

CHRISTIAN COUNTY
— PUBLIC SCHOOLS —
A Community Committed to Phenomenal Schools

GIFTED AND TALENTED EDUCATIONAL SERVICES AND PROCEDURES

Revised 2024

The mission of Christian County Public Schools is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

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SECTION I

FOUNDATIONAL STATEMENTS

CHRISTIAN COUNTY SCHOOLS MISSION STATEMENT:

The mission of Christian County Public Schools is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

PHILOSOPHY

In recognition of the needs of gifted and talented students, they will receive a full continuum of services such as **differentiated instruction**, cluster grouping, out of school experiences, and extracurricular programs spanning from grades K-12. In accordance with the district mission statement, the district's resources and strengths will be matched to student talents. Gifted and Talented students bring a unique skill set to the classroom in their areas of identification and they will be provided opportunities to broaden and extend the learning process as indicated in their Gifted Student Service Plan (GSSP).

STUDENT EXPECTATIONS

Students are to:

- develop academic abilities to master new and different curriculum challenges
- develop talents in the areas of leadership and the arts for personal fulfillment and contribution to their community
- develop his/her individual potential while interacting with his/her intellectual peers to gain a realistic appraisal of his/her own ability
- develop positive self-concepts and an appreciation of his/her giftedness to be successful in interaction with others
- develop higher order organizational, analytical, critical, and creative thinking skills in order to solve problems
- learn how to learn in order to meet the career challenges that he/she will face outside the classroom in the 21st Century
- become producers and not just users of information

SCHOOL LEVEL EXPECTATIONS TO SUPPORT GIFTED STUDENTS

Schools will:

- provide a learning environment (i.e. cluster grouping) that will permit and encourage the identified gifted and talented student to develop his/her individual potential in his/her identified area while interacting with intellectual and age peers
- establish a climate that values and embraces the individuality of gifted students
- complete the GSSP to enhance the unique cognitive and affective needs to the gifted student
- provide differentiated instruction to meet the needs of students in their area(s) of identification as stated in the GSSP
- communicate with parents/guardians on progress made on goals within the GSSP
- fulfill professional roles and responsibilities and understand legal and ethical issues relevant to the education of gifted and talented students
- provide extra-curricular activities or clubs for gifted students

BUILDING CLUSTER TEAM LEADERS EXPECTATIONS TO SUPPORT GIFTED STUDENTS

Cluster Leaders will:

- Present staff members with information regarding G.T. identification service options, instructional strategies, pre-assessment, and/or acceleration

- Be the building contact for the Instructional Supervisor/Gifted and Talented Coordinator
- Perform other tasks and assume other responsibilities as assigned that are directly related to gifted instruction and curriculum

DISTRICT LEVEL EXPECTATIONS TO SUPPORT GIFTED STUDENTS

District will:

- collaborate with schools to identify students who possess demonstrated or potential ability to perform at an exceptionally high level in:
 - General intellectual aptitude
 - Specific academic aptitude
 - Creative or divergent thinking
 - Psychosocial or leadership skills
 - Visual or performing arts
- develop an awareness in all staff members that gifted and talented students have unique cognitive and affective needs
- increase the efforts meant to maximize the potential of gifted and talented students or traditionally underserved populations, and to provide them with appropriate enrichment experiences
- assist classroom teachers in providing appropriate and adequate services to gifted and talented students while in the regular classroom setting
- provide appropriate and adequate professional learning opportunities to K-12 staff on the characteristics of gifted and talented learners and methods/strategies staff can use in the regular classroom to meet the academic and affective needs of the gifted and talented student

NATIONAL STANDARDS

- Gifted and talented education services must include curricular and instructional opportunities directed to the unique needs of the gifted and talented learner.
- Appropriate gifted and talented programming must include the establishment of a systematic means of developing, implementing, and managing services.
- The development of appropriate gifted and talented education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.
- Program evaluation is the systematic study of the value and impact of services provided.
- Gifted and talented education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted and talented learners.
- Gifted and talented learners must be assessed to determine appropriate services.
- The National Association for Gifted and Talented Children has established National Standards for gifted and talented education in the United States. A complete documentation of these standards can be accessed through the following website:

https://cdn.ymaws.com/nagc.org/resource/resmgr/knowledge-center/nagc-cec-caep_standards_20.pdf

EQUAL ACCESS

In compliance with 704 KAR 003:285, the Superintendent/Designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on criteria as stated in 704 KAR 3:285 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.

SPECIAL CONSIDERATIONS

When reviewing identification evidence, the Selection and Placement committee may be reviewing a student who does not meet some of the qualifying criteria. For example, there may be students who do not have a 9th stanine score or 96th percentile or above. If the committee has data to support that the student's giftedness is being

masked by the reasons below, the student does not have to have a 9th stanine score. It is highly suggested the district have a process in place for identifying students using special considerations.

- Disadvantaged– economic or cultural
- Special education
- Assessment and Classwork **Discrepancy**
- **English Language Barrier**

For more information on this topic, see the Special Considerations guidance document posted on the department's [GT Resource webpage](#).

THE DISTRICT'S PLAN FOR IDENTIFYING GIFTED AND TALENTED SHALL:

Employ a multi-faceted approach and utilize on-going and long-term assessment, and be based on a variety of valid and reliable instruments to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation.

SECTION II

LEGAL AUTHORIZATION and DISTRICT GUIDELINES

GENERAL DISTRICT-WIDE GUIDELINES

Christian County offers gifted education services for identified students across all grade levels. **Primary students (K-3)** are screened in a formal process and selected as high-potential learners for the **Primary Talent Pool** to receive services. Students in **grades 4-12** are formally identified for **gifted and talented services** for multiple service options in one or more of the following areas:

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

The definitions in 704 KAR 3:285 shall be used in the operation of the District's programs for Gifted and Talented.

1. Criteria for identification are listed in each specific area of giftedness in this handbook.
2. Each school will notify parents that they are eligible to nominate their own child for identification. Notification can be through regular newsletter, separate letter, or by phone.
3. Parents will be notified by letter that their child has been selected to participate in the Primary Talent Pool or the Gifted Education services in one of the five areas. They will also receive a letter after initial identification and during transition points requesting any information that they feel would be beneficial to the school/district in developing the Gifted Student Services Plan (hereafter GSSP).
4. Should any additional testing be required to determine eligibility, permission for testing will be requested and granted from the child's parents/guardians prior to the actual testing being done.
5. Each school will have a gifted and talented building selection committee(s) in place to determine identification. This committee will consist of at least one school administrator/designee, classroom teacher, counselor, and **Gifted and Talented Enrichment Specialist and/or Coordinator to finalize all placement decisions.**
6. There will also be a district committee that will serve as an appellate committee for decisions made by the Building Selection Committee that are appealed.

7. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student. GSSPs will be written by **the Gifted and Talented Enrichment Specialist** in consultation with the Building Level Cluster Teacher Leader and/or the building administrator and will be reviewed and approved by building administrators.
8. Parents/ guardians will receive a copy of the approved GSSP with the first 9 weeks report card.
9. Each student will have a gifted and talented folder (provided by the district) that will follow the student through his/her academic career. Folders will be maintained with the student's permanent record.
10. Students who have been nominated but not placed by the identification committee may have their parents/ guardians and/or teachers appeal the decision as spelled out in the district's Appeals Policy.
11. Students remain identified in areas of giftedness until graduation; however, appropriate levels of service are determined yearly using information from test data and classroom performance. Talent Pool participants remain in the Talent Pool **until the end of the third grade**. Parents of Talent Pool students will receive an exit letter at the conclusion of the program at the **end of the third grade school year**.
12. Transfer students from other Kentucky school districts will be admitted to the program upon receipt of records from the prior school. Out of state transfer students will be admitted based on Kentucky regulations along with approval from the Gifted and Talented Coordinator.

NOMINATION TIMELINE AND PROCESS

1. **Nominations from teachers, administrators, and parents will be accepted once in the fall semester and once in the spring semester for the areas of Creativity, Leadership, and Visual and Performing Arts areas. Deadlines will be communicated through GT Enrichment Specialists and Building Cluster Leaders.**
2. Parent input forms must be submitted no later than 30 days **upon receipt** after notifications based on GT Assessments are sent.
3. Assessment scores cannot be more than 2 years old to complete nomination(s).
4. Teachers may submit any of the following pieces of evidence, as they apply to each area of giftedness: parent nomination, self-nomination, continuous progress data, jot down notes, and evidence from student portfolios (or work samples) demonstrating giftedness. These items may serve as alternative or supplemental pieces of evidence beyond information requested on nomination forms.

STATE REGULATIONS

704 KAR 3:285. Programs for the gifted and talented.

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230

STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

Section 1. Definitions. (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go

onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

- (3) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses). "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.
- (4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) "Counseling services" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.
- (8) "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.
- (9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.
- (10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.
- (11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.
- (12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.
- (13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) "General intellectual ability" means possessing:
 - (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

- (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.
- (17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) 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.
- (20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
- (21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.
- (23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).
- (24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.
- (26) "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.
- (27) "Resource services" means a service delivery option that:
- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
 - (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
 - (c) Is provided in a pull-out classroom or other appropriate instructional setting.
- (28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.
- (29) "Special school" means a specialized school designed to:
- (a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
 - (b) Develop specific areas of giftedness such as visual and performing arts.
- (30) "Specific academic aptitude" 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.

(31)"Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32)"Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

(33)"Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

"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

Section 2. Policies and Procedures. A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services. (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

(a) Informal selection and diagnosis in the primary program;

(b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and

(c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide 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.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

(6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of

services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.

(7) In the primary program, 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 assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

- (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
- (b) Inventory checklists of behaviors specific to gifted categories;
- (c) Diagnostic data;
- (d) Continuous progress data;
- (e) Anecdotal records;
- (f) Available formal test data;
- (g) Parent interview or questionnaire;
- (h) Primary review committee recommendation;
- (i) Petition system; and
- (j) Other valid and reliable documentation.

(10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:

- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
- (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
 1. A collection of evidence from portfolios demonstrating student performance;
 2. Inventory checklists of behaviors specific to gifted categories;
 3. Continuous progress data;
 4. Anecdotal records;
 5. Peer nominations;
 6. Formal testing data specific to gifted categories;
 7. Parent interview or questionnaire;
 8. Primary review committee recommendation for those entering the fourth grade;
 9. Self-nomination or petition system;
 10. Student awards or critiques of performance or products specific to gifted categories; and
 11. Other valid and reliable documentation;

(12) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

(a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

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

(b) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

(c) 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. Documented evidence of creative thinking ability also may include:

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving.

(d) Leadership or psychosocial abilities shall be determined by a variety of 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. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
2. Peer recommendations;
3. Behavioral checklists or observations specific to leadership behavior;
4. Portfolio entries which display leadership qualities; or
5. Offices held by students in extracurricular activities and class government.

(e) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services.

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- (a) Data gathering. A district shall develop a system for searching 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;
- (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;
- (c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

- 1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
- 2. To ensure that a variety of views are heard during the selection and placement process;
- 3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
- 4. To help provide communication and support in the schools and community;

(d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and

(e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.

(2) Exceptions and special considerations for eligibility. 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, such as a student who qualifies as:

- (a) An exceptional child as defined in KRS 157.200;
- (b) Disadvantaged; or
- (c) Underachieving.

Section 5. Program Evaluation.

(1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
- (b) Student, parent, and faculty attitudes toward the program;
- (c) Community involvement;
- (d) Cost effectiveness;
- (e) The incorporation of gifted education into the regular school program;
- (f) Overall quality of instruction and program personnel credentials; and
- (g) Future program directions and modifications.

(2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

Section 6. Service Delivery Options.

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities; and
- (c) Facilitate the high level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

(a) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include: Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);

(b) Advanced placement and honors courses;

(c) Collaborative teaching and consultation services;

(d) Special counseling services;

(e) Differentiated study experiences for individuals and cluster groups in the regular classroom;

(f) Distance learning;

(g) Enrichment services during the school day (not extracurricular);

(h) Independent study;

(i) Mentorships;

(j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;

(k) Seminars;

(l) Travel study options; or

(m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum.

(1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

(2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel. A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

(a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

(2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

Section 9. Budget; Funding.

(1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:

(a) Oversee the district gifted education operation;

(b) Serve as liaison between the district and the state;

(c) Ensure internal compliance with state statutes and administrative regulations; and

(d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:

(a) Employing properly certified personnel to administer and teach in the program;

(b) The annual submission of a local district gifted education year-end report;

(c) A summative evaluation of the program and student progress; and

(d) Complying with this administrative regulation.

Section 10. Procedural Safeguards. A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

(1) How, and by whom, the grievance procedure is initiated;

(2) The process for determining the need to evaluate or reevaluate the child for appropriate services;

(3) The criteria for determining if placement of the child needs revision;

(4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and

Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

Gifted and Talented Assurances

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curriculum required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high-level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a districtwide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

SECTION III

Primary Talent Pool Students – Grades K-3

POLICY REFERENCES:

(704 KAR 3:285 Section 1(31)) (704 KAR 3:285 Section 1(18)) (704 KAR 3:285 Section 1 (7))

(704 KAR 3:285 Section 1 (8))

PROCESS FOR SELECTION

1. Nominations for Primary Talent Pool (PTP) will occur after a child has received one qualifying data point from a nationally normed assessment. Parents, Teachers, or other school personnel may nominate students in the specific areas where the student shows strength.
2. To be included in the Primary Talent Pool a student shall have at least three (3) pieces of evidence that reflect strengths and/or potential in each specific area(s) of giftedness. Evidence may include the following:
 - a. collection of evidence (portfolio demonstrating student performance)
 - b. diagnostic data:
 - i. 8th or 9th stanine placement on a universal screener during a benchmark testing cycle
 - c. continuous progress data
 - d. anecdotal records
 - e. Teacher Recommendation
 - f. Parent Recommendation
 - g. Building Primary Review Meeting

*Military dependent students will be served under the terms of the military compact

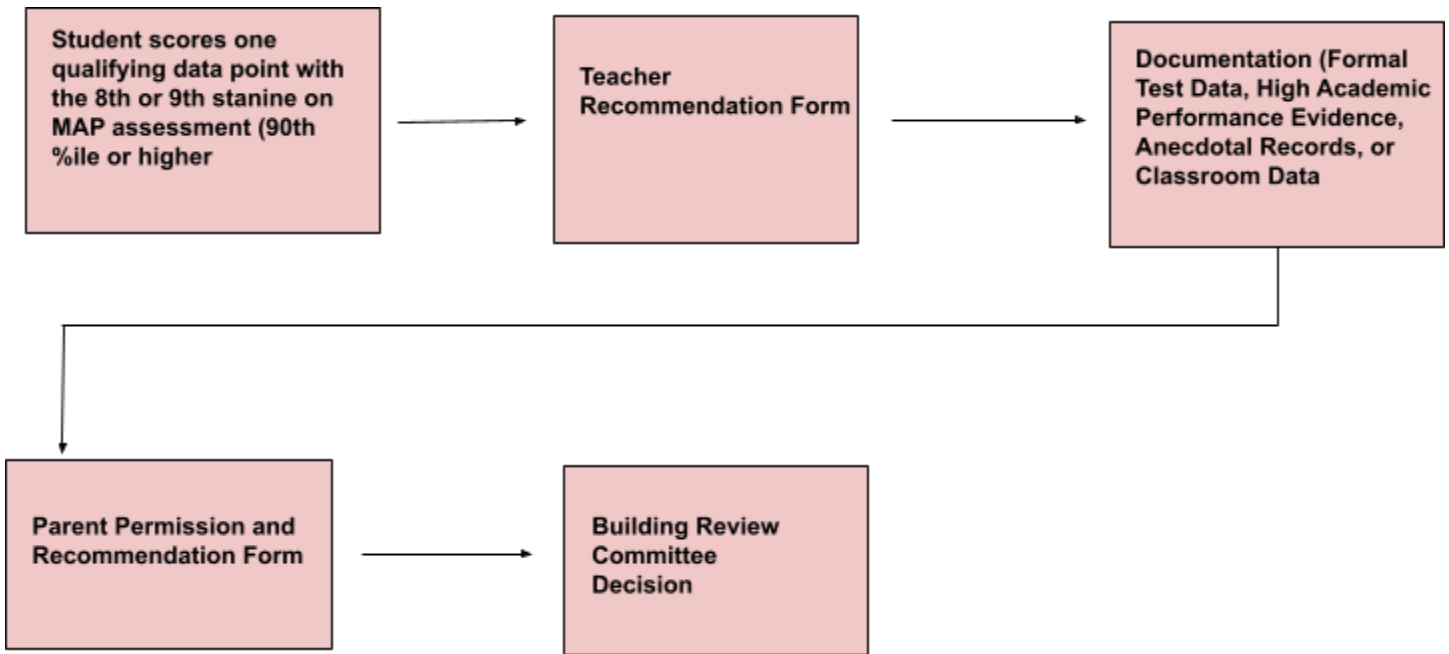
3. Once data is collected for the Primary Talent Pool, the gifted and talented administrative contact/chairperson of the Primary Review Committee will meet with said committee to review data and select qualifying students to be placed in the Primary Talent Pool. The membership of the Primary Review Committee includes the building cluster teacher leader, principal and guidance counselor, **Primary Talent Pool Teacher, and the Gifted and Talented Enrichment Specialist.** The Gifted and Talented Coordinator approve or deny all recommendations made by the committee.

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

PARENT NOTIFICATION

1. After students are selected for the PTP, Primary Review Chairman **in conjunction with the Primary Talent Pool Teacher** will prepare an updated list of Primary Talent Pool students and will distribute them to appropriate school personnel.
2. The GT Enrichment Specialist will notify, by letter, parents/guardians of children included in the PTP.

STEPS FOR PRIMARY TALENT POOL* REFERRALS



***"Talent pool" - a group of primary students informally selected as having characteristics and behaviors of a high potential learner and are further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program**

SECTION IV

Formal Identification - Grades 4-12

GENERAL INTELLECTUAL ABILITY

POLICY REFERENCES

(704 KAR 3:285 Section 1(31) (704 KAR 3:285 Section 3 (12(a)))

DEFINITION

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.

General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. Potential Candidates for Gifted and Talented identification in General Intellectual Ability shall be assessed for evidence of giftedness. Evidence must include assessment scored at 9th stanine on a full scale comprehensive test of intelligence.

POPULATIONS TO BE SCREENED

- All exiting primary (3rd grade)

NOTE: 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

PROCESS FOR NOMINATING AND SELECTION

Securing Nomination from Parent or School Personnel (grade 4-12 students)

1. All grade 3 students are assessed using the cognitive ability screener called **the Naglieri General Ability Tests**.
2. All scores are reviewed for **9th stanine status**.
3. Parents of students that score in the **9th stanine (96-99th%ile)** are contacted for completion of the parent nomination portion of the portfolio located at christian.kyschools.us/gtidentification
4. School personnel will complete a nomination/recommendation form denoting the child's ability in the area of general intellectual intelligence located at christian.kyschools.us/gtidentification

Gifted and Talented Building Committee

The building committee convenes to review evidence for identification. In addition to the required pieces of criteria, the Building Gifted and Talented Committee is invited to include information from their review about the student. The building level committee completes the Decision Form.

PARENT NOTIFICATION

- Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. The permission form must be returned to the school counselor/cluster leader before services can begin.
- For returning students, a GSSP must be completed by **the Gifted and Talented Enrichment Specialist** and provided to the parent **through the Infinite Campus portal** by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the **state** and district guidelines. Military dependent students will be served under the terms of the military compact

SPECIFIC ACADEMIC ABILITY

POLICY REFERENCES

(704 KAR 3:285 Section 1(30))

(704 KAR 3:285 Section 3[12(b)])

DEFINITION

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. 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. Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies or Science. Potential candidates for Gifted and Talented identification in Specific Academic Ability shall be identified through assessment scores at the **9th stanine** on a test of specific academic aptitude.

POPULATIONS TO BE SCREENED

- Formal placement begins at grade 4

NOTE: 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.

PROCESS FOR NOMINATION and SELECTION

Securing Nomination from Parent or School Personnel (grade 4-12 students):

1. All students in grades 3-8 are assessed annually with a universal screener. Only assessments yielding a composite score will be used as official data points.
2. All scores are reviewed for **9th stanine status or 96th percentile** on universal screener benchmark testing cycles in the areas of Language Arts, Math, and Science on the MAP assessment), and Social Studies on the IOWA assessment.
3. All students in grades 4-11 are assessed annually using an achievement test such as the MAP assessment or Iowa Social Studies assessment in grade 5th and 8th. Scores are reviewed for 9th stanine status or 96th percentile.
4. Parents are contacted to complete a parent nomination form located at christian.kyschools.us/gtidentification.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. The building level committee completes the Decision Form.

PARENT NOTIFICATION

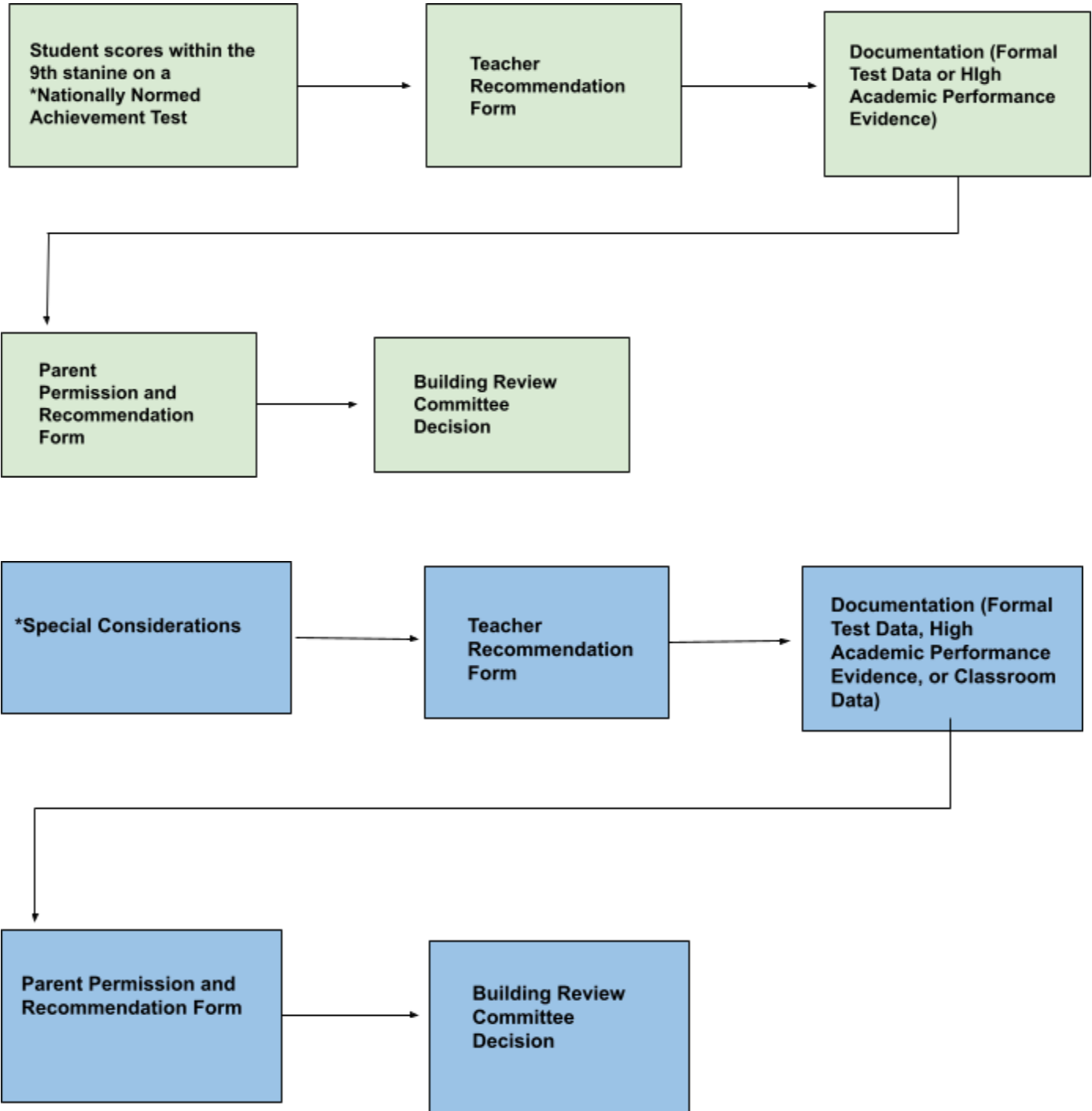
1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. The permission form must be returned to the school counselor/**cluster leader** before services can begin.
2. For returning students, a GSSP must be completed by the **Gifted and Talented Enrichment Specialist** and provided to the parent ~~for parent signature~~ by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using **the state** and district guidelines. Military dependent students will be served under the terms of the military contract.

*Please see flow chart below for process of nominating students for a Specific Academic Aptitude

STEPS FOR SPECIFIC ACADEMIC APTITUDE* (SAA) GIFTED AND TALENTED REFERRALS

(Referrals for SAA must follow one of these paths)



*Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject test scores of an achievement test.

*Nationally Normed Achievement Tests include, but are not limited to: Naglieri, IOWA, MAP/NWEA.

*Special Considerations may allow students who do not qualify using formal assessment measures to be identified as GT. These students typically exhibit GT behaviors/characteristics but fail to score at or above 96th percentile on a state recognized GT assessment due to environmental, cultural, and disabling conditions which may mask their true abilities. This provision in the statute allows districts/schools an opportunity to view the whole child using external characteristics (classroom observations, additional data, recommendations, etc) in place of the 96th percentile score. In order to ensure proper equity and access for all students, special considerations can be used for identification purposes for students in all underrepresented groups.

LEADERSHIP

POLICY REFERENCES

704 KAR 3:285 Section 1(30)

704 KAR 3:285 Section 3[12(d)]

DEFINITION

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. 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.

PROCESS FOR SELECTION

Parent or Teacher Nomination begins the selection process:

1. Parent or Teacher contacts the Gifted and Talented Coordinator to nominate the child for Leadership Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the leadership nomination packet to parents/guardians for completion.
 - a. Leadership Portfolio MUST include the following evidences:
 - i. Letters of recommendation from individuals evidencing the child's leadership ability. Letters must show leadership both in school AND the community.
 1. A parent recommendation form found at christian.kyschools.us/gtidentification
 2. A teacher recommendation form found at christian.kyschools.us/gtidentification
 3. A formal letter of recommendation from a community member who knows the student outside of school
 4. A resume denoting the child's leadership abilities.

All leadership portfolios are reviewed and scored by the committee using the rubric included in our forms section of the handbook.

3. Students accepted into the Hopkinsville Christian County Youth Leadership Program are automatically invited to join the CCPS GT Leadership program as a result of the rigorous application process that the Youth Leadership Program upholds.

Gifted and Talented Leadership Committee

1. The Leadership committee convenes to review evidence for identification.
2. The Leadership committee along with the **GT Enrichment Specialist** or GT Coordinator completes the Decision Form.

PARENT NOTIFICATION

1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to the school counselor/**cluster leader** before services can begin.

2. For returning students, a GSSP must be completed by the **Gifted and Talented Enrichment Specialist** and provided to the parent **through the Infinite Campus portal** by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using **the state a** and district guidelines. Military dependent students will be served under the terms of the military compact.

CREATIVITY

POLICY REFERENCES

(704 KAR 3:285 Section 1(8) (704 KAR 3:285 Section 3(12)(c))

DEFINITION

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. Creativity shall be determined through informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought.

PROCESS FOR SELECTION

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Gifted and Talented Coordinator to nominate the child for Creativity Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the creativity nomination packet to parents/guardians for completion.
 - a. Creativity Portfolio MUST include the following evidences:
 - i. Letters of Recommendation from individuals evidencing the child's creative ability
 1. A parent recommendation form found at christian.kyschools.us/gtidentification
 2. A teacher recommendation form found at christian.kyschools.us/gtidentification
 - b. A score in the 96th %ile or higher on the Torrance Creativity Assessment
 - c. At least three work samples denoting the child's creative thinking abilities.

Gifted and Talented Creativity Committee

1. The Creativity committee convenes to review evidence for identification.
2. The Creativity committee along with the GT Instructor or GT Coordinator completes the Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to the school counselor/cluster leader before services can begin.
2. For returning students, a GSSP must be completed by the Gifted and Talented Enrichment Specialist and provided to the parent through the Infinite Campus portal by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the state and district guidelines. Military dependent students will be served under the terms of the military compact.

Guidelines for GT Placement

MUST BE RETURNED PRIOR TO BUILDING REVIEW

Identification Area	Grade	Window	Primary Evidence	Secondary Evidence	Tertiary Evidence
General Intellectual	3 OR	Spring	96%ile or above on the Naglieri	Teacher Recommendation Form	Parent Recommendation Building Committee Recommendation
	4-8 upon req.		Wechsler Intelligence Test		
SAA- L. Arts SAA - Mathematics	4 - 11	Fall, Winter, Spring	96 th %ile Universal Screener	Teacher Recommendation Form L. Arts Math	Parent Recommendation / Building Committee Recommendation
	9-11	Fall, Winter, Spring	9 th Stanine/96 th %ile on ACT content sub score Or universal screener Any passing score of a 3 or higher on an AP Exam in the subject area		
SAA- Science	4-11	Fall, Winter, Spring	9 th Stanine/96 th %ile on MAP	Teacher Recommendation Form	Parent Recommendation / Building Committee Recommendation
	9-11	Fall, Winter, Spring	9 th Stanine/96 th %ile on ACT content sub score or on universal screener Any passing score of a 3 or higher on an AP Exam in the subject area		
SAA- So. St.	5th & 8th	Spring	9 th Stanine/96 th %ile on Iowa	Teacher Recommendation Form	Parent Recommendation /Building Committee Recommendation
	9-11	Spring	Passing score of a 3 or higher on an AP Social Studies Exam		
Creativity	4 - 12	Fall	Portfolio/work samples and letters of recommendation and 96 th percentile on Torrance Creativity Assessment	Teacher Recommendation Form	Parent Recommendation / Building Committee Recommendation
Leadership	4 - 12	Fall, Spring	3 Letters of recommendation (teacher, parent, and community) and student resume	Teacher Recommendation Form	Parent Recommendation / Building Committee Recommendation
Art	4 - 12	Fall, Spring	Portfolio, student resume, and 2 Letters of recommendation (parent and teacher)	District Level Committee Review of Portfolio/Audition	Parent Recommendation /Bu ilding Committee Recommendation
Dance	4 - 12	Fall, Spring	Video of live performance of 2 contrasting styles of dance, student resume, and 2 Letters of recommendation (teacher and parent)	District Level Committee Review of Performance	Parent Recommendation / Building Committee Recommendation
Music	4 - 12	Fall, Spring	Video of live performance of requested music, student resume, and 2 Letters of recommendation (teacher and parent)	District Level Committee Review of performance	Parent Recommendation / Building Committee Recommendation
Drama	4 - 12	Fall, Spring	Video of live performance, student resume and 2 Letters of recommendation (teacher and parent)	District Level Committee Review of performance	Parent Recommendation / Building Committee Recommendation

VISUAL AND PERFORMING ARTS (VPA)

POLICY REFERENCES

704 KAR 3:285 Section 3(12(c))

DEFINITION

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.

PROCESS FOR SELECTION

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Gifted and Talented Coordinator/Building Cluster Leader to nominate the child for VPA Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the VPA nomination packet to parents/guardians for completion.
 - a. VPA Portfolio MUST include the following evidences:
 - i. Teacher Recommendation completed for the child's specific talent located at christian.kyschools.us/gtidentification
 - ii. A parent recommendation form summarizing the child's creative ability located at christian.kyschools.us/gtidentification
 - iii. Portfolio/Audition
 1. For art, students must submit a portfolio of art samples. (5-8 pieces to be judged by a district committee.)
 2. For music, dance, or drama, students must complete an audition. Audition may be live, but can be a video. See guidelines down below about specific music requested for auditions.
3. Any student accepted into All-State Band/Choir, KMEA, Honor Band, or receives any other state/collegiate level award will be automatically identified as gifted and talented in their area of strength.

NOTE- PLEASE SEE THE VPA NOMINATION GUIDELINES FOR SPECIFIC DIRECTIONS and REQUIRED ELEMENTS.

Gifted and Talented VPA Committee

1. The VPA committee convenes to review evidence for identification.
2. The VPA committee along with the GT Instructor or GT Coordinator completes the Decision Form.

PARENT NOTIFICATION

1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to the school counselor/cluster leader before services can begin.
2. For returning students, a GSSP must be completed by the Gifted and Talented Enrichment Specialist and provided to the parent in Infinite Campus through the parent portal. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the state and district guidelines. Military dependent students will be served under the terms of the military compact.

**VPA NOMINATION
FLOW CHART**

Teachers submit names of potentially gifted VPA, Creativity, or Leadership students to GT Leadership Member

Cluster leader gathers all evidence (forms from parents, teachers, including portfolio or audition videos) and submits to GT Leadership Member

GT committee finds evidence sufficient...

Student is identified. Notify parents of results.

All evidence judges by GT committees

GT Committee finds evidence insufficient...

Student is not identified. Parents are notified of results.

SECTION VI

SERVICE DELIVERY OPTIONS

POLICY REFERENCE

KRS 158.6451. (704 KAR 3:285 Section 6(1))

KRS 157.200(1). (704 KAR 3:285 Section 6(5)) (BCBOE 08.132)

SERVICE CRITERIA

1. 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 and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.
 - Emphasize educating potentially gifted and talented students in the general primary classroom
 - Not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options.
 - In addition, PTP students will be pulled by our Primary Talent Pool Instructor where they will receive enrichment and differentiated instruction tailored to their areas of strength.
2. For students formally identified as gifted and talented services shall include:
 - Being assigned to cluster grouping whenever possible, to meet individual needs.
 - Receiving differentiated instruction resulting in educational experiences commensurate with students' interests, needs and abilities
 - Enrichment groups in grades 4-8 pulled twice a month by a gifted and talented teacher to receive enrichment and differentiated instruction tailored to their areas of strength.
 - Receiving opportunities to participate in out of school experiences catered to their areas of identification throughout the school year to further enrich their education experience.
3. Facilitate the high-level attainment of goals established in KRS 158.6451.
4. Recommendations for services shall be made on an individual basis.
5. Grouping and re-grouping of students shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
6. Students shall receive services for each area of identification.
7. Persons accountable for implementing services will be noted on GSSP.

SERVICES FOR PRIMARY CURRICULUM (Grades K-3)

Classroom teachers, specialty area teachers will provide services to students selected for the Primary Talent Pool by extending the curriculum and providing enrichment for those students whose talents must be nurtured. School personnel will differentiate instruction, and may consult the Gifted and Talented Instructor and/or the Primary Talent Pool Instructor for resources to assist with the design of differentiated activities to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom teacher to provide appropriate services to students in the PTP. Additional services include Primary Talent Pool students being pulled twice a month by the Primary Talent Pool instructor to receive differentiated instruction catered to their areas of strength.

Classroom and specialty area teachers may provide services to include, but are not limited to, the following:

- Differentiated Instruction
- Cluster Grouping
- Acceleration (subject or whole grade)
- Mentorships, Job Shadowing, etc
- Appropriate use of Resource Service

FORMALLY IDENTIFIED STUDENTS CURRICULUM GRADES 4-12

1. A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted and talented characteristics, behaviors and talent shall be based on a district or school's curriculum required to meet the goals established in **KRS 158.6451**.
2. A school shall differentiate, replace, supplement, or modify curricula to facilitate high-level attainment of the learning goals established in **KRS 158.6451** and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

SERVICE DELIVERY OPTIONS FOR GIFTED STUDENT SERVICE PLANS (GSSP'S) AND DEFINITIONS

Based on administrative regulation: 704 KAR 3:285. Programs for the gifted and talented, the following options are available to choose from in designing GSSP's for individual students.

- Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery.
- Special Schools - students have the opportunity to apply to state funded high schools for grades 10-12 on college campuses such as the Gatton Academy (WKU) or Craft Academy (Morehead) where they graduate with their high school diploma and associate's degree.
 - Students who attend these schools will receive a stipend of \$1,200 dollars a year to cover the cost of textbooks
- Differentiated Service Experiences – educational experiences that extend, replace, or supplement learning beyond the standard curriculum for individuals and groupings.
- Advanced Placement and Honors Courses – courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- Collaborative Teaching and Consultation Services – Collaborative teaching means a gifted and talented education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted and talented students in conjunction with the regular classroom teacher. Consultation services means the provision of instructional information and materials prepared by the gifted and talented teacher to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted and talented student while in the regular classroom setting.
- Special Counseling Services – Affectively based counseling assistance planned in coordination with the gifted and talented teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.
- Distance Learning – learning opportunities offered using computer technology and satellite transmission or optical fiber transmission.
- Enrichment Services during the School Day (not extracurricular) – differentiated, academically based activities that supplement classroom instruction.
- Independent Study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
- Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted and talented education.
- Resource Services – service delivery option that (a) entails a part-time grouping of students with gifted and talented characteristics based on the interests, needs and abilities of the students; (b) Is designed for accelerated

content, special interest groups, process skills development or various combinations of all, and (c) is provided in a pull-out classroom or other appropriate setting.

- Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills
- Travel Study Options – Academically based United States and overseas travel, which may result in high school or university course credit

SERVICE IMPLEMENTATION

- All services to Primary Talent Pool students (K-3) as well as formally identified students grades 4-12 will be based on the student's interests, needs, and abilities within district and/or building capabilities.
- All services to formally identify students in grades 4-12 will be based on the GSSP. Instructional strategies to be used by building personnel are also included in the document

SECTION VII- PERSONNEL

POLICY REFERENCE:

KRS 158.6451. (704 KAR 3:285 Section 7)

PROCEDURES:

Christian County Public Schools Instructional Supervisor and/or Gifted and Talented Coordinator duties shall include but are not limited to the following:

1. Coordinate district initiatives that service gifted and talented students.
 - a. Maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels.
 - b. Monitor internal compliance with state statutes and administrative regulations. Prepare all state/district reports related to gifted and talented services.
 - c. Maintain a current working knowledge of developments and research related to gifted and talented students.
2. Monitor and evaluate the implementation of gifted and talented services.
 - a. Assist schools with the implementation and evaluation of Gifted Student Services Plans. Develop, implement, and evaluate professional development training programs for the District.
 - b. Work with administrators in the improvement of individual staff competencies in relationship to students identified as gifted and talented.
 - c. Work with administrators to effect horizontal and vertical continuity and articulation of gifted and talented services throughout the district.
 - d. Study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies.
 - e. Assist schools to increase the number of gifted/talented students participating in **Pre-AP, Advanced Placement and/or Dual Credit courses**

SECTION VIII- PROFESSIONAL LEARNING

POLICY REFERENCE:

704 KAR 20:280, (704 KAR 3:285 Section 8)

PROCEDURES:

In assuring that all personnel who work with children eligible for gifted and talented education services have the skills and knowledge necessary to meet the needs of the children, the gifted and talented services staff and other appropriate personnel will be prepared to teach gifted and talented children by:

- Participating in continuing education to learn about new research in the field. Members of the staff attend workshops/seminars, take classes, read professional journals and books, and communicate electronically with experts in the field to keep abreast of current trends and discoveries in gifted and talented education.
- Disseminating information to the classroom level teachers, counselors, and administrators as gifted and talented services staff is trained.
- Participating in district-wide training for all teachers in Christian County conducted by district technical and curriculum experts.
- Attending and distributing information to classroom teachers, counselors, administrators, and other district personnel concerning conferences, workshops, and seminars at the local, state and national levels pertaining to the nature and needs of gifted and talented students.
 - o Sharing with principals, counselors, and teachers, as needed, material from the gifted and talented education field as new research becomes available.
- Seeking to find staff members who have the capability of contributing to the team of resource teachers in order to meet specific needs on particular grade levels.
- Conducting annual meetings with parents and making available speakers who will give parents insight into gifted and talented services furnished by the district, as well as insight into parenting a gifted and talented child. Whenever prominent speakers are in the area, information is sent to the parents or publicized on the gifted and talented services page of the district website.

SECTION IX- BUDGET & FINANCING

POLICY REFERENCE:

(704 KAR 3:285 Section 9)

PROCEDURES:

Because of limited funding from the State of Kentucky, the Christian County Public School's gifted and talented budget is largely supported from local district funds. CCPS follows state regulation in the allocations of the State Gifted and Talented Funds.

The **Assistant Superintendent** in collaboration with the Instructional Supervisor will administer and revise the gifted and talented education program budget. (704 KAR 3:285 Section 9)

SECTION X

PROCEDURAL SAFEGUARDS

POLICY REFERENCE:

157.200 and 157.230; and (704 KAR 3:285 Section 10) KRS 157.200 and 157.230, or

PROCEDURES:

APPEAL OF IDENTIFICATION

A student, teacher, parent, or guardian may appeal the selection and/or review decision of the Gifted and Talented Identification and Placement Committee to the Principal of their school. If their appeal is denied, the party may then appeal to the District Talented Review Committee to include the **Assistant Superintendent**, Instructional Supervisor/GT, Gifted and Talented Coordinator, gifted and talented resource teachers (excluding the resource teacher on the original decision making committee), a principal from each level – elementary, middle, and high – and other appropriate personnel for follow-up assessment and/or review of evidence. Requests for review shall be communicated, in writing, to the Instructional Supervisor/GT or the **Assistant Superintendent** within ten (10) school days of notification by the original Gifted and Talented Identification and Placement Committee. The District Gifted and Talented Review Committee shall provide their written decision to the parent/guardian and principal of the

child's school within ten (10) school days. The Review Committee will be appointed annually and will meet to review state regulations, and district policies.

DECLINING OF SERVICES or REQUESTING CHANGE OF SERVICES

Assuming that the district is aware that a child has met the criteria for identification for gifted and talented services, he/she will be eligible to receive services as long as he/she maintains student status in the CCPS. If students and parents are not interested in receiving gifted and talented student services, or if parents want to request a change in GT services, then parents **must complete the Decline of Gifted and Talented Services form** and submit to the principal and the Gifted and Talented Coordinator their desire to decline or change services for their child/children. At that time, appropriate personnel will be notified. If at a later date, parents want to resume services, it must be stated in writing and submitted to the Gifted and Talented Coordinator.

MANAGEMENT OF STUDENT RECORDS

Within 10 days of Gifted and Talented Identification and Placement Committee meeting, the building Gifted and Talented Teacher Cluster Leader or guidance counselor will create the purple gifted and talented file folder to be included in the student cumulative record that includes originals of:

- parent notification letter which includes the areas of identification
- current GSSP
- evidence forms, which include test and assessment scores and all qualifying criteria for identification
- all other evidence used to determine identification and service needs to include tests, surveys, questionnaires, behavior checklists, conference summaries, etc.
- copies of communiqués concerning student.

This file shall be kept in the student's cumulative file in a separate folder referred to as the "gifted and talented folder".

SECTION XI

EVALUATION OF SERVICES

POLICY REFERENCE:

(704 KAR 3:285 Section 5)

PROCEDURES:

- The Gifted and Talented Coordinator will analyze assessment data and prepare a document composed of all formally identified students when the school year begins and data is available.
- Gifted and talented services staff will collect, compile, and analyze student, parent, faculty, and administrator surveys.
- The Gifted and Talented Coordinator will research and/or modify service goals and design as necessary.
- The Gifted and Talented Coordinator will prepare evaluation results and services modifications for review to school site-based councils.
- The Gifted and Talented Coordinator will prepare evaluation results and program modifications for review by the board of education.
- The Gifted and Talented Coordinator will prepare the Annual State Gifted and Talented Report and set goals and a procedure for meeting any areas needing improvement prior to May 15.
- The Gifted and Talented Coordinator will review data analysis to include statistics that would encompass the whole population, including traditionally underserved populations.

SECTION XII

FORMS



Art Rubric - Artwork Assessment Form

NAME _____

Category	Description	Check box – write in points				
		Excellent	Good	Average	Needs work	
Growth - Progress	How does this work compare to work by a student the same age?	9.5 to 10	8.5 to 9	7 to 8	6 to 7	0 to 5
	Does it show feeling? Is it expressiveness or show emotions?					
	Does it show thought?					
	Does it show skill?					
Creativity	How original, innovative, and daring is the work?					
	Is the work challenging?					
Elements of art and principles of design	How well does the work use the elements of art?					
	How well does the work use the principles of design?					
Composition And Design	Did the student use the principles of design and composition to make the visual elements work well?					
	Is the style consistent and effective as a whole?					
Care - Effort	How would rate the craftsmanship?					
	Has the artist paid attention to consistency in the work? Conscientious?					

Individual Audition – Scoring Rubric

Scoring Rubric – Instrumental Music

Instrumentalist: _____ Grade: _____ Audition Time: _____

Comments must deal with fundamental principles and be constructive. Minor details may be marked on the music.

<p>TONE Quality Clarity Breath support, control, focus</p>	
<p>INTONATION Pitch Ability to stay on part, in tune</p>	
<p>TECHNIQUE Note accuracy Attacks, Release Rhythm Position (hands, bench, body, etc.)</p>	
<p>INTERPRETATION Tempo Phrasing Expression Style Appropriateness Dynamic variation Musicality</p>	
<p>SELECTION / MISCELLANEOUS Choice of music Stage presence Conduct Attitude</p>	

“WOW” FACTOR: 0 1 2 3 (circle one) Do you recommend this student for placement? Yes No

CIRCLE OVERALL RATING OF THIS PERFORMANCE:

- SUPERIOR:** Represents a Superior Performance – All Basic Elements performed on an exceptional artistic level with a nearly flawless performance and technical presentation.
- ABOVE AVERAGE:** Represents an Excellent Performance That Is Outstanding in Some Respects – All Basic Elements performed on an adequate artistic level with limited, but noticeable and obvious, performance and technical inconsistencies.
- TYPICAL:** Represents a Good Performance but Not Outstanding – Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.
- EMERGING:** Represents a Below Average Performance – Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.

Comments Substantiating Rating: (may include suggestions for improvement -- use back if necessary)

Evaluator’s Initials
(Adapted from KMEA rubric)

Individual Audition – Scoring Rubric

Scoring Rubric – Vocal Music

Soloist: _____ Grade: _____ Audition Time: _____

Comments must deal with fundamental principles and be constructive. Minor details may be marked on the music.

<p>TONE Vocal Quality Breath support, control, focus Vocal & consonants</p>	
<p>INTONATION Pitch Ability to stay on part</p>	
<p>TECHNIQUE Note accuracy Diction Attacks, Release Rhythm</p>	
<p>INTERPRETATION Tempo Phrasing Expression Style Appropriateness Dynamic variation Musicality</p>	
<p>SELECTION / MISCELLANEOUS Choice of music Stage presence Conduct Attitude</p>	

"WOW" FACTOR: 0 1 2 3 *(circle one)* **Do you recommend this student for placement?** Yes No

CIRCLE OVERALL RATING OF THIS PERFORMANCE:

- SUPERIOR:** *Represents a Superior Performance – All Basic Elements performed on an exceptional artistic level with a nearly flawless performance and technical presentation.*
- ABOVE AVERAGE:** *Represents an Excellent Performance That Is Outstanding in Some Respects – All Basic Elements performed on an adequate artistic level with limited, but noticeable and obvious, performance and technical inconsistencies.*
- TYPICAL:** *Represents a Good Performance but Not Outstanding – Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*
- EMERGING:** *Represents a Below Average Performance – Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

Comments Substantiating Rating: *(may include suggestions for improvement -- use back if necessary)*

Evaluator's Initials
(Adapted from KMEA rubric)

Christian County Public Schools

Scoring Rubric – Dance

Dancer: _____ Grade: _____ Audition #: _____

Dance Style (maximum of two, may NOT be mixed into one routine): *(check style(s) to be judged)*

____ Jazz ____ Ballet ____ Hip-hop ____ Modern/Contemporary

Comments must deal with fundamental principles and be constructive.

Memory & Recall – Prepared Performance (focus, confidence, no obvious errors)	
Temporal Awareness (Time/Rhythm) (moves to beat, repeats complex rhythmic patterns)	
Body Awareness & Control (strength, flexibility, balance, control)	
Movement Quality Awareness (range of movement, intensity, subtlety)	
Technique	
Expressiveness (communicates ideas, feelings)	

“WOW” FACTOR: 0 1 2 3 *(circle one)* **Do you recommend this student for placement?** Yes No

CIRCLE OVERALL RATING OF THIS PERFORMANCE:

- SUPERIOR:** *Represents a Superior Performance – All Basic Elements demonstrate an exceptional artistic level.*
- ABOVE AVERAGE:** *Represents an Excellent Performance That Is Outstanding in Some Respects – All Basic Elements demonstrate an adequate artistic level with limited, but noticeable and obvious, inconsistencies.*
- TYPICAL:** *Represents a Good Performance but Not Outstanding – Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*
- EMERGING:** *Represents a Below Average Performance – Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

Comments Substantiating Rating: *(may include suggestions for improvement -- use back if necessary)*

 Evaluator's Initials

(Adapted from KMEA rubric)

Visual and Performing Self-Assessment Form

Please complete the form below to nominate yourself for consideration in identification in either music (instrumental/vocal), art, dance, or drama.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student name *

3. Parent name *

4. School *

Mark only one oval.

- Christian County Middle School
- Christian County High School
- Hopkinsville Middle School
- Hopkinsville High School

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https://docs.google.com/forms/d/1Z3p-rqaHG8eY8k1T_v5FefL26Tzh9CWfGz2w33SUredt

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7. If applying for identification in music - please check the characteristics that describe yourself.

Check all that apply

- Perceives the fine differences in sound.
- Easily remembers melodies and can reproduce them accurately.
- Sensitive to rhythm.
- Sustains interest in musical activities.
- Expresses feelings or emotions through musical performance.
- Makes up original tunes and/or writes lyrics.
- Has the ability to adapt from one instrument to another or from one voice part to another.
- Has basic understanding of the background of music.
- Can identify short rhythmic patterns as similar or different.
- Has ability to show improvisation.
- Sings on pitch.
- Is able to discuss musical concepts at a high degree of understanding.
- Is interested in musical instruments.
- Enjoys various musical performances.
- Can play or would like to play a musical instrument.
- Takes private lessons to enhance natural ability.

5. Grade *

Mark only one oval.

- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Area for Self-Assessment *

Check all that apply.

- Art
- Music - Instrumental
- Music - Vocal
- Dance
- Drama

8. If applying for identification in drama please select the characteristics that describe yourself.

Check all that apply.

- Eager to perform in classroom plays or skits.
- Effectively uses voice, gestures, and facial expressions to communicate feelings while reading scripts or performing.
- Commands and holds the attention of a group when speaking.
- Able to evoke emotional responses from audience by making them laugh, frown, feel tense, etc.
- Is able to mimic the way people speak, talk, gesture, (e.g., animals, machines, events, etc.).
- Readily shifts into the role of another character.
- Imaginative - has a strong sense of fantasy.
- Uses voice to reflect changes in mood.
- Demonstrates interest in dramatic activities.
- Seems to pick up skills in drama without instruction.
- Sees different ways to portray a character when reading a script.
- Sense of humor - sees humor in situations others do not see.
- Notices the small details in a play.
- Has the ability to create original plays, skits, etc.
- Has the ability to transform his/her personality into a role of another character, animal, or object.
- Has natural talent to quickly assume a role.

9. If applying for identification in dance, please check the characteristics that describe yourself.

Check all that apply.

- Uses body as an instrument of expression.
- Dances or moves to music frequently; encourages others.
- Uses movement to recreate an emotion or environment.
- Able to think of many ways of solving movement problems.
- Displays grace and fluidity of movement.
- Successful in performing before an audience.
- Quickly learns choreographed movements.
- Can change direction, level, and focus of movement.
- Masters basic dance skills quickly and easily.
- Improvises to music.
- Has awareness of line and the design of body in space.
- Appears to feel the rhythm of music.
- Enjoys observing different styles of dance.
- Communicates to others through his/her dance.
- Deals effectively with own center for gravity.
- Demonstrates original talent by choreographing movements for others.

10. If applying for identification in art, please check the characteristics that describe yourself.

Check all that apply.

- May be asked by others to do art work.
- Understands and comments on color, shapes, and structure of things.
- Enjoys and appreciates or may be critical of own art work and work of others.
- Takes pride in doing things well.
- Uses art to express feelings and experiences.
- Consistently does outstanding art work.
- Has ability to solve problems that occur during the use of various materials.
- Enjoys discussing a variety of art.
- Masters basic art skills quickly and easily.
- Shows feeling and expressiveness in art pieces.
- Concentrates on art projects for long periods.
- Enjoys tasks which involve seeing, visualizing, or manipulating lines and objects.
- Demonstrates elaboration in art work.
- Willing to experiment and try new combinations of art media.
- Enjoys open-ended art activities.
- Has an appreciation of the beauty and value of fine art and functional or applied art.

11. What special strengths do you have in relation to your talent? *

12. Do you have the ability to work independently and focus on your talent? If so, give an example. *

13. List any awards or recognitions you have received as a result of your talent. *

14. Please provide any other information you would like the GT Identification Committee to know.

Creativity Student Self-Assessment

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes you for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Your Current Grade Level *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. I have a sense of humor. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

7. I like to create new products. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

8. I can add a lot of details to an idea. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

9. I can think of ideas others do not think of. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

10. I like to discuss different ideas. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

11. I am curious and ask many questions. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

12. I like to explore different solutions to tough problems. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

13. I have an active imagination. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

14. I like to daydream. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

15. I like time to think. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

16. I like to think of different ways to state a problem. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

17. I get excited about trying new solutions. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

18. I can find ways to match ideas that usually do not fit together. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

19. I like being different. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

20. I like to write interesting poems, stories, plays, or books. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

21. Click on any of the following in which you participate. *

Check all that apply.

- Art lessons/activities
- Singing lessons/activities
- Dance lessons/activities
- Drama lessons/activities
- Instrument Lessons
- Future Problem Solving
- Odyssey of the Mind
- Academic Team
- Writing Circles: Poetry, Stories, Plays
- Thinking Games
- None

22. Please list or describe any hobbies. *

23. Please include any additional information regarding your creative abilities. *

Leadership Student Self-Assessment

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes you for each statement.
3. CLICK the circle of the answer you select for each statement.
4. Take your time as you respond to the final two long answer questions.

The respondent's email (null) was recorded on submission of this form

* Required

1. Email *

2. Email *

3. Name *

4. Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

5. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

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https://docs.google.com/forms/d/1zg88yCLB7zVSnG5rjVYgG_Xu800EYKT-R-eDZYLNpqs/edit

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6. I have interests in a variety of topics. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

7. I have strong opinions. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

8. I have a set of goals for myself and work to reach them. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

9. I am self-confident. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

10. I respect the opinions or ideas of other people. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

11. I like to set a good example for others. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

12. I like presenting ideas to other people. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

13. I like to think of different ways to solve problems. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

14. I like to cooperate with others to complete a task or project. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

15. I like to be a leader for tasks or projects that are assigned. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

16. I am a leader in my grade. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

17. I am a leader in my classroom. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

18. I like to think of projects that benefit my school. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

19. I like to participate in projects that benefit my school. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

20. I like to think of projects that would benefit my community. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

21. I like to think about how I might be a leader in the future. *

Mark only one oval.

- Almost always true.
- Often true.
- Sometimes true.
- Not very true.
- Rarely true.

22. Click on any of the following in which you participate. *

Check all that apply.

- Sports
- Sports Team Captain
- Advisory Council
- Odyssey of the Mind
- Academic Team
- Community Leader Opportunities
- School Leader Opportunities
- Classroom Leader Opportunities
- Chess Club
- None

23. What do you like to do outside of school? *

24. What three words describe you as a leader? Why? *

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ART Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of art. Samples of student art work must be submitted. Consider students who exhibit potential for artistic talent, not those who only follow instructions.

The respondent's email (null) was recorded on submission of this form.
* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- May be asked by others to do art work.
- Understands and comments on color, shapes, and structure of things.
- Enjoys and appreciates or may be critical of own art work and work of others.
- Takes pride in doing things well.
- Uses art to express feelings and experiences.
- Consistently does outstanding art work.
- Has ability to solve problems that occur during the use of various materials.
- Enjoys discussing a variety of art.
- Masters basic art skills quickly and easily.
- Shows feeling and expressiveness in art pieces.
- Concentrates on art projects for long periods.
- Enjoys tasks which involve seeing, visualizing, or manipulating lines and objects.
- Demonstrates elaboration in art work.
- Willing to experiment and try new combinations of art media.
- Enjoys open-ended art activities.
- Has an appreciation of the beauty and value of fine art and functional or applied art.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) in art have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on art? If so, please provide a description. *

11. Has the student had art work displayed in any showcases in or out of school? If so, please provide a brief description. *

12. Has the student won an art award in or out of school? If so, please provide a brief description. *

13. Please provide any additional relevant information for the GT Identification Committee.

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CREATIVITY Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify creatively gifted thinkers. The gifted learners may exhibit characteristics in creativity in any subject area. This is not a recommendation for Visual/Performing Arts.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Grade Level *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Fluency - many ideas.
- Flexibility - able to change ideas.
- Elaboration - able to add to their ideas.
- Originality - has ideas no one else may have thought of.
- Alert and curious, constantly asking questions about anything and everything.
- May be bored with routine tasks.
- Imaginative - has a strong sense of fantasy, vivid imagination.
- May day dream at times.
- May be uninhibited in expressions or opinions, is sometimes radical or tenacious.
- High risk taker, adventurous, speculative.
- High energy level which may at times cause students to get in trouble.
- Sense of humor - sees humor in situations others do not see.
- Has low interest in providing details.
- May not read rules/instructions or may question the rules.
- Enjoys spontaneous activities.
- Appears reflective or idealistic.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) in creativity have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on creative endeavors? If so, please provide a description. *

11. Does the student express creative ideas through creative thinking activities or products? If so, please provide a description. *

12. Does the student consistently produce creative ideas/inventions to your knowledge? If so, please provide a description. *

13. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google



DANCE Teacher Recommendation for Students in Grades 3-12

The purpose of this recommendation is to help identify gifted learners in the area of dance. Access to video clips of student performance must be available or an audition planned along with the submission of this recommendation.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics. Please click on any of the following that describe the student being recommended. *

Check all that apply.

- Uses body as an instrument of expression.
- Dances or moves to music frequently; encourages others.
- Uses movement to recreate an emotion or environment.
- Able to think of many ways of solving movement problems.
- Displays grace and fluidity of movement.
- Successful in performing before an audience.
- Quickly learns choreographed movements.
- Can change direction, level, and focus of movement.
- Masters basic dance skills quickly and easily.
- Improvises to music.
- Has awareness of line and the design of body in space.
- Appears to feel the rhythm of music.
- Enjoys observing different styles of dance.
- Communicates to others through his/her dance.
- Deals effectively with own center for gravity.
- Demonstrates original talent by choreographing movements for others.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) in dance have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on dance? If so, please provide a description. *

11. Has the student performed dances in or out of school? If so, please provide a brief description. *

12. Has the student won a dance award in or out of school? If so, please provide a brief description. *

13. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google



DRAMA Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of drama. Access to video clips of student performance must be available or an audition planned along with the submission of this recommendation.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Check/ist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Eager to perform in classroom plays or skits.
- Effectively uses voice, gestures, and facial expressions to communicate feelings while reading scripts or performing.
- Commands and holds the attention of a group when speaking.
- Able to evoke emotional responses from audience by making them laugh, frown, feel tense, etc.
- Is able to mimic the way people speak, talk, gesture, (e.g., animals, machines, events, etc.).
- Readily shifts into the role of another character
- Imaginative – has a strong sense of fantasy.
- Uses voice to reflect changes in mood.
- Demonstrates interest in dramatic activities.
- Seems to pick up skills in drama without instruction.
- Sees different ways to portray a character when reading a script.
- Sense of humor – sees humor in situations others do not see.
- Notices the small details in a play.
- Has the ability to create original plays, skits, etc.
- Has the ability to transform his/her personality into a role of another character, animal, or object.
- Has natural talent to quickly assume a role.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) in drama have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on drama? If so, please provide a description. *

11. Has the student performed in drama in or out of school? If so, please provide a brief description. *

12. Has the student won a drama award in or out of school? If so, please provide a brief description. *

13. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google.

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MUSIC Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of music. Access to a video clip of student performance must be available or an audition scheduled with the GT Identification Committee along with the submission of this recommendation.

The respondent's email (null) was recorded on submission of this form.
*** Required**

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Please choose one or both areas of music for the student you are recommending. *

Check all that apply.

- Instrumental
- Vocal

7. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply.

- Perceives the fine differences in sound.
- Easily remembers melodies and can reproduce them accurately.
- Sensitive to rhythm.
- Sustains interest in musical activities.
- Expresses feelings or emotions through musical performance.
- Makes up original tunes and/or writes lyrics.
- Has the ability to adept from one instrument to another or from one voice part to another.
- Has basic understanding of the background of music.
- Can identify short rhythmic patterns as similar or different.
- Has ability to show improvisation.
- Sings on pitch.
- Is able to discuss musical concepts at a high degree of understanding.
- Is interested in musical instruments.
- Enjoys various musical performances.
- Can play or would like to play a musical instrument.
- Takes private lessons to enhance natural ability.

8. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

9. What special strength(s) in music have you observed in this student? *

10. Does this student have any needs caused by giftedness? If so, what are the needs? *

11. Does this student possess the ability to work independently and focus responsibly on music? If so, please provide a description. *

12. Has the student performed musically in or out of school? If so, please provide a brief description. *

13. Has the student won a music award in or out of school? If so, please provide a brief description. *

14. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google.



GENERAL INTELLECTUAL ABILITY Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of general intellect. The characteristics of general intellectual ability may be exhibited in any subject area with various traits of the student.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Teacher's Name *

3. Student's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics. Please click on any of the following that describe the student being recommended. *

Check all that apply

- Sees connections/recognizes patterns. May want to know how what is being taught fits in.
- Asks many probing questions, sometimes to the point of driving others up the wall.
- Appears to have a deep sense of justice. May correct others seen as wrong.
- Able to work one or two years above others in age group.
- Widely read or likes to read. May prefer to read rather than be with others.
- Seems to know many things that have not been taught.
- Has a large vocabulary but may choose when to display it.
- Benefits from rapid rate of presentation. May refuse to do work seen as "busy work".
- Displays intensity for learning. Preoccupied and hard to move on to a new area.
- Prefers a few close friends to many friends.
- Likes to observe before trying new activities. Thinks through ideas before sharing with others.
- Knowledgeable about things other peers may not be aware of.
- Prefers to work independently with little direction. May be resistant to being leader of a group.
- Displays abstract thinking. Requires time to think before responding.
- High energy level - physical, intellectual, and psychological.
- May have discrepancies between physical, social, and intellectual development.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks? If so, please provide a brief description. *

11. Has the student been involved with intellectual pursuits in or out of school? (i.e. academic team, camps, etc.) If so, please provide a brief description.

12. Has the student won awards connected with intellectual abilities in or out of school? If so, please provide a brief description.

13. Please provide any additional relevant information for the GT Identification Committee.

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LANGUAGE ARTS Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of language arts. Strengths in BOTH READING and WRITING must be considered when completing this form.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Is an avid reader.
- Has a large, advanced, and/or rich vocabulary.
- Expresses feelings of characters to make them seem real.
- Writes more than other students.
- Widely read or likes to read. May prefer to read rather than be with others.
- Writes for fun.
- Introduces, develops, and concludes a story interestingly and elaborately.
- Enjoys composing poems, original stories, plays, or keeping a journal.
- Exhibits a great desire to excel.
- Is eager to tell others about discoveries and shows excitement in voice when talking about language arts
- Is eager to complete tasks related to language arts.
- Is inquisitive.
- Displays abstract thinking in the area of language arts.
- Is very alert and supplies rapid answers.
- Enjoys talking to teachers, students, or experts about language arts.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks related to language arts? If so, please provide a brief description. *

11. Has the student been involved with language arts pursuits in or out of school? (i.e. academic team, camps, etc.) If so, please provide a brief description. *

12. Has the student won awards connected with language arts in or out of school? If so, please provide a brief description.

13. Please provide any additional relevant information for the GT Identification Committee.

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LEADERSHIP Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of leadership. Students can exhibit leadership characteristics in any subject area, with peers, and/or with school or community related activities.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Grade Level *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Influences others to work toward desirable/undesirable goals.
- Looked to by others when something must be decided.
- Tends to dominate peers or situations.
- Initiates activities that involve peers.
- Transmits his/her enthusiasm for a task to others.
- Judges the abilities of others and find a place for them in a group setting.
- May appear bossy at times.
- Interacts easily with both peers and adults.
- Sought out by other students for play and/or activities.
- Appears to have a deep sense of justice and fair play.
- Can be counted on to do what he/she promised.
- Displays self-confidence.
- Is sensitive to feelings of others or to situations.
- May correct others seen as doing the wrong thing.
- May be frustrated by lack of organization or progress.
- Makes things happen.

7. Is this student performing above his/her grade level? If so, what is the approximate level or age of performance of this student? *

8. What special strength(s) in leadership have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks related to leadership? If so, please provide a description. *

11. Has the student been involved with leadership pursuits in or out of school? (i.e. academic team, organizing community service, etc.) If so, please provide a brief description. *

12. Has the student won elections or any awards connected with leadership in or out of school? If so, please provide a brief description. *

13. Please provide any additional relevant information for the GT Identification Committee.

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MATHEMATICS Teacher Recommendation Form for Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of mathematics. Consider mathematical strengths exhibited in the classroom when completing this form.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply.

- Gets correct answer, but may find it difficult to explain the process.
- Invents new or obscure systems and codes.
- Reasons effectively - likes logic problems and puzzles.
- Grasps the abstract nature of mathematics easily.
- Enjoys trying to solve difficult problems.
- Likes to solve problems through discovery.
- Intuitive - has the ability to do deductive and inductive reasoning.
- Exhibits a great desire to excel in math as a mathematician or in a math-related field.
- Exhibits a great desire to excel.
- Is eager to tell others about discoveries and shows excitement in voice when talking about math.
- Is eager to complete tasks related to math.
- Is inquisitive.
- Prefers to work individually.
- Displays abstract thinking in the area of math.
- Is very alert and supplies rapid answers in math.
- Enjoys talking to teachers, students, or experts about math.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks related to mathematics? If so, please provide a brief description. *

11. Has the student been involved with mathematical pursuits in or out of school? (i.e. academic team, camps, etc.) If so, please provide a brief description. *

12. Has the student won awards connected with mathematics in or out of school? If so, please provide a brief description. *

13. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google



MUSIC Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of music. Access to a video clip of student performance must be available or an audition scheduled with the GT Identification Committee along with the submission of this recommendation.

The respondent's email (null) was recorded on submission of this form.

Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Please choose one or both areas of music for the student you are recommending. *

Check all that apply

- Instrumental
- Vocal

7. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Perceives the fine differences in sound.
- Easily remembers melodies and can reproduce them accurately.
- Sensitive to rhythm.
- Sustains interest in musical activities.
- Expresses feelings or emotions through musical performance.
- Makes up original tunes and/or writes lyrics.
- Has the ability to adapt from one instrument to another or from one voice part to another
- Has basic understanding of the background of music.
- Can identify short rhythmic patterns as similar or different.
- Has ability to show improvisation.
- Sings on pitch.
- Is able to discuss musical concepts at a high degree of understanding.
- Is interested in musical instruments.
- Enjoys various musical performances.
- Can play or would like to play a musical instrument.
- Takes private lessons to enhance natural ability

8. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

Mark only one oval.

- Option 1

9. What special strength(s) in music have you observed in this student? *

10. Does this student have any needs caused by giftedness? If so, what are the needs? *

11. Does this student possess the ability to work independently and focus responsibly on music? If so, please provide a description. *

12. Has the student performed musically in or out of school? If so, please provide a brief description. *

13. Has the student won a music award in or out of school? If so, please provide a brief description. *

14. Please provide any additional relevant information for the GT Identification Committee.

This content is neither created nor endorsed by Google



PRIMARY TALENT POOL Teacher Recommendation for Students K-3

The purpose of this recommendation is to identify students with strengths or potential for strengths in the areas of giftedness. Their learning will be extended while participating in the PTP to enrich their education before they begin the process of formal identification for the GT program in the 4th grade.

Fill out the area(s) of giftedness that pertain to the child you are recommending. All areas may not be relevant to the child being recommended. Please click on the description of the characteristic if the child exhibits the behavior sometimes or frequently. Do not click on the description of the characteristic if the child seldom or never exhibits the behavior.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's name *

3. Teacher's name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

7. MATHEMATICS *

Check all that apply.

- Reasons effectively, likes logic problems and puzzles.
- Grasps the abstract nature of mathematics easily.
- Grasps concepts of spatial relationships in mathematics and in other situations.
- Enjoys trying to solve difficult problems in mathematics and in other situations.
- Likes to solve problems through discovery.
- Intuitive; likes deductive and inductive reasoning.

8. Please document why this child should/should not be placed in the Primary Talent Pool.

6. LANGUAGE ARTS *

Check all that apply.

- Reads a great deal. Books selected usually above grade level.
- Has a large and/or rich vocabulary. Enjoys using "BIG" words and uses them correctly.
- Can express the feelings of the characters in stories to make them appear to be real.
- Writes more than other students and appears to enjoy the process of composition.
- Can introduce, develop, and conclude a story interestingly.
- Likes to use their imagination to compose poems, original stories, plays, journaling.

SCIENCE Teacher Recommendation for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of science. Consider strengths in scientific thinking exhibited in the classroom when completing this form.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply.

- Interested in science books and/or science programs on TV (Discovery Channel, The Learning Channel, National Geographic, etc.).
- Views the world in the scientific manner.
- Has science related hobbies and/or collections. May be obsessed with gadgets.
- Grasps the abstract nature of science easily.
- Learns science concepts quickly.
- Likes to solve scientific problems through discovery.
- Intuitive - has the ability to do deductive and inductive reasoning.
- Curious about natural relationships and wants to understand how things work.
- Exhibits good questions or ideas for experiments.
- Is eager to tell others about discoveries and shows excitement in voice when talking about science.
- Persistent; sticks with investigations despite difficulties.
- Exhibits a great desire to be a scientist.
- Prefers to work individually.
- Displays abstract thinking in the area of science.
- Is very alert and supplies rapid answers in science.
- Enjoys talking to teachers, students, or experts about science.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks related to science? If so, please provide a brief description. *

11. Has the student been involved with scientific pursuits in or out of school? (i.e. academic team, camps, etc.) If so, please provide a brief description. *

12. Has the student won awards connected with science in or out of school? If so, please provide a brief description

13. Please provide any additional relevant information for the GT Identification Committee.

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SOCIAL STUDIES Teacher Recommendation Form for Students in Grades 4-12

The purpose of this recommendation is to help identify gifted learners in the area of social studies. Consider strengths regarding social studies that are exhibited in the classroom when completing this form.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Student's Name *

3. Teacher's Name *

4. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

5. Student's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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https://docs.google.com/forms/d/1gD4M7g9FE80HX505mzqV2HY99MR1_5EhViqeNpyhwg/edit

2/5

8/18/22, 10:25 AM

SOCIAL STUDIES Teacher Recommendation Form for Students in Grades 4-12

8/18/22, 10:25 AM

SOCIAL STUDIES Teacher Recommendation Form for Students in Grades 4-12

6. Checklist of Gifted Characteristics: Please click on any of the following that describe the student being recommended. *

Check all that apply

- Sensitive to social issues, concerned with moral and ethical questions.
- Knowledgeable about current events.
- Reasons effectively - understands connections between events.
- Reads or watches TV programs dealing with global awareness (The News, Discovery Channel, The Learning Channel, The History Channel, etc.).
- Shows interest in learning a foreign language
- High interest in global issues of environment, endangered species, etc.
- Intuitive - has the ability to do deductive and inductive reasoning.
- Enjoys learning about past, present, and future.
- Exhibits a great desire to excel.
- Is eager to tell others about discoveries and shows excitement in voice when talking about social studies.
- Is eager to complete tasks related to social studies.
- Is inquisitive
- Can apply knowledge to a variety of social science related issues.
- Displays abstract thinking in the area of social studies.
- Is very alert and supplies rapid answers in social studies.
- Enjoys talking to teachers, students, or experts about social studies.

7. Is this student performing above his/her grade level? If so, what is the approximate level of performance of this student? *

8. What special strength(s) have you observed in this student? *

9. Does this student have any needs caused by giftedness? If so, what are the needs? *

10. Does this student possess the ability to work independently and focus responsibly on tasks related to social studies? If so, please provide a brief description. *

11. Has the student been involved with pursuits in or out of school that relate to social studies? (i.e. academic team, camps, etc.) Has the student been involved in school or community projects? If so, please provide a brief description. *

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12. Has the student won awards connected with social studies in or out of school? If so, please provide a brief description.

13. Please provide any additional relevant information for the GT Identification Committee.

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Special Considerations

Please fill out this form if your student has special considerations that may hinder their initial entrance gifted and talented programming. Mark all applicable to the student.

The respondent's email (null) was recorded on submission of this form.
* Required

1. Email *

2. Child's Name *

3. Environmental

Check all that apply.

- Transiency - at least 3 moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

4. Language

Check all that apply.

- English as second language
- Lack of verbal intellect stimulation due to limited language facility

5. Cultural

Mark only one oval.

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self-esteem due to self-comparison with dominant culture standards

6. Economic

Mark only one oval.

- Residence in depressed economic area with high concentration of poverty
- Low family income (free/reduced lunch)
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

7. Student With An Individual Learning Plan (IEP) or 504 Plan

Check all that apply.

- Student has an IEP
- Student has a 504 Plan

8. Underachieving Student

Check all that apply.

- Achievement gap between what the student should be able to do and current performance

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Special Considerations

9. Other

Check all that apply.

- Medical issues impacting achievement
- Other factors as described in formal recommendation

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Art Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

7. My child may be asked by others to do art work. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8. My child understands color, shapes, and the structure of things. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child enjoys and appreciates or may be critical of his/her own art work and the work of others. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

10. My child takes pride in doing things well. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child uses art to express feelings and experiences. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child consistently does outstanding art work. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

13. My child has the ability to solve problems that occur during the use of various materials. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

14. My child enjoys discussing a variety of art *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

15. My child masters basic art skills quickly and easily. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

16. My child shows feeling and expressiveness in art pieces. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

17. My child concentrates on art projects for long periods of time. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

18. My child enjoys tasks which involve seeing, visualizing, or manipulating lines and objects. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

19. My child demonstrates elaboration in art work. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

20. My child is willing to experiment and try new combinations of art media. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

21. My child enjoys open-ended art activities. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

22. My child has an appreciation of the beauty and value of fine art and functional or applied art. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

23. Please list/describe any art lessons or activities in which your child has participated. If none, describe your child's artistic abilities at home or at school. *

24. Please list/describe any art awards your child has earned. If none, specify none. *

25. Please list/describe your child's hobbies. *

26. Please include any additional information regarding your child's art abilities. *

This content is neither created nor endorsed by Google.



Creativity Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (email) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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Creativity Parent Questionnaire

7. My child has a sense of humor. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8. My child likes to create new products. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child likes to add a lot of details to an idea or project. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8/18/22, 10:13 AM

Creativity Parent Questionnaire

10. My child thinks of ideas that others do not. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child likes to discuss different ideas. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child is curious and likes to ask questions. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

13. My child likes to explore different solutions to tough problems. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

14. My child has a strong imagination. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

15. My child likes to daydream. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

16. My child likes time to think. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

17. My child likes to think of different ways to state a problem. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

18. My child likes experimenting with new solutions. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

19. My child likes to find ways to match ideas that usually do not fit together. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

20. My child likes being different. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

21. My child likes writing interesting stories. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

22. My child likes learning about different ways to think. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

23. My child likes strategy games like chess, checkers, or strategy video games. *

Mark only one oval.

- Almost always true about my child.
 Often true about my child.
 Sometimes true about my child.
 Not very true about my child.
 Rarely true about my child.

24. Click on any of the following in which your child participates. *

Check all that apply.

- Art lessons/activities
 Singing lessons/activities
 Dance lessons/activities
 Drama lessons/activities
 Instrument Lessons
 Future Problem Solving
 Odyssey of the Mind
 Academic Team
 Writing Circles: Poetry, Stories, Plays
 Thinking Games
 None

25. Please list/describe any hobbies. *

26. Please include any additional information regarding your child's creative abilities.

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Dance Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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Dance Parent Questionnaire

8/18/22, 10:13 AM

Dance Parent Questionnaire

7. My child can use his/her body as an instrument of expression. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8. My child dances or moves to music frequently. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child uses movement to express an emotion or environment. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

10. My child is able to think of many ways of solving movement problems. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child displays grace and fluidity in movement. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child enjoys performing in front of an audience. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

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13. My child has the ability to learn choreographed movements quickly. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

14. My child can change direction, level, and focus of movement. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

15. My child masters basic dance skills quickly and easily. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

16. My child has the ability to improvise movements to music. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

17. My child has the awareness of line and the design of body in space. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

18. My child appears to feel the rhythm of music. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

19. My child enjoys observing different styles of dance. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

20. My child communicates to others through dancing. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

21. My child deals effectively with his/her own center of gravity (balance). *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

22. My child demonstrates original talent by choreographing movements for self and/or others. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

23. Please list/describe any dance lessons or activities in which your child has participated. If none, describe his/her dance activities at home. *

24. Please list/describe any dance awards your child has earned. If none, indicate none. *

25. Please list/describe your child's hobbies. *

26. Please include any additional information regarding your child's dance abilities.

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Drama Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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Drama Parent Questionnaire

5/18/22, 10:14 AM

Drama Parent Questionnaire

7. My child is eager to perform in classroom plays or skits. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8. My child effectively uses voice, gestures, and facial expressions to communicate feelings while reading scripts or performing. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child commands and holds the attention of a group when speaking. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

10. My child is able to evoke emotional responses from an audience by making them laugh, frown, feel tense, etc. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child can readily shift into the role of another character. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child is imaginative and has a strong sense of fantasy. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

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13. My child uses voice to reflect changes in mood. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

14. My child demonstrates interest in dramatic activities. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

15. My child seems to pick up skills in drama without instruction. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

16. My child sees different ways to portray a character when reading a script. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

17. My child has a sense of humor and sees humor in situations others do not see. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

18. My child notices the small details in a play. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

19. My child has the ability to create original plays, skits, etc. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

20. My child has the ability to transform his/her personality into another character, animal, or object. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

21. My child has the natural talent to assume a role. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

22. Please list/describe any drama lessons or activities in which your child has participated. If none, describe his/her dramatic activities at home.

23. Please list/describe any drama awards your child has earned. If none, indicate none.

24. Please list/describe your child's hobbies. *

25. Please include any additional information regarding your child's drama abilities.

Leadership Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement.

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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7. My child has interests in a variety of topics. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

8. My child has strong opinions. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child likes to set goals for him/herself and work to reach them. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

10. My child is self-confident. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child respects the opinions of other people. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child likes to set a good example for others. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

13. My child likes presenting ideas to other people. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

14. My child likes to think of different ways to solve problems. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

15. My child likes to cooperate with others to complete a task or project. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

16. My child likes to be a leader for tasks or projects that are assigned. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

17. My child is a leader in his/her grade. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

18. My child is a leader in his/her classroom. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

19. My child likes to think of projects that would benefit his/her school. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

20. My child likes to think of projects that would benefit his/her community. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

21. My child likes to think about how he/she might be a leader in the future. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

22. Click on any of the following in which your child participates. *

Check all that apply.

- Classroom officer campaign
- Classroom officer
- Grade level officer campaign
- Grade level officer
- Student council member
- Student council officer
- Small group task/project leader
- Large group task/project leader
- Community project participation
- Community project awards
- None

23. Please list/describe any hobbies. *

24. Please include any additional information regarding your child's leadership abilities. *

Music Parent Questionnaire

Thank you for taking the time to complete this questionnaire. This form will not submit unless all required questions are answered.

Directions:

1. READ each statement carefully and thoughtfully.
2. THINK of the best answer that describes your child for each statement.
3. CLICK the circle of the answer you select for each statement

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent's Name *

5. Child's School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

6. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

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https://docs.google.com/forms/d/1O6O5ZV0vIaMOIwb46IYzwKFQp8NqZ2v0Bbl_cIGM/edit

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7. My child has abilities in: *

Check all that apply.

- Vocal
- Instrumental
- Both

8. My child can perceive the fine differences in sound. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

9. My child can easily remember melodies and can accurately reproduce them. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

10. My child is sensitive to rhythm. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

11. My child is always interested in musical activities. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

12. My child expresses feelings or emotions through musical performance. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

13. My child has the ability to adapt from one instrument to another or one voice part to another. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

14. My child has a basic understanding of the background of music. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

15. My child can identify short rhythmic patterns as similar or different. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

16. My child has the ability to improvise. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

17. My child has the ability to sing on pitch. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

18. My child is able to discuss musical concepts with a high degree of understanding. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

19. My child is interested in musical instruments. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

20. My child enjoys musical performances. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

21. My child can play or would like to play a musical instrument. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

22. My child takes private lessons to enhance a natural ability in music. *

Mark only one oval.

- Almost always true about my child.
- Often true about my child.
- Sometimes true about my child.
- Not very true about my child.
- Rarely true about my child.

23. Please list/describe any music lessons or activities in which you child has participated. In none, describe his/her musical activities at home.

24. Please list/describe any music awards your child has earned. If none, indicate none.

25. Please list/describe your child's hobbies. *

26. Please include any additional information regarding your child's music abilities. *

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Primary Talent Pool Parent Questionnaire

Your child is being considered for placement in the Primary Talent Pool due to performance on a universal screener used by the district. The School Primary Review Committee will review all pertinent information and documentation. The review of student information will not be completed without parent permission.

Please help us assess your child's potential by completing the form below. If your child is selected for Primary Talent Pool, you will be sent a consent form for your signature within a few weeks.

* Required

1. In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check all that apply to your child's behaviors. If it does not apply, leave blank.

Check all that apply:

- has advanced vocabulary, expresses opinion well
- thinks quickly
- recalls facts easily
- wants to know how things work
- was reading before the start of kindergarten
- puts unrelated ideas together in new and different ways
- becomes bored easily
- asks "why" or questions everything
- likes "grown-up" things and likes to be with older people
- has a great deal of curiosity
- is adventurous
- has a good sense of humor
- tends to be impulsive (acts before thinking)
- tends to dominate others
- is persistent; sticks to a task
- has good physical coordination and body control
- is independent and self-sufficient
- is aware of the surroundings and what is taking place around them
- has a long attention span
- wants to do things for themselves (places an order, plans a trip, research, purchases things independently)

2. Please give us any additional information you feel would be important for the building review committee to know about your child.

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GT Parent/Guardian Evaluation of Interests, Needs, and Abilities

All gifted students receive services that include differentiated lessons/activities that include enrichment and acceleration. With your response regarding your child's interests, needs, and abilities, we can differentiate specifically to help personalize your child's learning. We appreciate your input!

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

2. Email *

3. Child's Name *

4. Parent/Guardian Name *

5. Child's Current Grade *

Mark only one oval.

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

6. School *

Mark only one oval.

- Crofton Elementary
- Sinking Fork Elementary
- Pembroke Elementary
- Millbrooke Elementary
- Freedom Elementary
- Indian Hills Elementary
- Martin Luther King, Jr. Elementary
- South Christian Elementary
- Hopkinsville Middle School
- Hopkinsville High School
- Christian County Middle School
- Christian County High School

7. What are your child's interests? (e.g.: sports, hobbies, activities, subjects areas, etc.) *

8. Does your child have any specific needs? (e.g.: disorders, disabilities, shyness, super-sensitivities, overexcitabilities, challenge, etc.) *

9. What are your child's abilities or strengths? (e.g.: high-level understanding, rapid process of information, any subject areas, communication, leadership, team-work, etc.) *

10. Any additional information you would like to provide concerning your child.

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Applicant Name: _____



Leadership Application Evaluation Rubric

Criteria	Emerging (1 pt)	Typical (2 pts)	Proficient (3 points)	Advanced (4 pts)
Motivation and Confidence				
<p>Motivation (M) refers to the student's drive, persistence, independence and desire to succeed.</p> <p>Confidence (C) refers to the student's ability to believe in themselves and their ability to succeed.</p>	<ul style="list-style-type: none"> Student takes a role in some leadership opportunities (M) Student's confidence does not go beyond simply participating (C) 	<ul style="list-style-type: none"> Student accepts leadership opportunities (M) Student participates and shows independent abilities with varied success (C) 	<ul style="list-style-type: none"> Student's drive and independence in leadership opportunities resulted in significant forward progress (M) Student persists despite set-back or failure to produce (C) 	<ul style="list-style-type: none"> Student's drive, persistence, and independence resulted in success even when faced with challenges (M) Student's ability to believe in themselves and the vision resulted in success (C)
Inspires and Values Others				
<p>Inspiration (I) speaks to the student's ability to generate solutions to problems/issues and gain the confidence of others to follow.</p>	<ul style="list-style-type: none"> Student speaks to some solutions to problems with varied levels of response (I) 	<ul style="list-style-type: none"> Student offers ideas and can explain why they are good ideas (I) Student listens 	<ul style="list-style-type: none"> Student works with others to generate and articulate a viable solution to a complex problem or 	<ul style="list-style-type: none"> Student's ideas/actions resulted in others following their lead to a viable and creative solution

*adapted from JeffCo Public Schools from Golden, Colorado

<p>Valuing others (V) is the student's ability to hear, adapt, and understand others ideas/work and give recognition to their contribution.</p>	<ul style="list-style-type: none"> • Student listens to others' ideas but does not offer appropriate feedback (V) 	<p>well to others' ideas/opinions with limited feedback (V)</p>	<p>issue (I)</p> <ul style="list-style-type: none"> • Student values the opinions of others with wide-ranging recognition of their contributions (V) 	<p>that accomplished a goal (I)</p> <ul style="list-style-type: none"> • Student adapts multiple perspectives with recognition of others' contributions (V)
<p>Cooperation and Change</p>				
<p>Cooperation (CO) speaks to the student's ability to collaborate well with others.</p> <p>Change (CH) is the ability to initiate and follow through with the work.</p>	<ul style="list-style-type: none"> • Student has ideas to share but doesn't seek collaboration (CO) • Student verbalizes ideas but is unable to finalize the task (CH) 	<ul style="list-style-type: none"> • Student makes adjustments and works cooperatively with various member agreement (CO) • Student needs additional support throughout the process (CH) 	<ul style="list-style-type: none"> • Student cooperatively works with others toward a common goal (CO) • Student has initiated and successfully completed or resolved an issue or task (CH) 	<ul style="list-style-type: none"> • Student's cooperation and collaboration resulted in a complete and effective process/product (CO) • Student has an intrinsic ability to take charge and initiate change (CH)
<p>Total Points for each column</p>	<p>Emerging:</p>	<p>Typical:</p>	<p>Proficient:</p>	<p>Advanced:</p>

I *do/do not* (circle one) not recommend this student for gifted and talented identification in Leadership.

Name of Rater: _____

Signature: _____

Please leave any additional comments here: _____



Decline of Gifted and Talented Services

Student Name:

Student School:

Student Grade:

Christian County Public Schools:

Once identified as Gifted and Talented (GT) in Kentucky, students retain this status until graduation. However, parents/guardians may choose for their child not to receive services.

Currently, your child has indicated he/she would like to decline GT services this year. Please discuss this decision and return this form to your student's teacher/school.

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):

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.

Parent Signature: _____

Date: _____