

## **Gifted and Talented Students**

### **SELECTION FOR SERVICES**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for gifted and talented services.

Primary students shall be selected for the Primary Talent Pool and students in grades four through twelve (4-12) shall be identified for Gifted and Talented Services in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P3 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

~~At least once each school year, teachers will be provided information concerning the on-going identification process.~~

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

### **CURRICULUM**

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (K-P3) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

### **PERSONNEL/FUNDING**

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified Gifted and Talented students, in addition to the regularly assigned classroom teacher(s) in a pull-out, and/or push-in setting based on groups determined by grade level or student identification. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget. Additional funding may come from Title I for under-represented students and Title II for teacher training.

### **Gifted and Talented Students**

#### **PROGRAM EVALUATION**

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

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

#### **PROCEDURAL SAFEGUARDS AND GRIEVANCES**

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

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he 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-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement 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 non-availability 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) S/he 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 student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a 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 and Talented Students

### Gifted and Talented Identification and Services

Giftedness, as an educational entity:

The federal law, Jacob K. Javits Gifted and Talented Students Education Act of 1988, provided a federal office in the U.S. Department of Education out of which came a national definition for giftedness, which most importantly states the Gifted and talented students are students who can be defined as “exceptional” – that is they can be identified as possessing demonstrated or potential ability to perform at an exceptionally high level in any of the five general areas:

- General Intellectual
- Specific Academic Aptitude
- Creativity
- Leadership
- Visual/Performing Arts

All identification policies and procedures will be implemented with sensitivity to the unique needs of twice-exceptional and all under-represented populations in order to assure equity of access within the gifted services for all students.

### Primary Talent Pool

- The Primary Talent Pool is an informal recognition of high potential students; not equivalent to formal gifted identification. This consists of approximately 25% of the student primary population.

### IDENTIFICATION PROCEDURES

1. Students will be screened using ~~formal and~~ informal and formal assessments including but not limited to:

~~a. Formative:~~

- i. Collection of Evidence Demonstrating Student Performance
- ii. Continuous Progress Data

iii. Any students who score Ready with Enrichments on Brigance screener and/or above level with DRA

~~iii-iv.~~ Recommendation

1. Parent
2. Peer
3. Teacher
4. Other

v. Petition System

~~iv-vi.~~ Anecdotal Records

## Gifted and Talented Students

## Primary Talent Pool

### IDENTIFICATION PROCEDURES (CONTINUED)

- b. Formal (used to screen all students in an effort to find students who might not get a teacher referral or used to diagnose levels of service within Primary Talent Pool):
  - i. Used as inclusive screeners and to provide diagnostics on levels of service.
  - ii. Formative assessments may NOT be used to exclude students from PTP.
- c. Students who qualify for early entrance into kindergarten will be included in PTP.

This screening process serves as a safety net for underachieving, underrepresented, and often overlooked students.

### ~~PRIMARY TALENT POOL (CONTINUED)~~

### SERVICE DELIVERY

1. The majority of the primary talent pool students' services should be through the regular classroom teacher providing continual progress by cluster grouping, differentiation, accelerating, and cross teaming.
2. Pull-out services may be offered by the Gifted and Talented Resource Teacher, if parent permission has been obtained.
3. The Gifted and Talented teacher will serve as a primary resource for providing professional development and primary talent pool information to teachers, parents, and students.

### Gifted and Talented Students

#### Formal Identification of Gifted and Talented Students Grades 4-12

##### General Intellectual

- Requires exceptional reasoning ability

#### IDENTIFICATION PROCEDURES

1. All exiting primary students will be screened by ~~the school counselor with a nationally normed cognitive assessment~~ their teacher with guidance from the Gifted and Talented resource teacher. Accommodations will be provided in compliance with IEP and 504 plans.
2. ~~Counselors will send scores from the nationally normed cognitive assessment to the Gifted and Talented resource teacher.~~
3. ~~The Gifted and Talented resource teacher will collect all assessments from each teacher once testing has been completed.~~
4. The Gifted and Talented resource teacher will examine the nationally normed cognitive assessment scores for students with a CSI of 130+ or 96<sup>th</sup> percentile.
5. Students scoring 96%+ on the nationally normed cognitive assessment ~~AND or~~ 130+ on the CSI of the nationally normed cognitive assessment will possess qualifying scores for identification in the area of general intellectual.
6. The Gifted and Talented resource teacher will seek recommendations from the teachers for students ~~with qualifying scores~~. As the teacher completes the recommendation, they shall collect at minimum, two (2) forms of evidence, such as a work sample, anecdotal data, JOT DOWNS, sociograms, etc. to display the child's exceptional reasoning ability. The teacher will give the referral and the evidence to the Gifted and Talented resource teacher.
7. If a teacher recommends a student that doesn't have a qualifying score, the student may be offered an additional norm-referenced achievement screening ~~at the end of the next school year, an appropriate individual assessment, and local norms, as well as, alternate data sources to support special considerations for identification.~~
8. ~~If a student possesses only one of the qualifying test scores but has a strong teacher recommendation and strong evidence, the District shall administer an individual mental ability test. This is to be used only in unique circumstances and shall not become regular practice.~~
9. Once all documentation has been gathered, the Gifted and Talented Resource teacher shall present the materials to the Gifted and Talented selection/placement committee ~~for consideration~~ to define levels of service and make qualifications for services more inclusive by addressing special considerations.
10. Upon completing the identification process, a Gifted Student Services Plan (GSSP) will be written for the student based on the information provided in the teacher recommendation and parent/guardian information about the child.
11. Additional testing may be used at the discretion of the Gifted and Talented specialist and counselor.

### Gifted and Talented Students

#### Formal Identification of Gifted and Talented Students Grades 4-12

##### General Intellectual

## IDENTIFICATION PROCEDURES (CONTINUED)

12. Students without a qualifying test score, but with other evidence that demonstrates high potential may be qualified for services through special considerations as determined by Gifted and Talented selection/placement committee.

### SERVICE DELIVERY

*School's responsibilities:* The school will provide the students with multiple service options. Service options include differentiation, advanced level materials, resource services, grouping, etc.

*Classroom teacher's responsibilities:* The classroom teacher will ensure the student is working on the needs written in the GSSP.

*Gifted and Talented resource teacher's responsibilities:* The Gifted and Talented resource teacher will serve as material and professional development resource to teachers and/or provide pull-out services, push-in services, and/or seminars to students in relation to need.

#### Specific Academic Aptitude

- Based upon exceptionally high achievement in specific content area(s) including mathematics, language arts, social studies, and science.

### IDENTIFICATION

1. All nationally normed assessment scores will be reviewed to obtain a listing of all recently assessed student's scores within the 9<sup>th</sup> stanine. This list should be provided to the Gifted and Talented resource teacher.

2. The Gifted and Talented resource teacher should provide this list to the prospective teachers for possible referrals in the respective areas.

3. Parental/Guardian questionnaire of student strengths and interests will be administered.

3-4 Classroom teachers should refer qualifying students by completing a recommendation form and providing two (2) forms of evidence supporting exceptional content achievement, such as work samples, additional assessments, anecdotal notes, etc. After completing the recommendation, all paperwork and evidence should be forwarded to the Gifted and Talented resource teacher.

4-5 Once all documentation has been gathered, the Gifted and Talented Resource teacher shall present the materials to the Gifted and Talented selection/placement committee for consideration.

6. Upon completing the identification process, a Gifted Student Services Plan (GSSP) will be written for the student based on the information provided in the teacher recommendation and parental/guardian questionnaire of student strengths and interests identification data.

5-7 Students without a qualifying test score, but with other evidence that demonstrate high potential may be qualified for services through special considerations as determined by Gifted and Talented selection/placement committee.

## Gifted and Talented Students

### SERVICE DELIVERY

*School's responsibilities:* The school will provide the students with multiple service options. Service options include differentiation, advanced level materials, resource services, grouping, etc.

*Classroom teacher's responsibilities:* The classroom teacher will ensure the student is working on the needs written in the GSSP.

*Gifted and Talented resource teacher's responsibilities:* The Gifted and Talented resource teacher will serve as material and professional development resource to teachers and/or provide pull-out services, push-in services, and/or seminars to students in relation to need.

### Creativity

- ~~Teachers and specialists are requested to screen students using the writing samples, and anecdotal notes. This area of identification is subjective and formal creative ability testing is optional.~~ Creativity is the 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.

### IDENTIFICATION

1. Creativity screener will be administered to all students at time of regular gifted testing and can be re-administered based on parent or teacher referral. Students who qualify using the creativity screener will be administered the Torrance Test of Creative Thinking.

4-2. Teachers ~~should~~ /Guardians may complete the recommendation form and submit a minimum of two (2) samples of evidence to the Gifted and Talented resource teacher.

3. Student may self-nominate.

4. Parental/guardian questionnaire of student strengths and interests will be administered.

2-5. Evaluation of student's creative writing samples by writing specialist(s), authors, and/or English teacher(s) with interest/appreciation of creativity is strongly recommended.

3-6. Once all documentation has been gathered, the Gifted and Talented Resource teacher shall present the materials to the Gifted and Talented selection/placement committee for consideration.

4-7. Once identification has been made, parent/guardians need to be notified of recommendation and selection. ~~Parents will receive a questionnaire about their child's creativity to be completed.~~

5-8. Upon completion of the identification process, a Gifted Student Services Plan (GSSP) will be written for the student based on the information provided in the teacher recommendation and ~~parent/guardian questionnaire~~ identification data.

### SERVICE DELIVERY

*School's responsibilities:* The school will provide the students with multiple service options. Service options include differentiation, advanced level materials, resource services, grouping, etc.

*Classroom teacher's responsibilities:* The classroom teacher will ensure the student is working on the needs written in the GSSP.

### **Gifted and Talented Students**

*Gifted and Talented resource teacher's responsibilities:* The Gifted and Talented resource teacher will serve as material and professional development resource to teachers and/or provide pull-out services, push-in services, and/or seminars to students in relation to need.

#### **Leadership**

- Students who exhibit advanced leadership qualities.

#### **IDENTIFICATION PROCEDURES**

1. Teachers, students, parents/guardians, religious leaders, Boy-Girl Scout leaders, coaches, club sponsors, etc. can begin the referral process by completing a recommendation form and sending it to the Gifted and Talented resource teacher along with another piece of evidence (such as a list of awards, accomplishments, examples of leadership skills, characteristic checklist, etc).
2. Socio-grams, jot-downs, and self-referral should provide observable, quantifiable information about demonstrated leadership as a part of the referral process.
3. Parental/guardian questionnaire of student strengths and interests will be administered.
4. Student may self-nominate.
- ~~2-5~~ Once all documentation has been gathered, the Gifted and Talented Resource teacher shall present the materials to the Gifted and Talented selection/placement committee for consideration.
- ~~3-6~~ Once identification has been made, parent/guardians need to be notified of recommendation and selection. ~~Parents will receive a questionnaire about their child's creativity to be completed.~~
- ~~4-7~~ Upon completion of the identification process, a Gifted Student Services Plan (GSSP) will be written based on the identification information ~~written in the referral and parent/guardian questionnaire.~~

#### **SERVICE DELIVERY**

*Classroom teacher's responsibility:* The classroom teacher will ensure the student is working on the needs written in the GSSP.

*Gifted and Talented resource teacher's responsibility:* The Gifted and Talented resource teacher will serve as material and professional development resource to teachers and/or provide pull-out services, push-in services, and/or seminars to students in relation to need.



## **Gifted and Talented Students**

### Visual/Performing Arts

- Talents include art, drama, dance, and music.

#### **IDENTIFICATION PROCEDURES**

1. Teachers, specialists, and parents should recommend qualifying students by completing a recommendation form and providing a minimum of two (2) samples of evidence of exceptional visual/performing arts ability, which may include auditions, letters of recommendation, or product or portfolio assessment by specialists or professional artists. This referral information should be sent to the Gifted and Talented resource teacher. The person completing the recommendation should focus on the question of talent vs. technical skill.

2. Parental/guardian questionnaire of student strengths and interests will be administered.

3. Students may self-nominate.

2-4 Once all documentation has been gathered, the Gifted and Talented Resource teacher shall present the materials to the Gifted and Talented selection/placement committee for consideration.

3-5 Upon completion of the identification process, a Gifted Student Service Plan (GSSP) should be written based on the information provided in the ~~recommendation and parent/guardian questionnaire~~ identification process.

#### **SERVICE DELIVERY**

*School's responsibility:* The school will provide the students with multiple service options. Service options include differentiation, advanced level materials, resource services, grouping, mentoring, etc.

*Classroom teacher's responsibility:* The classroom teacher will ensure the student is working on the needs written in the GSSP.

*Gifted and Talented teacher's responsibility:* The Gifted and Talented resource teacher will serve as material and professional development resource to teachers and/or provide pull-out services, push-in services, and/or seminars to students in relation to need.

#### **PROGRESS REPORTS**

Teachers shall complete progress reports twice a year. This report is based on the student's Gifted Student Services Plan (GSSP) and should be a report on the progress toward the needs/goals. It should also identify any additional strengths/needs that should be included in the GSSP or verification of any goals met.

#### **GIFTED STUDENT SERVICES PLAN**

The Gifted Student Services Plan will be initially written upon identification and modified as needed in relation to the progress reports. This will serve as a direction of goals for everyone involved in the education of a gifted student.

#### **GIFTED AND TALENTED FOLDER**

All identified students shall have a Gifted and Talented folder, which will contain their identification information, GSSP, parent response forms, and progress reports.

**Gifted and Talented Students****EXITING FROM SERVICES**

If a student and/or parent desires to decline or discontinue gifted and talented pull-out services, the parents shall provide a written statement to the Gifted and Talented resource teacher to be placed in that child's Gifted and Talented folder. This letter shall be the refusal of services for one academic year. Each subsequent year that GT services are refused, a new letter stating this desire needs to be submitted to the gifted and talented department and stored in the student's gifted and talented folder as evidence of declined services.