



**Beechwood
Independent
Schools**

**Gifted and
Talented
Handbook**

Revised November 2023

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Primary Talent Pool Selection Procedures Grades K-3

In accordance with 704 KAR 3:285, Beechwood Independent Schools utilizes the following procedures and instruments for the selection of high potential learners for participation in the Primary Talent Pool.

The Primary Talent Pool (PTP) is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (Kindergarten – 3rd Grade). These students may be referred to as high-potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop. These students are not automatically identified as gifted once they reach the fourth grade. They must be formally identified by meeting certain criteria.

“High potential learners” are students who learn and comprehend at a faster pace and more complex level than their age peers. These students often acquire skills earlier and progress at an accelerated rate. According to 704 KAR 3:285, they typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

Primary Talent Pool Selection Committee (PTPSC) may consist of an administrator, gifted education personnel, primary teachers, counselor, and special area teachers (art, music, dance, drama, and physical education).

The screening and selection process for the primary talent pool includes the following steps:

Step 1. Nomination

A minimum of three measures are used to provide evidence that a student should participate in the Primary Talent Pool. This may include standardized or norm-referenced assessments or informal measures which rely on observations and professional judgment rather than being standardized or norm referenced with numbers and scores. Examples of informal measures used to determine high potential in primary students may include primary portfolios, gifted characteristic checklists, anecdotal records, parent interviews and questionnaires, teacher assessments, work samples, products, jot down screening tools, and performances.

Evidence is gathered from teacher, parent, and community member observations of student characteristics and work samples. The PTPSC reviews the evidence to determine if a primary student is a high-potential learner and should be included in the Primary Talent Pool. The PTPSC should consider environmental, cultural, and disabling conditions. Students can be placed in the talent pool at any time during their primary years. It is recommended that school committees follow the principle: when in doubt, err on the side of inclusion.

A requested referral begins with a nomination from a student, educator, parent/guardian, or peer. The person requesting a referral should notify the Gifted Program Coordinator so that further evidence may be gathered. An automatic referral will be made when a student has scored in the 9th stanine or the 96th percentile or above on a whole grade testing measure or screening (ex. MAP, ITBS, NNAT, etc.).

Step 2. Evidence Collection and Evaluation

The PTPSC will evaluate the student based on at least three of the following options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

- Parent interview/questionnaire
- Primary review committee recommendation
- Anecdotal records
- Available formal test data (ex. MAP, ITBS, etc.)
- Collection of evidence demonstrating student performance
- Checklist of inventories of behaviors specific to gifted categories
- Diagnostic data
- Continuous progress data
- Petition system
- Other valid and reliable documentation

*Use of parent interview/questionnaire, primary review committee recommendation, and/or anecdotal records requires the use of at least one additional data source selected from the above-listed options.

Formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessments.

Service Delivery

For a student in the Primary Talent Pool, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum, flexible grouping, and regrouping based upon the **individual** interests, needs and abilities, including social and emotional, of the student. Services may also include community or whole class experiences.

Emphasis on educating high potential learners in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in 704 KAR 3:285. A recommendation for a service shall be made on an **individual** basis dependent upon a student's performance and/or demonstrated need.

Menu of Primary Talent Pool Service Options

- **Acceleration by Subject:** Students are facilitated to move through material at a faster pace than age-peers and at a rate equal to their abilities.
 - **Pre-Assessment:** Instructional method used by teachers to determine what students do and do not know prior to starting a new unit of study. Results are used to plan for each student's level of readiness.
 - **Compacting:** An instructional practice where teachers pre-assess students on content in order to determine what they have already mastered. The focus of study becomes the content that the student does not know. By reducing repetition of content, students are challenged to their full potential.
 - **Subject-Level Acceleration:** A form of acceleration where a student does subject-specific work, e.g. mathematics, on a grade level higher than the one in which they are enrolled. The decision to

subject-area accelerate is a collaborative one by the teacher, GT Coordinator and parent and is based on defined data.

- **Acceleration by Grade:** Acceleration occurs when students move through traditional curriculum at rates faster than typical. Grade-skipping and early entrance to kindergarten are among several forms of acceleration by grade.
- **Collaborative Teaching:** Instructional Coordinator/GT Resource Teacher works in conjunction with the regular classroom teacher to provide direct differentiated services to high potential learners.
- **Consultation Services:** Instructional training, materials and other resources are provided to the classroom teacher by the Instructional Coordinator/GT Resource Teacher in order to provide appropriate and adequate services for high potential learners.
- **Differentiation Individual:** Teachers make adjustments instructionally to content (what is taught), process (how it is taught), or product (how students show what they have learned) to meet the needs of individual students.
- **Differentiation Cluster Group:** Students are placed in regular classrooms with a small group of other students who have similar readiness for the purpose of receiving differentiated instruction.
 - **Flexible Grouping:** A differentiation strategy where teachers arrange students in groups according to their readiness level, interests, or learning profile for a period of time. Groups' members change frequently based on instructional needs determined by the teacher.
- **Enrichment Services during the School Day:** Students are given learning activities that are more in-depth or from an additional discipline used to supplement their educational experience.
- **Pull Out Setting:** Students receive enrichment, acceleration, or other services outside of the regular classroom.
- **Independent Study:** A self-directed study of a selected topic under the supervision of the teacher. Students research a topic of high interest and formulate and answer questions. At the end of the study, they develop and present a product.
- **Special Counseling Services:** Students receive counseling services focused on the affective needs of gifted individuals.

Gifted and Talented Student Identification Procedures Grades 4 - 12

According to 704 KAR 3:285 - programs for the gifted and talented, a gifted and/or talented child is defined as one who is identified as possessing demonstrated or potential ability to perform at an exceptionally high level in one or more of the following areas:

- general intellectual ability
- specific academic aptitude
- creative or divergent thinking
- psychosocial or leadership ability
- visual or performing arts

Screening:

Students may be formally identified as Gifted or Talented (GT) in the fourth grade. Students who show evidence of giftedness any time during the school year or subsequent grade levels may also be considered. Screening for gifted and talented students includes all five categories of giftedness (general intellectual ability, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). The Beechwood Independent Schools screen the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability, in all areas.

Eligibility:

In accordance with 704 KAR 3:285, Beechwood Schools requires at least three of the following evidence options and committee approval for formal GT identification for students in grades 4 – 12:

- A collection of evidence from portfolios demonstrating student performance
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Continuous progress data
- Anecdotal records
- Peer nominations
- Formal testing data specific to gifted categories
- Parent interview or questionnaire
- Gifted Selection Committee recommendation for those entering the fourth grade
- Self-nomination
- Student awards or critiques of performance or products specific to gifted categories
- Other valid and reliable documentation

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

General Intellectual Ability:

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one's peers, experience or environment. It is reflected in a variety of cognitive areas such as: abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information.

(704 KAR 3:285 Section 1(31)) General Intellectual Ability is determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability (704 KAR 3:285 Section 3 (12(a))).

An intellectual ability screening test is administered in the second semester to ***all Beechwood third grade students*** by the Gifted and Talented Education Services staff as the first step in screening for formal identification as Gifted and Talented in grades 4 –12. Students scoring 96% and above on this measure continue to progress through the identification procedure.

Additional evidence may include:

- High performance on additional individual or group intellectual assessment
- Observation of applied advanced reasoning ability
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

Specific Academic Aptitude:

Specific academic ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers. (704 KAR 3:285 Section 1(30)) Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject area test scores of an achievement test. {704 KAR 3:285 Section 3[12(b)]} Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies or Science.

Additional evidence may include:

- High performance on an additional individual or group test of academic aptitude
- Student awards or critiques of performances
- Off-level testing
- Portfolio of high academic performances
- Student progress data

Creativity or Divergent Thinking:

Creative or divergent thinking ability means 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. (704 KAR 3:285 Section 1(8)) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. (704 KAR 3:285 Section 3(12(c)))

Identification in the non-academic area of Creativity or Divergent Thinking is initiated in the second semester of the third grade year utilizing a combination of formal and informal measures. Jot down screeners will be used on an on-going basis to identify students for Gifted and Talented referral. The Gifted and Talented

Education Services staff is responsible for compiling scores from all assessment instruments utilized in the identification process.

- Informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought
- Creative writing samples
- High scores on tests of creative ability (e.g., Williams or Torrance, etc.)
- Behavioral checklists or observations specific to creative behavior
- Observation of original ideas, products or problem-solving

Leadership or Psychosocial Abilities:

Psychosocial or leadership ability means 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. (704 KAR 3:285 Section 1(30)) Leadership or psychosocial abilities shall be determined by a variety of formal and informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. {704 KAR 3:285 Section 3[12(d)]}

Identification in the non-academic area of Leadership or Psychosocial Abilities is initiated in the second semester of the third grade year utilizing a combination of formal and informal measures. All student self-assessment surveys and peer nomination instruments are completed in the regular classroom setting with the facilitation of the Gifted Resource Specialist. The Gifted and Talented Education Services staff is responsible for scoring and tallying all assessment instruments utilized in the identification process.

- Informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity
- Sociograms (i.e., questionnaires designed to assess leadership characteristics)
- Peer recommendations
- Behavioral checklists or observations specific to leadership behavior
- Portfolio entries which display leadership qualities
- Offices held by student in extracurricular activities and class government

Visual and Performing Arts:

Visual or performing arts ability means 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 visual art, dance, music, or drama. (704 KAR 3:285 Section 1(34)) Visual and performing arts talent shall be determined through evidence of performance which include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists.

- Evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists
- Awards or critiques of performance
- Portfolio of visual or performing arts ability

Gifted Student Service Plan (GSSP):

A GSSP is required for each formally identified student in grades 4 – 12. The purpose of this educational plan is to match a student’s interests, needs, and abilities to differentiated service options and to serve as the communication vehicle between the parent/guardian and school personnel. Student progress in his/her gifted areas is reported twice a year on the report card.

A student identified as possessing gifted characteristics, behaviors, or talent is provided articulated primary through grade twelve services which are qualitatively differentiated to meet his/her individual needs, result in educational experiences commensurate with his/her interests, needs, and abilities and facilitate the high level attainment of goals established in KRS 158:6451. Both grouping for instructional purposes and multiple service delivery options may include the following pursuant to 704 KAR 3:285 and school availability:

Gifted Student Service Plan Options			
SERVICE OPTION	EXAMPLE	DEFINITION	APPLICATION
<p><u>Acceleration by Grade</u></p> <p>Acceleration occurs when students move through traditional curriculum at rates faster than typical</p>	<p>Grade Skipping</p>	<p>Student skips an entire grade level</p>	<p>A student in sixth grade goes to eighth grade the following school year instead of going to seventh grade.</p>
<p><u>Acceleration by Subject</u></p> <p>Students are facilitated to move through material at a faster pace than age-peers and at a rate equal to their abilities.</p>	<p>Curriculum Compacting</p>	<p>A process that: (1) pre-assesses what a student knows about material to be studied and what the student still needs to master; (2) plans for learning what is not known and excuses the student from what is known; and, (3) plans for freed-up time to be spent in enriched or accelerated study</p>	<p>After a pre-assessment is administered, a learning contract is developed between the student and the teacher that identifies skills and understanding that the teacher deems important to the topic of study. (E.g. Civil War). The contract provides opportunities for student choice regarding some of what will be learned, working conditions, and how the information will be applied or expressed.</p>
	<p>Subject Area Acceleration</p>	<p>Students physically move to a higher grade level class for instruction in a content area or receive individualized or cluster group instruction at a higher grade-level in their classroom</p>	<p>A student is demonstrating an understanding of math concepts and skills two levels or more above grade level, so the student goes to a higher grade level or works with a small cluster group in current grade on advanced, complex math concepts.</p>
	<p>Dual Credit</p>	<p>Most often refers to high school students taking college courses, often for college credit. May also refer to middle grade students taking high school courses and earning credit towards graduation</p>	<p>A high school student enrolls in a dual credit course on-site or at a local university. A middle school student registers for a high school level math class.</p>

<p><u>Advanced Placement Honors Courses</u></p>	<p>AP</p>	<p>Students take an AP Course, which emphasizes college-level content on college board curricula and test. Students take honors courses which are college preparatory in nature.</p>	<p>A student enrolls in AP English</p>
<p><u>Collaborative Teaching/ Consultation Services</u></p> <p>A regular classroom teacher and GT teacher work together to provide services to GT students</p>	<p>Consultation</p>	<p>GT teacher provides classroom teacher with instructional information and/or materials to meet the needs of a GT student</p>	<p>GT teacher and regular classroom teacher meet to discuss strategies on tiered assignments for an ongoing social studies unit on the stock market</p>
	<p>Collaboration</p>	<p>GT teacher team teaches with the regular classroom teacher to provide instruction in a regular classroom to a group of identified gifted students</p>	<p>GT teacher and regular classroom teacher co-present and facilitate a discussion on Edgar Allan Poe’s works, providing content depth and challenging objectives for an individual or group of GT students within a regular classroom</p>

<p><u>Differentiation Individual</u></p> <p>Teachers make adjustments instructionally to content (what is taught), process (how it is taught), or product (how students show what they have learned) to meet the needs of individual students.</p>	<p>Tiered Assignment</p>	<p>Work is assigned on the same concepts and skills but to different degrees of complexity and abstractedness</p>	<p>In a 7th grade language arts classroom, everyone is reading Edgar Allen Poe’s poem, “The Raven.” Some students may identify the poetic devices in the poem while other students evaluate Poe’s personal experiences as related to “The Raven.”</p>
	<p>Leadership Opportunities</p>	<p>Opportunities to study and assume leadership roles in class, student organizations and community activities</p>	<p>Students create activities in the classroom or in the school to help others or places and/or study traits of leadership. Example: Student develops a plan to generate financial support to pay for the education of a child in India. Example: Students study traits of effective orators and apply to projects.</p>
	<p>Creativity Opportunities</p>	<p>Opportunities to demonstrate innovative or creative reasoning, advanced insight and imagination, and/or solving problems in unique ways</p>	<p>Students study the need to make schools more environmentally friendly (green schools) by gathering information, defining the problem, locating and appropriately using valid resources, making decisions about solutions, posing a solution, communicating the solution to others, and assessing the solution’s effectiveness.</p>
<p><u>Differentiation Cluster Group</u></p> <p>Students are placed in regular classrooms with a small</p>	<p>Flexible Grouping</p>	<p>Grouping based on the match of the task to student readiness, interest, or learning level</p>	<p>In math, students are grouped according to pre-assessment results and groups change with each unit of study, i.e. the student is with one group for solving systems of equations and another for probability and statistics</p>

<p>group of other students who have similar readiness for the purpose of receiving differentiated instruction.</p>	<p>Cluster Grouping/ Target Classes</p>	<p>A group of four or more identified students are placed in a heterogeneous (mixed ability) classroom or in a specific instructional setting for the purpose of receiving a differentiated learning experience that matches the student’s needs, interest, and ability</p>	<p>Four students who are identified as gifted in science are intentionally placed in the same biology class so that they can work together on more complex science concepts.</p>
<p><u>Distance/ Online Learning</u></p> <p>Educational opportunities are offered through computer technology, satellite transmission, etc.</p>	<p>Online Learning</p>	<p>Independent work studies using online resources (classes, work assignments, internet links, etc.)</p>	<p>Middle School example: Students access the Khan Academy website where the teacher has designed an independent study project that requires the student to complete assigned tasks through independent research.</p>

<p><u>Enrichment Services</u></p> <p>Differentiated activities that supplement classroom instruction</p>	<p>Enrichment Services During the School Day</p>	<p>Differentiated, academically-based activities that supplement classroom instruction and are offered during the school day</p>	<p>A student participates in a field trip designed to supplement instruction in the area of gifted identification.</p>
	<p>Extracurricular or Enrichment Opportunities</p>	<p>Differentiated, academically-based activities that supplement classroom instruction and are often after school</p>	<p>Students participate on the academic team or Odyssey of the Mind teams.</p>
<p><u>Independent Study</u></p> <p>Self-directed course or study of a selected topic</p>	<p>Independent Study</p>	<p>A self-directed study of a selected topic under the supervision of the teacher. Students research a topic of high interest and formulate and answer questions. At the end of</p>	<p>A student chooses a topic on Pangaea. He/she researches independently and is given the opportunity to present the information to the class in a unique way.</p>

under the supervision of a teacher		the study, they develop and present a product.	A student applies for and receives an internship to study arts administration at a local arts organization. The student receives an elective credit towards graduation.
<u>Mentorship</u> Specialized studies with an adult mentor in the community	Mentorship	Specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education	A student, interested in a career as a museum curator, meets regularly with the creative director of a local museum to set up traveling museum displays, to research historical information for publication, and to gain experience with the marketing aspects of the field.
<u>Pull Out Setting</u> Students receive enrichment, acceleration, or other services outside of the regular classroom.	Resource Services	Part-time grouping of identified gifted and talented students based on students' interests, needs, and abilities and designed for accelerated content, special interest groups, process skills development, or various combinations of all	A group of students is interested in computer programming. They meet together in a separate class with the GT teacher to develop a project that results in a product through further development of computer programming skills.
<u>Seminars</u> Discussion-based session on specific topic focusing on advanced content	Seminars	Topic-specific sessions on advanced content and higher level processing skills	Students meet with a local business owner to learn how to start a business.

<p><u>Special Counseling Services</u></p> <p>Counseling assistance planned in coordination with the GT teacher and provided by a counselor familiar with the characteristics and social-emotional needs of GT students</p>	<p>Counseling</p>	<p>Students receive counseling services focused on the affective needs of gifted individuals</p>	<p>Student meets individual or in small group with counselor, GT teacher, and/or school psychologist to discuss perfectionism</p>
<p><u>Travel Study Options</u></p> <p>Academic based travel</p>	<p>Travel Study</p>	<p>Academic-based travel which may result in high school or university credit</p>	<p>Students participate in a travel/study program designed for enrichment and fostering cultural awareness and appreciation.</p>

Under-Representation of Minority Students

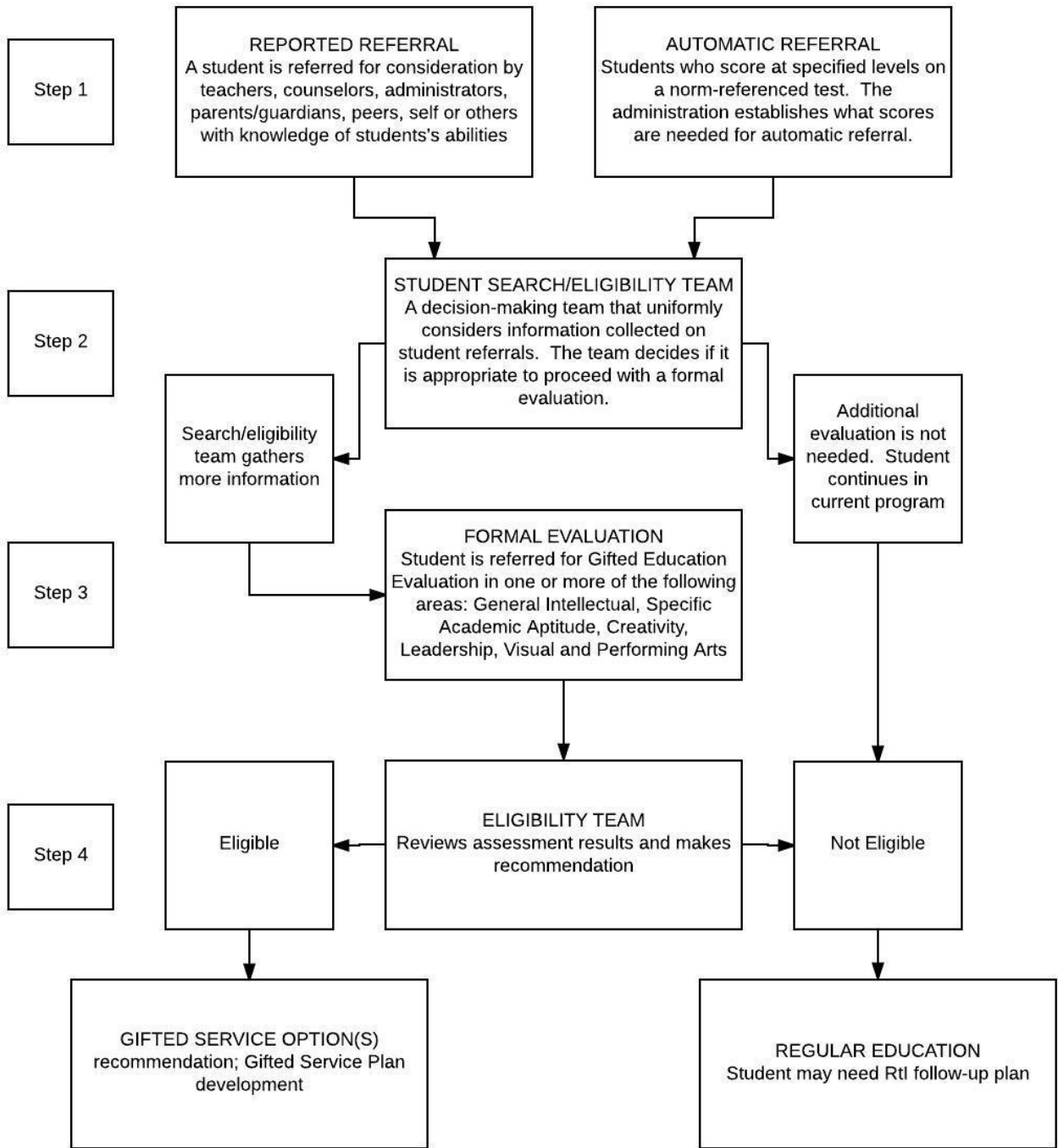
Alternative means and methods are utilized for identifying GT children from minority populations, relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests may include the NNAT (Naglieri Nonverbal Ability Test) and the Raven's Progressive Matrices. Observation-based methods for teachers may include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales among others. Beechwood Independent Schools provides a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

Determination of eligibility for the gifted and talented program shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, or underachieving, is a member of a racial or ethnic minority or has a disability.

The Beechwood Independent School District plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation:
3. Screen students for all areas of giftedness as defined by KRS 157.200.

Gifted and Talented Identification Flow Chart



Timeline for PTP Selection and GT Identification

August

GT Coordinator:

- Send current year GT and Primary Talent Pool student list to building administrators.
- Consult with registrars to check for new students who may have been identified in another state or district. GT coordinator will review records for eligibility based on Kentucky guidelines.
- End-date current 4th graders who have left PTP due to grade level.
- Send a list of GT students to elementary, secondary, and special area/elective teachers who are responsible for instructing GT identified students.
- Send a list to primary teachers and special area/elective teachers who are responsible for instructing PTP students.
- Review any “on watch” files of unidentified students to see if new qualifying criteria/data is available to make pending identification. GT identification can be made at any time.
- Remind K – 6th grade teachers of where to find jot-down screeners to record names of non-identified and “on watch” students whom they observe exhibiting gifted behaviors.
- Meet with teachers in grades 4-12 to review gifted service options
- Assist teachers and building personnel (as needed) to differentiate the academic and affective needs of students in grades K-3.

Teachers/Building Administrators:

- All teachers of GT students are responsible for reviewing the students’ GSSPs in Infinite Campus and differentiating for students as indicated on their GSSP.

Selection Committee:

Selection for Primary Talent Pool is an on-going process from Kindergarten - 3rd Grade. The Primary Talent Pool Selection Committee will meet monthly to discuss data and evidence gathered to evaluate and select any new PTP students in grades K - 3.

September

GT Coordinator:

- Review testing data for 7th – 12th grade students.
- Review data spreadsheet regarding K – 6th grade students. Check MAP, Brigance and any additional testing data.
- Send out **Permission to Test** forms to parents/guardians for students who need additional testing.
- Send a list of students who qualify (based on test scores only) for identification to the elementary administrator as well as a list of students added to “watch list”.
- Check for 4th -6th grade students scoring at the 96th percentile or higher to begin the GT Identification process.
- Teach small groups and whole class lessons in grades K-6.

- Send parent letter detailing how to access student's updated GSSPs.

Selection Committee:

- Review evidence and update list of students qualifying for identification.
- Review evidence and update the list of students eligible for PTP.

October

GT Coordinator:

- Contact 4th - 6th grade teachers to assist with the collecting of data on students that are on the School Spreadsheet with qualifying scores (GI, LA, MA, SC, SS).
- Review and update GSSPs of formally identified students and make sure strategies are checked on the GSSP in Infinite Campus.
- After updating GSSPs of students, make GSSPs viewable for families on Infinite Campus.
- Collect supporting evidence from classroom teachers which may include: behavior checklists, assessments, work samples, anecdotal information, jot-downs, etc. that could be used in the GT identification process.
- Work with 4th - 6th grade teachers to identify any students with potential Leadership, Creativity or Visual and Performing Arts (VPA) characteristics through formal nomination forms, behavior checklists, jot-downs, anecdotal notes, work samples, evidence of specific leadership roles, etc.
- Give the Naglieri (NNAT3) to all students in first grade.
- Teach small groups and whole class lessons

Selection Committee:

- Review evidence and update list of students **qualifying** for identification
- Send a letter of notification if the student does not qualify for GT identification/ services.
- The GT Coordinator will enter new GT data in Infinite Campus

November

GT Coordinator:

- Evaluate any student nominated for leadership, and notify the elementary and high school administrator with results.
- Evaluate any student nominated for creativity, and notify the elementary and high school administrator with results.
- Collect supporting evidence which may include: teacher checklists, work samples, informal tests, etc. used as evidence for identification.

Selection Committee:

- Review evidence and update list of students qualifying for identification as General Intellectual, Specific Academic Aptitude (Language Arts, Math, Science, Social Studies), Leadership, Creativity, and VPA
- Send a letter of notification if the student does not qualify for GT identification/services.
- The GT Coordinator will enter new GT data in Infinite Campus

December

GT Coordinator:

- Work with teachers in grade 4-12 to report student progress
- Enter student progress on report cards
- Teach small and whole group enrichment lessons in grades K-6
- Update school Gifted website

January

Gifted Coordinator

- Review MAP, OLSAT and IOWA data when available.
- Submit data from Kindergarten – 3rd grade students scoring at the 85th percentile or higher to begin the PTP selection process.
- Review any new testing data for 7th – 12th grade students.
- Send home “permission to test” forms if needed and track and collect forms that are returned.
- Check MAP data from 4th – 6th grade students scoring at the 96th percentile or higher
- Meet with grade level teachers to discuss any students who also show potential as being a high level thinker, is creative, shows leadership skills, or may be talented in the visual or performing arts as documented on jot down screeners.
- Assist teachers in gathering the required three (3) pieces of evidence (formal scores or informal assessments) in each category to meet State Criteria.
- Gather data to support potential PTP identifications and submit information.
- Screen all PTP third graders for specific academic areas using the IOWA assessment.
- Screen all third grade students in January for GI and administer in the classroom.
- Teach small groups and whole class lessons in grades K-6.

Selection Committee:

- Meet to discuss students with potential and begin reviewing evidence.
- Students are selected for the PTP in a specific area if evidence supports selection.
- PTP list is updated and given to grade level and specialty area teachers.
- Parents will be notified with a PTP selection letter.
- All scores and student information is held in complete confidence by all personnel. Results are not shared with students, parents, other teachers, etc. until all identification procedures are complete.

Spring

GT Coordinator:

- Review any new testing data for 7th – 12th grade students.
- Review “on watch” folders of 4th - 6th graders. Check to see if further evidence is available to identify students. If so, follow fall procedures.
- Review progress of PTP students.
- Review K – 3rd grade data to see if any more students need to be added to the PTP list.
- Send behavior checklists for all third graders on PTP list to their homeroom and specialty areas teachers for next year’s data collection.
- Send letters to families of 3rd grade primary talent pool students who qualify for Gifted and Talented services.
- Send letters to families of 3rd grade primary talent pool students who did not qualify for Gifted and Talented services.
- Send home GSSP goals and teacher comments documentation for students in grades 7-12
- Teach small group and whole class lessons in grades K-6.
- Help create high cluster classes for the upcoming school year.
- Send an end of the year parent survey to all GT families.
- Report progress on report cards for students in grades 4-12.

Roles and Responsibilities

Gifted and Talented Educational Services Coordinator:

- Provide direct services to students who have been formally identified for gifted and talented services.
- Provide ongoing support for Primary Talent Pool service options.
- Assist in the on-going development of building-wide Primary Talent Pool service options.
- Update student GSSPs yearly
- Build capacity by assisting teachers with planning for differentiated instruction, to include modeling, collaboration, and follow-up.
- Build capacity by modeling for teachers how to incorporate critical and creative thinking skills in the content areas for all students.
- Assist teachers with planning of differentiated instruction related directly to core curriculum and the Program of Studies to meet the needs, interests, and abilities of students.
- Model how to work with cluster and flexible groups of students in content areas related directly to the core curriculum.
- Plan and teach small groups of students who are part of the PTP program
- Plan and implement special programs/seminars for formally identified groups of students dependent upon available funds.
- Provide teacher support for completing student recommendations, gathering data, and reporting progress
- Chair PTP/GT selection committee meetings.
- Organize and support teachers in the implementation of the Noetic Math Competition in grades 2-8
- Coordinate initiatives that service gifted and talented students.
- Review screening data for 7th – 12th grade students for ongoing identification.
- Maintain communication with parents on matters related to the identified students.
- Maintain updated information on the school website regarding Gifted Education and PTP.
- Maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels.
- Maintain a current working knowledge of developments and research related to gifted and talented students.
- Study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies.
- Organize materials, curriculum, and documents for gifted services
- Schedule, plan and complete the required testing for gifted education in all grade levels
- Analyze data from testing to identify new students for GT and PTP program
- Keep detailed records for students in the gifted program
- Keep detailed records for students on watch for the PTP and gifted program

School Administration:

- Participate in PTP/GT selection committee meetings.
- Give oversight to the design, implementation, and monitoring of Gifted Student Service Plans for each identified student
- Ensure implementation of timelines, procedures, and communication with parents in conjunction with the PTP/GT Selection Committee.
- Monitor and evaluate the implementation of gifted and talented services.

- Develop, implement, and evaluate professional development training programs for the district.
- Ensure school-wide access to enrichment and talent development.

Regular Classroom and Specialty Area Teachers:

- Implement the Gifted Student Service Plan in their classrooms by meeting the individual needs of these children and challenging them on a daily basis through differentiation, cluster and flexible grouping, curriculum compacting, and other appropriate instructional strategies in the child's area(s) of identification.
- Monitor progress of gifted and talented students once a semester (second and fourth quarter) and review annual assessment scores. A student may be gifted and talented as well as underachieving; therefore, the regular classroom teacher will monitor the progress of identified gifted and talented students.
- Work in collaboration with GT Coordinator to provide the provisions of a GSSP.
- Report student progress to parents once a semester on students' report cards.
- Prepare all state/district reports related to gifted and talented services.

District Administrative Staff:

- Monitor internal compliance with state statutes and administrative regulations.
- Assist high school to increase the number of gifted/talented students participating in Advanced Placement courses.
- Assist schools in adjusting their curriculum and/or instructional practices to meet the needs of students identified as gifted and talented by:
 - Assisting with evaluation, identification, and placement of gifted and talented students.
 - Conferring with parents, teachers, and school administration in the discussion of whole grade or class acceleration of gifted and talented and primary talent pool students.
 - Assisting schools/buildings with the development and implementation of Gifted Student Service Plans for gifted and talented students.
 - Providing Professional Development training as determined by the school principal, GT Coordinator, or the district administrative staff.
 - Assisting schools with planning and implementation of building-initiated services for gifted and talented students.

Parent/Guardian Consent for Testing

Your child has been nominated by an administrator, teacher, or parent for gifted and talented identification. In an effort to properly identify gifted and talented students in multiple areas of GT, evaluation/ testing is necessary to determine your child's individual needs and abilities.

Your consent is needed to administer some additional testing. Depending on the area of nomination and/or screening, the tests may include any of the tests that are listed below:

<u>Intellectual Ability</u>	<u>Academic Ability</u>	<u>Leadership</u>	<u>Creativity</u>	<u>Other:</u>
<ul style="list-style-type: none"> ● OLSAT ● NNAT 	<ul style="list-style-type: none"> ● IOWA ● Stanford 10 	<ul style="list-style-type: none"> ● Roets Self-Survey ● Karnes Self-Survey 	<ul style="list-style-type: none"> ● Torrance ● Williams 	

In addition, other tools are used to identify students, including teacher referrals, anecdotal records, behavioral characteristics checklists and other available data (normed referenced test scores). If a student is formally identified as gifted and talented, (s)he will be eligible for gifted and talented educational services through grade 12.

All testing will be completed by the Gifted and Talented Coordinator as permitted by school schedules. Should you have a question, you can reach the coordinator by calling 859-331-1220. The Gifted and Talented Handbook can be found on the Beechwood website at www.beechwood.kyschools.us.

Please complete and sign this form and return it to the school office as soon as possible. Testing will occur as soon as scheduling permits. ***Additional testing/ evaluation will not occur without this signed permission form.***

Student Name _____ Grade _____

Teacher/Team _____

_____ I give permission to test my child.

_____ I do not give permission for the following reason: _____

Parent/Guardian Signature _____ Date ___/___/___

Thank you,

Gifted and Talented Coordinator
Beechwood Independent School District

Sample Parent Notification of GI Screening

Date:

Dear Parents and Guardians:

Your child is scheduled to take the _____ on _____. The _____ is a multiple choice test commonly used to identify gifted children. It assesses a student's cognitive (e.g., verbal, nonverbal, and quantitative) abilities that relate to his or her academic success, providing educators with invaluable information that can be used to enhance insights gained from traditional achievement tests. The information collected will further be used for eligibility for gifted and talented services starting in the 4th grade.

There are some ways in which you can enhance your child's performance:

Do:

- Encourage your child to do his/her best. There are no right or wrong answers and it is not graded. So tell your child to relax and do their best.
- Make sure he/she gets proper rest the night before the test.

Don't:

- Study or try to prepare for the exam. It is a cognitive exam and therefore "studying" is impossible.
- Add any pressure to your child's day. A stress-free environment is best.
- Compare your child's score to anyone else. A higher cognitive score has very little to do with success in life or a child's academic progress.

Assessment results will be sent home. At that time we will explain the meaning of the results and answer any question you may have.

Sincerely,

Beechwood Independent School District

Sample Notice to Parents of Inclusion in Primary Talent Pool Grades K - 3

Date: _____

Dear Parents:

Your child, _____, has been selected for the Primary Talent Pool at Beechwood Elementary school. Your child was recommended for the Primary Talent Pool because of demonstrated high potential in the following area(s): _____. At least three (3) informal assessments of your child were used to determine your child's eligibility.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop abilities in the specific area(s) identified. Appropriate services may include options such as the following: cluster grouping, various acceleration options, differentiated study experiences in the regular classroom, resource services delivered in the general classroom or pull-out, independent projects, learning centers, and curriculum compacting. Primary Talent Pool services may be provided both within the regular classroom and outside of the classroom.

Please sign below if you acknowledge that your child has been selected for Primary Talent Pool. Inclusion in the Primary Talent Pool does not guarantee that a child will be qualified for formal placement in Gifted and Talented services when they exit the primary program at the end of 3rd grade. Any questions about Primary Talent Pool selection and services can be directed to the Gifted Coordinator at 859-331-1220.

_____ Yes, I acknowledge that my child _____ has been selected for Primary Talent Pool.

Signature of Parent/Guardian

Date

Please return this form to your child's classroom teacher.

Sample Notice to Parent of Eligibility for Gifted and Talented Services

Date: _____

Dear Parents:

Your child, _____, has been identified and qualifies for Gifted and Talented services as a child with exceptional talents in the following area(s) _____ . This means your child possesses either potential or demonstrated ability to perform at an exceptionally high level in an academic area significantly beyond what is normally found with children of the same age, experience, or environment.

The classroom teacher(s) serving your child will provide differentiated educational experiences to challenge your child and to accommodate his/her different learning styles. A Gifted Student Services Plan (GSSP) will be designed each year to include services that compliment your child's individual needs, interests, and abilities. Parents are encouraged to give input for the development of the GSSP. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the GSSP will be given to you at the end of each semester (twice a year).

Service delivery options *may include* independent study, extra-curricular activities, enrichment, etc. Extended experiences for your child *may also* be provided as determined by the Gifted and Talented School Committee.

It is necessary that you give permission for your child to be formally identified as having exceptional talent in the area(s) mentioned above and to receive two or more service options as provided in a GSSP. Please complete the attached survey, sign the consent form, and return to your child's teacher as soon as possible.

If you have any questions or concerns, please contact the GT Coordinator at 859-331-1220.

Sincerely,

Gifted and Talented Identification Committee

Sample Parent Consent for Gifted and Talented Services

Please complete the following statement and return this form to your child's teacher immediately:

"I give permission for _____ to be formally identified and receive Gifted and Talented services as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child's individual student needs.

"I do not give permission for _____ to be formally identified and receive Gifted and Talented services as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Once the initial GSSP has been developed, any future changes to your child's identification or service delivery options as determined by the School Gifted and Talented Committee will be implemented after your notification.

Please find the enclosed copy of the Due Process Procedures for Gifted and Talented Services. I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

Parent/Guardian Signature

Date

Sample Notice of Ineligibility for Gifted and Talented Services

Date: _____

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for Beechwood Gifted and Talented Services has been completed. Selection for Gifted and Talented was based on the results of formal and informal assessment and documentation. Even though _____ has demonstrated potential exceptional characteristics, your child is not eligible for Gifted and Talented Services at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Beechwood Independent School District.

If we can be of further assistance, please let us know. You may contact the Gifted and Talented Coordinator for additional information and clarification.

Sincerely,

Gifted and Talented Identification Committee

Sample Notice of Ineligibility for Primary Talent Pool Services

Date: _____

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for Beechwood Elementary Primary Talent Pool has been completed. Selection for Primary Talent Pool was based on the results of formal and informal assessment and documentation. Even though _____ has demonstrated potential exceptional characteristics, your child is not eligible for Primary Talent Pool at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Beechwood Independent School District.

If we can be of further assistance, please let us know. You may contact the Gifted and Talented Coordinator for additional information and clarification.

Sincerely,

Primary Talent Pool Selection Committee

Statement of Procedural Safeguards and Grievances

Procedural Safeguards and Grievances

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

- The appealing party shall submit in writing to the principal specific beliefs why screening results are not accurate or talent pool services/service options in the Gifted Student Services Plan (GSSP) are not appropriate and why an exception should be made or reconsideration given.
- The principal shall compile student data and present that along with the petition or appeal to the Gifted and Talented Selection Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
- The Gifted and Talented Selection Committee shall hear appeals at least once per semester, make a recommendation and respond in writing to the appealing party within ten (10) working days of the Committee's decision. If the appeal concerns the non-availability of appropriate services options, the Committee shall consult district administration.
- If the Gifted and Talented Selection Committee rules in favor of the grievant, the following options shall apply as appropriate:
 1. The student may participate in the program as soon as the parent or guardian signs the required permission form.
 2. A change in either the Gifted and Talented Student Services Plan (GSSP) or provision of services shall be made in a timely manner.
- If the Gifted and Talented Selection Committee rules against the grievant, a further written appeal may be made to the district administrator, who must respond in writing within ten (10) working days after receiving the appeal.
- Should the district administrator uphold the decision of the Gifted and Talented Selection Committee, the appealing party may then petition the Superintendent, which will make the final decision.

Parent/Guardian of Gifted and Talented students shall be provided services including, but not limited to:

1. Communication regarding local and state Kentucky Association of Gifted Education Activities.
2. Communication each semester regarding program activities.
3. Gifted and Talented evaluations.