

PAINTSVILLE INDEPENDENT SCHOOLS

Gifted and Talented Program Handbook



This handbook is a compilation of state and local guidelines, identification procedures, service delivery options for identified students, and the methods/forms used to identify students in each area.

Areas of identification

GENERAL INTELLECTUAL ABILITY (GI): General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3.285)

SPECIFIC ACADEMIC APTITUDE (SA): Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

CREATIVITY (C) : Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

LEADERSHIP (L): Leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability or vision to set goals and organize others to successfully reach those goals. (704 KAR 3.285)

VISUAL AND PERFORMING ARTS (VPA) Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3.285)

General Intellect

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.

(704 KAR 3:285)

The following pieces of evidence of general intellectual ability must be submitted for identification:

1. Nationally normed mental ability test score 9th stanine
2. Teacher Recommendation with Test Scores, Anecdotal Notes & General Intellectual Checklist
3. Continuous Progress Data
4. Special Considerations Checklist, if applicable



The following pieces may be used as additional evidence of general intellectual ability identification:

5. Other Testing Data
6. Informal Assessments
7. Parent, Self, or Peer Nominations
8. Portfolio/Work Samples
9. Awards/Honors/Resume

Specific Academic Aptitude

Specific Academic Aptitude is defined as possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

(704 KAR 3:285)

Specific Academic Aptitude Areas of Identification:

- A. Language Arts
- B. Mathematics
- C. Science
- D. Social Studies



The following pieces of evidence of specific academic aptitude must be submitted for identification:

1. Nationally normed achievement test score in 9th stanine
2. Teacher Recommendation with Test Scores, Anecdotal Notes & Specific Academic Aptitude Checklist
3. Continuous Progress Data
4. Special Considerations Checklist, if applicable

The following pieces may be used as additional evidence for identification in areas of specific academic aptitude:

5. Other Testing Data
6. Informal Assessments
7. Parent, Self, or Peer Nominations
8. Portfolio/Work Samples
9. Awards/Honors/Resume of Academic Achievements



Creativity

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285)

The following pieces of evidence must be submitted for identification in the area of Creativity:

1. Creativity Checklist
2. Teacher Recommendation with Anecdotal Notes on creative giftedness
3. Portfolio of evaluated creative projects, writings, inventions with cover sheet attached
4. Special Considerations Checklist, if applicable



The following pieces may be used as additional evidence for identification in area of Creativity:

5. Continuous Progress Data
6. Parent, Self, or Peer Nominations
7. Resume with Awards/Honors of Creative Activities
8. Test of Creative Abilities

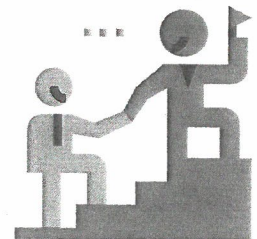
Leadership

Leadership 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/or written expression, managerial ability and the ability and/or vision to set goals and organize others to successfully reach those goals. (704 KAR 3:285)

The following pieces of evidence must be submitted for identification in the area of Leadership:

Leadership Checklist

1. Teacher Recommendation with Anecdotal Notes on leadership abilities
2. Continuous Progress Data
3. Special Considerations Checklist, if applicable



The following pieces may be used as additional evidence for identification in areas of Leadership:

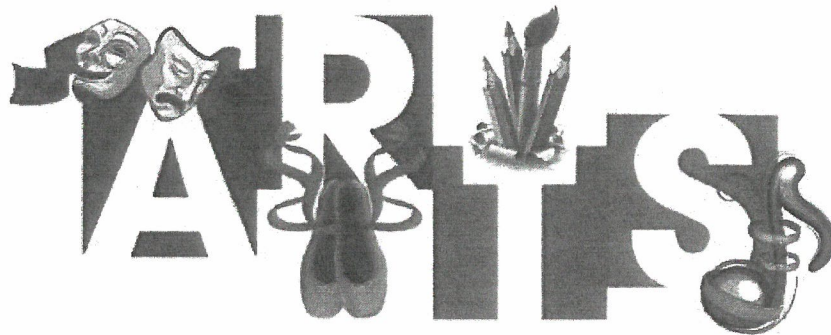
4. Parent, Self, or Peer Nominations
5. Resume with Awards/Honors in Leadership Activities

Visual or Performing Arts

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

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.



Identification, Diagnosis & Eligibility

Primary students (K-3) shall be selected and students in grade 4-12 shall be identified in accordance with 704 KAR 3:285.

Identification for Primary Talent Pool (PTP) shall be from informal selection based upon diagnostic of individual strengths and potential gifted and talented behaviors. Primary talent pool candidates are students who possess demonstrated or potential ability to perform at exceptionally high levels also referred to as high potential learners. The purpose of PTP is to provide early enrichment to develop talents. **Primary Talent Pools ends at the end of the third grade school year.** Students must be reevaluated to begin the Gifted and Talented program in 4th grade.

Identification for the gifted and talented program shall be through formal identifications and continuous diagnosis of gifted and talented behaviors of a student in grades 4-12. Identification shall be based upon multiple pieces of evidence. A minimum of three (3) measures/processes/evidence will be used to determine eligibility for the primary talent pool and the gifted and talented program.

Upon identification, a parent/guardian will be notified in writing of placement in the primary talent pool or the gifted and talented program.

A district-wide gifted education committee will be established each year to help identify the students to be served. This committee will consist of representatives from each school, administrators, counselors, grade-level teachers, the gifted education teacher, and the gifted education coordinator. The committee will have at least two meetings each school year to identify any new students for the primary talent pool and the gifted and talented program. These meetings will occur in October and February. Additional meetings will be called throughout the year as needed to identify any new students.

Parents will be notified by letter if their child is eligible for the program in one or more of the five (5) areas. Parents are encouraged to contribute suggestions they believe would be helpful in developing the Gifted Student Service Plan (GSSP).

A parent/guardian permission form must be completed before:

- A student can be administered an individual assessment
- Placement in the GT program
- A gifted student services plan is written
- Services are provided to the student

Identified students will be served each year at all levels (K-12) with more than one service option. Each identified student will have an annual GSSP designed to meet the student's individual interest, needs, and abilities. Parents/guardians can view a current copy of the GSSP on infinite campus. Any new identified student will have an updated GSSP within one month of identification. Progress reports will be available on infinite campus as well. Progress reports are available at the end of semester. Paper copies of the GSSP and progress reports can be sent upon request.

General District/School Guidelines- Nomination Timeline and Process

Screening and identification assessment will be administered to all existing third and/or beginning fourth grade students. Whole-grade screening in select gifted and talented areas may also be administered at grade 7. Students in grades 4-12 who are recommended for reevaluation or who are new to the district may also be screened or assessed, if referred by a teacher, parent, administrator or self.

Nominations will be solicited in September and January. The district gifted education committee will meet to determine formal identification and placement in October and February. Additionally, teachers and administrators will be encouraged to nominate students throughout the year as desired. Teachers must include supporting documentation/evidence when nominating students.

Once a student is identified, the student will qualify for services as long as they are in school. Students placed in the gifted education program do not have to be identified each year. Once formally identified, a student may not be removed from the gifted education program. However, a parent/guardian may request in writing that a student no longer be provided gifted education services.

The Gifted Education Coordinator or Teacher will forward to each school administrator and appropriate grade level teachers a roster of students (by category) who have been approved and recommended for services by the district committee.

All relevant information for an identified gifted student will be kept in one GT folder. The gifted student service plan, identification and placement forms, and all collected evidence/progress monitoring are kept in this folder. The GT folder is kept and updated by the gifted education teacher, with a summary sheet showing specific areas of identification to be placed in the child's cumulative folder. Identified students will be recorded in infinite campus as well with a flag to show their placement. These records will be updated yearly by the gifted education teacher.

District Procedures

CURRICULUM AND INSTRUCTION

08.132

Gifted and Talented Students

DISTRICT PROVIDES

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool, and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704 KAR 003:285 shall be used in the operation of the District's programs for gifted and talented students.

IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

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

The District's plan for identifying gifted and talented students shall:

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

Based on data gathered by the Gifted/Talented Coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professionals, as appropriate.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

Gifted and Talented Students**SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular experiences commensurate with the student's interests, needs, and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest, and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program nor any grade level shall be served by only one (1) gifted education service option.

PERSONNEL

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

PROGRAM EVALUATION

The Gifted/Talented Coordinator shall coordinate the annual, ongoing process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

Gifted and Talented Students

GRIEVANCES

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

REFERENCES:

KRS 157.196; KRS 157.200; KRS 157.224
KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095
016 KAR 002:110; 016 KAR 004:010
704 KAR 003:285
P. L. 114-95, (Every Student Succeeds Act of 2015)

RELATED POLICY:

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 8/12/2002

Order #: 3772