each student nominated for the gifted and talented a permission slip requesting authorization for diagnosis of strengths and talents, including any additional testing which may be necessary. The permission slip must be signed by the parent or guardian and returned to the school.

Step 3: IDENTIFICATION/FORMAL & INFORMAL TESTING MEASURES

To qualify for gifted and talented services in grades four through twelve (4-12), the student shall have at least three (3) of the following recognized or acceptable assessment options for identification and diagnosis. The combination shall include **informal measures**, **formal measures**, and **objective-based eligibility criteria**. Students will be identified in the five areas of giftedness using the following criteria listed under each area.

1.) General Intellectual

General intellectual ability shall be determined by a student score within the ninth (9th) stanine on a full scale comprehensive test of intellectual ability or a composite score in the ninth (9th) stanine on a standardized or normed achievement test.

Naglieri (96% or above)

Otis-Lennon Test of School Ability (96% or above) Raven

Progressive Matrices (96% or above)

Normed Reference Test (96% or above)

2.) Specific Academics

Specific aptitude shall be determined by a composite score in ninth (9th) stanine on one or more subject test scores of an achievement test.

Woodcock Johnson	(2 or more grade levels above)
SAGES	Measurement of both aptitude and achievement: (94% or above)
TOMAGS	Test of Mathematical Abilities for Gifted Students: (94% or above)
Subject Area Post Test	(94% or above)
MAPS	95% or above)

3.) Creativity

Creativity shall be determined through the use of informal and formal assessment measures which focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. The Torrance Test of Creativity may also be used for additional information. Evidence of creative thinking ability may also include:

creative writing samples

high scores on tests of creative ability

behavioral checklists or observations targeting creative behavior

observation of original ideas or products and problem solving

Torrance Test of Creativity (96% or above)

4.) Leadership

Leadership or psychosocial abilities shall be determined by a variety of informal measures administered by a teacher who is knowledgeable in the nature and needs of the gifted student. These measures may include behavioral checklists and the documentation of student willingness to assume leadership roles in class, in student organizations, and in community activities. Evidence of psychosocial or leadership ability may also include:

sociograms (i.e. questionnaires designed to assess leadership characteristics)

peer recommendations
behavioral checklists or observations targeting leadership
behavior portfolio entries which display leadership qualities
offices held by a student in extracurricular activities

5.) Visual and Performing Arts

Visual and Performing Arts talent shall be determined through evidence of performance which may include audition, letters of recommendation, and product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts talent may also include:

awards or critiques of performance
portfolio of visual or performing ability

STEP 4: GIFTED STRAND CLASSROOM Grades (4-5)

Students identified for Gifted and Talented/ENCORE Program will be placed in the Gifted Strand Classroom. The Gifted Strand Classroom consists of a cluster group of eight (8) or more identified Gifted and Talented students. The gifted resource teacher shall work with the gifted and talented students as well as the gifted strand teacher in planning and collaboration. Differentiated study experiences shall also be provided in the Gifted Strand Classroom

MULTIPLE SERVICE OPTIONS

According to 704 KAR 3:285 each identified fourth and fifth grade student shall be provided multiple service delivery options that specifically meet the needs of the student with no single service option existing alone.

In grades 4-5 multiple service options shall be offered from the following list:

- gifted strand classroom (eight (8) or more identified GI and/or Specific Academic G/T students clustered at each grade level)
- various acceleration options: early exit primary, grade skipping, subject area higher grade level, higher level content
- collaborative and consultation services
- competitions
- counseling services
- differentiated study experiences
- enrichment services
- independent study
- mentorships
- pull-out services
- resource services

MIDDLE SCHOOL Grades 6-8

PROCEDURE FOR DETERMINING ELIGIBILITY FOR GRADES 6-8

FORMAL Identification/ Grades 6-8

At the end of fifth grade all identified gifted and talented students in the areas of general intellectual and specific academic are evaluated, along with any student referrals. (Students already identified are not taken out of the program if they do not score well, once a student is identified for the GT Program he/she participates through the twelfth grade no matter the score.) A student may be referred for identification at any time by a parent, teacher, administrator, counselor, peer, or community member. The identification process begins with the completion of the initial referral form. Any child in grades 6-8 who functions at a consistently exceptional level in general intellectual, specific academic aptitude, creativity, leadership, and visual and performing arts may be identified for Henderson County gifted and Talented Program. Teachers will collect three pieces of evidence through conversations with parent(s), observations, anecdotal records, portfolios, behavioral checklist(s), and formal test data. Modifications for the student will be made based on his/her interests, abilities, and needs. If a child qualifies in the area of general intellectual area or specific academic aptitude area they will be placed in an Advanced Classroom. The gifted and talented shall include students of ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics shall also be included in the GT Program. The students in the GT Program should be identified in the following steps:

STEP 1: REFERRAL

If a child scores an 8 or 9 stanine during the screening process he/she are automatically referred (will need two or more pieces of evidence).

Teachers, principals, counselors, or parents may refer pupils in the five (5) areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts.

The law states that the "procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:"

- (a) A valid and reliable combination of formal and informal measure to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.
- (b) The person(s) nominating must fill out a referral form and include three (3) or more of the following recognized or acceptable assessment options for identification and diagnosis:
 - collection of evidence demonstrating student performance
 - behavioral checklists
 - diagnostic data
 - continuous progress data
 - anecdotal records
 - parent interview or questionnaire
 - previous formal test data

STEP 2: PERMISSION

Every school shall forward to the parent or guardian of each student nominated for the gifted and talented a permission slip requesting authorization for diagnosis of strengths and talents including any additional testing which may be necessary. The permission slip must be signed by the parent or guardian and returned to the school.

Step 3: IDENTIFICATION/FORMAL & INFORMAL TESTING MEASURES

To qualify for gifted and talented services in grades six through eight (6-8), the student shall have at least three (3) of the following recognized or acceptable assessment options for identification and diagnosis. The combination shall include **informal measures**, **formal measures**, and **objective-based eligibility criteria**. Students will be identified in the five areas of giftedness using the following criteria listed under each area.

1.) General Intellectual

General intellectual ability shall be determined by a student score within the ninth (9th) stanine on a full scale comprehensive test of intellectual ability, or a composite score in the ninth (9th) stanine on a standardized or normed achievement test.

Otis-Lennon Test of School Ability (96% or above)

Raven Progressive Matrices (96% or above)

Normed Reference Test (96% or above)

2.) Specific Academics

Specific aptitude shall be determined by a composite score in ninth (9th) stanine on one or more subject test scores of an achievement test.

Woodcock Johnson (2 or more grade levels above)

SAGES Measurement of both aptitude and achievement: (94% or above)

TOMAGS Test of Mathematical Abilities for Gifted Students: (94% or above)

Subject Area Post Test (94% or above)

MAPS (95% or above)

3.) Creativity

Creativity shall be determined through the use of informal and formal assessment measures which focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. The Torrance Test of Creativity may also be used for additional information. Evidence of creativity thinking ability may also include

- creative writing samples
- high scores on tests of creative ability
- behavioral checklists or observations targeting creative behavior
- observation of original ideas or products and problem solving
- Torrance Test of Creativity (96% or above)

4.) Leadership

Leadership or psychosocial abilities shall be determined by a variety of informal measures administered by a teacher who is knowledgeable in the nature and needs of the gifted student. These measures may include behavioral checklist, and the documentation of student willingness to assume leadership roles in class, in student organizations, and in community activities. Evidence of psychosocial or leadership ability may also include:

- sociograms (i.e. questionnaires designed to assess leadership characteristics)
- peer recommendations
- behavioral checklists or observations targeting leadership behavior
- portfolio entries which display leadership qualities
- offices held by a student in extracurricular activities

5.) Visual and Performing Arts

Visual and Performing Arts talent shall be determined through evidence of performance which may include audition, letters of recommendation, and product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts talent may also include:

- awards or critiques of performance
- portfolio of visual or performing ability.

STEP 4: ADVANCED CLASSROOM Grades (6-8)

Students identified for the Gifted and Talented Program will be placed in the Accelerated Classroom based on their identified area/areas. The Accelerated Classroom consists of students who have met the established criteria for identification. The gifted resource teacher shall work with the classroom teacher in planning and collaboration. Differentiated study experiences shall also be provided in the Accelerated Classroom.

MULTIPLE SERVICE OPTIONS

According to 704 KAR 3:285 each identified sixth through eighth grade student shall be provided multiple service delivery options that specifically meet the needs of the student with no single service option existing alone.

In grades 6-8 multiple service options shall be offered from the following list:

- accelerated classroom (Identified GI and/or Specific Academic G/T students clustered at each gr. level)
- various acceleration options: early exit primary, grade skipping, subject area higher grade level, content higher level
- collaborative and consultations services
- competitions
- counseling services
- differentiated study experiences
- enrichment services
- independent study
- mentorships
- pull-out services
- resource services

HIGH SCHOOL Grades 9-12

PROCEDURE FOR DETERMINING ELIGIBILITY FOR GRADES 9-12

FORMAL Identification/ Grades 9-12

A student may be referred for identification at any time by a parent, teacher, administrator, counselor, peer, or community member. The identification process begins with the completion of the initial referral form. Any child in grades 9-12 who functions at a consistently exceptional level in general intellectual, specific academic aptitude, creativity, leadership, and visual and performing arts may be identified for Henderson County Gifted and Talented Program. Teachers will collect three pieces of evidence through conversations with parent(s), observations, anecdotal records, portfolios, behavioral checklist(s), and formal test data. Modifications for the student will be made based on his/her interests, abilities, and needs. The gifted and talented shall include students of ethnic/racial minorities, those with disabilities, and those who are disadvantaged. Underachieving students displaying gifted characteristics shall also be included in the GT Program. The students in the GT Program should be identified in the following steps:

STEP 1: REFERRAL

Teachers, principals, counselors, or parents may refer pupils in the five areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts.

The law states that the "procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:"

- (a) A valid and reliable combination of formal and informal measure to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.
- (b) The person(s) nominating must fill out a referral form and include three (3) or more of the following recognized or acceptable assessment options for identification and diagnosis:
 - behavioral checklists
 - collection of evidence demonstrating student performance
 - diagnostic data
 - continuous progress data
 - anecdotal records
 - parent interview or questionnaire
 - previous formal test data

STEP 2: PERMISSION

Every school shall forward to the parent or guardian of each student nominated for the gifted and talented a permission slip requesting authorization for diagnosis of strengths and talents including any additional testing which may be necessary. The permission slip must be signed by the parent or guardian and returned to the school.

Step 3: IDENTIFICATION/FORMAL & INFORMAL TESTING MEASURES

To qualify for gifted and talented services in grades nine through twelve (9-12), the student shall have at least three (3) of the following recognized or acceptable assessment options for identification and diagnosis. The combination shall include **informal measures**, **formal measures**, and **objective-based eligibility criteria**. Students will be identified in the five areas of giftedness using the following criteria listed under each area.

1.) General Intellectual

General intellectual ability shall be determined by a student score within the ninth (9th) stanine on a full scale comprehensive test of intellectual ability, or a composite score in the ninth (9th) stanine on a standardized or normed achievement test.

Otis-Lennon Test of School Ability (96% or above)

Raven Progressive Matrices (96% or above)

Normed Reference Test (96% or above)

2.) Specific Academics

Specific aptitude shall be determined by a composite score in ninth (9th) stanine on one or more subject test scores of an achievement test.

Woodcock Johnson	(2 or more grade levels above)
SAGES	Measurement of both aptitude and achievement: (94% or above)
TOMAGS	Test of Mathematical Abilities for Gifted Students: (94% or above)
Subject Area Post Test	(94% or above)
MAPS	(95% or above)

3.) Creativity

Creativity shall be determined through the use of informal and formal assessment measures which focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. The Torrance Test of Creativity may also be used for additional information. Evidence of creativity thinking ability may also include:

- creative writing samples
- high scores on tests of creative ability
- behavioral checklists or observations targeting creative behavior
- observation of original ideas or products and problem solving
- Torrance Test of Creativity (96% or above)

4.) Leadership

Leadership or psychosocial abilities shall be determined by a variety of informal measures administered by a teacher who is knowledgeable in the nature and needs of the gifted student. These measures may include behavioral checklists, and the documentation of student willingness to assume leadership roles in class, in student organizations, and in community activities. Evidence of psychosocial or leadership ability may also include:

- sociograms (i.e. questionnaires designed to assess leadership characteristics);
- peer recommendations;
- behavioral checklists or observations targeting leadership behavior;
- portfolio entries which display leadership qualities; and
- offices held by a student in extracurricular activities.

5.) Visual and Performing Arts

Visual and Performing Arts talent shall be determined through evidence of performance which may include audition, letters of recommendation, and product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts talent may also include:

awards or critiques of performance

portfolio of visual or performing ability

STEP 4: HONORS, AP COURSES, and DUAL CREDIT COURSES

Grades (9-12)

HONORS:

Students identified for gifted and talented will be placed in an Honors classroom based on their identified area/areas. The Honors Classes consist of students who have met the established criteria for these classes.

AP (Advanced Placement) COURSE:

Gifted and talented students who have met the pre-requisites may enroll in AP courses. These students are required to take AP exam.

DUAL CREDIT COURSE:

Henderson County High School offers many courses in which gifted and talented students may qualify for dual credit obtaining high school and college credit at the same time. While students obtain high school credit upon passing the course, college credit is based on college requirements. The pre-requisites for obtaining college credit are set by the college awarding the credit.

EARLY GRADUATION

See district policy. www.henderson.kyschools.us

MULTIPLE SERVICE OPTIONS

According to 704 KAR 3:285 each identified ninth through twelfth grade student shall be provided multiple service delivery options that specifically meet the needs of the student with no single service option existing

alone. In grades 9-12 multiple service options shall be offered from the following

list:

- Honors, AP, and/or Dual Credit Classes
- various acceleration options: early exit primary, grade skipping, subject area higher grade level, higher level content
- collaborative and consultation services
- competitions
- counseling services
- differentiated study experiences
- enrichment services
- independent study
- mentorships
- pull-out services
- resource services

Gifted Student Service Plan- GSSP

What is a GSSP?

A gifted and talented student services plan (GSSP) is an educational plan that matches a formally identified gifted student's (Grades 4-12) interests, needs, and abilities to differentiated service options. The plan serves as the communication vehicle between the parents/guardians and school personnel.

Is a GSSP required for every GT student?

Yes. Every formally identified student, grades 4-12, must have a GSSP. A parent/guardian of an identified student shall be notified annually of services included in the GSSP and specific procedures to follow in requesting a change in services.

GSSP (Gr. 4-5)

Each student receives a paper copy of their GSSP.

GSSP (Gr. 6-12)

Each student's GSSP is included in their Individual Learning Plan (ILP)

Grade Acceleration

What is Grade Acceleration?

Grade acceleration is the practice of placing students at a higher than normal grade level of instruction to meet their learning needs where they are afforded appropriate curriculum and services at a level commensurate with demonstrated readiness and need.

Acceleration means matching the level, complexity, and the pace of the curriculum with the readiness and motivation of the student.

Acceleration is really about letting students soar. Acceleration is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility. It provides cumulative educational advantage.

Criteria for grade skipping:

- Teacher recommendation
- Subject Area (Subjects should be listed)
- Behavioral Checklist
- Working Portfolio: Anecdotal Records, 4 Work Samples, Awards, STAR Math, STAR Reading, Sources of Exceptionally High Achievement
- Subject Post Test and Nationally Norm Referenced Test
- Classroom Grades

MUST HAVE 2

Specific Academic Standardized and Normed Achievement Test:

Woodcock Johnson	(2 or more grade levels above)
SAGES	Measurement of both aptitude and achievement: (94% or above)
TOMAGS	Test of Mathematical Abilities for Gifted Students: (94% or above)
Subject Area Post Test	(94% or above)
MAPS	(95% or above)

MUST HAVE 2

Nationally Normed I.Q. Test (A full scale comprehensive test of intellectual ability):

Naglieri	(96% or above/9 th stanine)
Otis-Lennon School Ability Test	(96% or above/9 th stanine)
Coloured Raven (K-2)	(96% or above/9 th stanine)
Standard Raven (3-12)	(96% or above/9 th stanine)

Program Evaluation

Performance data shall be collected by the Gifted and Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted and Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Kentucky Department of Education.

Gifted and Talented Program Staff

Gifted Education Coordinator

- Holds a Gifted and Talented endorsement
- Arranges and leads professional development
- Leads district weekly/monthly gifted resource meetings
- Trains G/T Resource Teachers and G/T Strand Teachers
- Oversees district test administration and evaluation
- Coordinates gifted services with district administrators
- Creates district gifted brochures and website
- Facilitates parent meetings
- Presents annual report to School Board
- Is available for teacher and parent communication
- Oversees fiscal responsibilities of the district's gifted and talented total program

Gifted Resource Teacher

- Holds a Gifted and Talented endorsement
- Serves as a resource teacher and meets weekly with Gifted Strand Teachers
- Attends weekly/monthly district G/T resource meetings
- Coordinates parent meetings
- Administers testing
- Presides over staff development

Gifted Strand Teacher

- Holds a Gifted Endorsement or given approval to teach gifted strand
- Works collaboratively with Gifted Resource Teacher
- Participates in gifted strand meetings
- Participates in staff development
- Solicits grade level testing nominations

Gifted Strand Classrooms (Gr. 1-5) in the Elementary Schools:

Students gifted in the area(s) of General Intellect, Reading, Lang. Arts, Math, Science, or S. Studies have been placed in Gifted Strand Classrooms where gifted students are grouped in clusters of eight (8) or more students along with other students of varying abilities. The purpose of the cluster grouping is to enable the classroom teacher and gifted/talented specialist to collaborate to provide appropriate instruction to these students as well as ensuring that gifted students spend learning time together on a daily basis. This model allows academic leadership to emerge from students in the non-gifted strand classes.

An example of the district's Gifted Strand Model for grades 1-5 is shown below.

Classes	1 High Performer 95% (MAP Read.) 95% (MAP Math) 96% (GI score)	2 High Average 71%-94% (MAP Reading) 71%-94% (MAP Math)	3 Average 40%-70% (MAP Reading) 40%-70% (MAP Math)	4 Low Average 21%-39% (MAP Reading) 21%-39% (MAP Math)	5 Way Below Avg. 20% MAP Rdg. 20% MAP Math
Gifted Strand	X (12)		X	X	
B		X	X	X	X (8)
C		X	X	X	X (8)

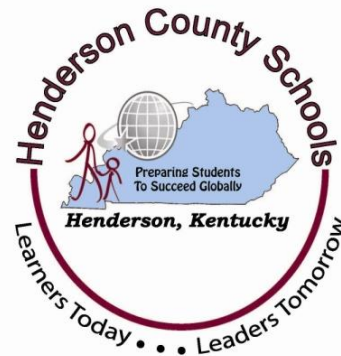
Placement Considerations:

The *Standard Deviation* (a wider range of scores and achievement within a group) will be looked at within each class.

Throughout the year on-going assessment of student strengths and abilities allows for *Flexible Grouping*. (The teachers will use flexible grouping to match students to their current levels of achievement in various subjects.)

Henderson County Gifted & Talented

800 South Alves Street
Henderson, Kentucky 42420
Telephone: (270) 827-4443 Fax: (270) 831-5058



DECLINE OF SERVICES FOR SCHOOL YEAR _____

Student: _____
First MI Last

Parent/Guardian: _____
First MI Last

School: _____ Grade: _____ Date: _____

Once identified as gifted and talented in KY, students retain this status until graduation. However, parents/guardians may choose for their child **not** to receive services. This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.

Area(s) of Identification for which decline of services is requested:

- ____ General Intellectual Ability
- ____ Specific Academic Ability (specify: _____)
- ____ Creativity
- ____ Leadership
- ____ Visual and Performing Arts (specify: _____)
- ____ All areas if multiple identification exists

My signature below indicates my request for decline of services as outlined above. I am requesting this for the following reason(s):

Signature: _____
Relationship to Student: _____
Date: _____

Safeguards and Grievances

Parents and/or students (Grades K-12) may petition for identification or may appeal non-identification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted and Talented Coordinator specifically why he/she believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted and Talented Coordinator shall compile student data and present that along with the petition or appeal to the GT Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - a) He/She may participate in the program as soon as the parent or guardian signs the required permission form.
 - b) A change in either the gifted and talented services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, further written appeal may be made to the superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Gifted Staff Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Jill Alexander	North Middle	North Middle	South Middle	South Middle	South Middle
Tracy Brown	Niagara	Niagara	Bend Gate	Bend Gate	South Middle
Dana Church	East Heights	East Heights	Cairo	Jefferson	South Middle
Nicole Newland	AB Chandler	Spottsville	Spottsville	South Heights	South Middle
Leslie Stuen	South Middle District	South Middle HCHS	South Middle HCHS	South Middle District	South Middle