

2026-2027 SIMPSON COUNTY SCHOOLS GIFTED/TALENTED HANDBOOK (Revised July 2026)



Simpson County Gifted and Talented Committees (GTC)

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Kentucky Gifted and Talented Assurances

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.

The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12)

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)

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)

The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)

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)
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)
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)

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)
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)
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)

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)

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)

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)

For a detailed copy of Kentucky's gifted and talented program regulations, visit this website: <http://www.lrc.state.ky.us/kar/704/003/285.htm>

Simpson County Gifted/Talented Program

Gifted and Talented students are a category of exceptional 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, leadership skills or visual or performing arts. Academic and financial services for gifted students will be defined by the GT committee with financial and personnel offerings taken under consideration.

The goal of the Simpson County Schools' gifted/talented education program is to educate and develop each identified student to his/her full potential. The identification of strengths and abilities that represent that potential and provision of services designed to build upon those strengths are essential. Students may be identified in the areas of 1) general intellectual ability, 2) specific academic aptitude, 3) creativity, 4) visual and performing arts, and 5) leadership through the use of a talent pool in the primary grades and formal identification beyond primary.

Gifted/talented services are designed to differentiate, replace, supplement or modify curricula to facilitate high level attainment of the learning goals established in 704 KAR 3:285 and to assist students identified as gifted/talented to develop their individual interests, needs and abilities. These services shall be delivered through multiple service delivery options, with no single option existing alone at any grade level. Classroom teachers with the assistance of the school's curriculum coordinator and/or gifted/talented coordinator will determine, plan and provide services for the needs of each identified child. Simpson County Schools will offer service delivery options appropriate to the unique needs of gifted/talented students that may include the following:

- | | |
|--|--|
| a. Acceleration options | j. Mentorships |
| b. Independent study | k. Travel study options |
| c. Classroom enrichment | m. Differentiated experiences in the regular classroom |
| d. Cluster grouping | n. Consultation services |
| e. Seminars | o. Enrichment services (PTP: Super Simpson) |
| f. Advanced placement and honors classes | p. Performance opportunities |
| g. Special counseling services | q. Collaborative teaching |
| h. Resource services/pull-out | r. Extracurricular activities/academic competitions |
| i. Distance learning | s. Edge Academy (LES) or The Summit (FSMS) |

Academic Acceleration:

Based on the belief that all students are entitled to a quality education appropriate to their particular needs, students who advance beyond grade level through the state and local curriculum may be given the opportunity to accelerate. Acceleration may include a variety of options: grade-based acceleration, single-subject acceleration, curriculum compacting, dual credit, and/or Advanced Placement classes. If acceleration is a possible service option for a student, a team of the following people (a district administrator; principal; guidance counselor, GT teacher, or curriculum coordinator; parent; and school psychologist) will meet and examine all available test

data, classroom performance data, and the student's social and emotional needs to make a decision that is in the best interest of the student.

Program Evaluation:

The District Gifted/Talented Coordinator will coordinate the annual, on-going process of evaluating all aspects of the gifted education program as directed by administrative regulation for annual submission to the Kentucky Department of Education and make recommendations for upgrading those areas that need improvement. Each year, the District Gifted/Talented Coordinator will be responsible for collecting data required for the annual report and submitting it to the Superintendent/designee for his/her information prior to forwarding it to the Kentucky Department of Education. This data will assist in making recommendations for the comprehensive improvement planning process at both the district and school levels.

General District Guidelines

A district GT committee will be established each year to help develop policies and procedures, identification standards, and identify the students to be served. This committee will consist of representatives from each school in the district, administrators, and the District GT Coordinator.

The District GT Committee will have an annual meeting to formally identify GT students in each of the five (5) areas.

Parents will be notified with a District Notification Letter if they have a child who is eligible to participate in the PTP or to receive GT services in any of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the district in designing the Gifted Student Services Plan (GSSP).

Parents or guardians and teachers may appeal a decision as provided in the District's Appeals Policy for a student who has been nominated but not identified by the District GT Committee.

Criteria for identification are listed for each specific area of giftedness in the Gifted and Talented Handbook.

Identified students will be served each year at all levels (primary, upper elementary, middle school, and high school) with a minimum of two (2) service options.

Transfer students from other school districts will qualify for gifted services upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the principal upon enrollment.

General School Guidelines

Parent permission forms must be signed by the parent/guardian before a student can be formally assessed, identified, a GSSP is written, or services are provided to a student.

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities.

Parents/guardians will have access to the GSSP on Parent Portal no later than October for returning students and within one month of identification for newly identified students. They will also receive a minimum of two progress reports (one each semester) throughout the year.

Each student will have a Simpson County Schools GT Student Services Summary folder (orange folder provided by the District) on file throughout their academic career.

Nomination Timeline and Process

Nominations from teachers, administrators, and parents can be accepted at any time throughout the school year, for any grade level in grades 4-12 and for any of the five areas of gifted education.

The District GT Committee, composed of school coordinators from each school as well as district administrative staff, will meet twice each year (once per semester) to determine formal identification of students.

Three pieces of evidence, with at least one being a 'primary' piece of evidence, for each identified area must be included when teachers and administrators nominate students.

School Guidelines

Review teacher/parent/student recommendation forms for appropriate area(s).

Obtain parent permission to review the student portfolio and/or student data.

Review the "Selection Criteria" for each of the specialty areas. The student's portfolio, testing and/or relevant student data will be reviewed to determine student qualification. Individual student score sheets for the specialty areas of Visual and Performing Arts, Creativity and Leadership will be completed for each student and placed in the student's Gifted & Talented (GT) Folder.

Determine the most appropriate service delivery options for the identified children in each category after the "Permission/Denial Form" has been returned. The school GT coordinator, teachers, and/or counselor responsible for providing services and keeping appropriate records will be identified and notified. The school GT coordinator, teachers, and/or counselor will be responsible for writing and implementing the Gifted Student Service Plan (GSSP) and reporting student progress to parents at the end of each semester - two times during the school year.

Once a student is identified, the student will qualify for services as long as they are in school. The students placed in GT do not have to be re-identified each year.

If a student qualifies for services, the school GT coordinator will notify parents using the appropriate notification and permission letter. The parent must give approval for the child to receive services. If the parent gives permission for services, the GSSP will be shared with the parent within a month. The school GT coordinator will send the parent the appropriate notification letter if a student is not recommended for formal identification.

The Gifted Student Folder will be monitored by the school GT coordinator, teacher/teachers or counselor responsible for providing the majority of direct services or as assigned by the principal. The school GT coordinator is responsible for maintaining or coordinating accurate student enrollment data at the school level.

Record Keeping

Gifted and Talented Folder (orange); Primary Talent Pool (PTP) Folder (green)

The school GT coordinator is to place relevant identification evidence in the student's GT/PTP folder. Service information (GSSP, progress reports, etc.) can also be placed in the student folder or can be stored digitally in Infinite Campus.

The identification evidence of a multi-talented student will be kept in one folder. The school GT coordinator will collaborate with teachers to complete the GSSP. This one folder is not a part of the cumulative folder but should be kept separately.

Transitioning of Records from Elementary, Middle, and High School

Students' GT folders are kept at the District Central Office.

Infinite Campus

Each school GT coordinator will be responsible for maintaining and/or coordinating accurate data in Infinite Campus throughout the school year.

Each school GT coordinator will be responsible for ensuring students are exited from the Primary Talent Pool as well as ensuring all GSSP information concurs with Infinite Campus.

Identification of Primary Talent Pool (Grades 1-3)

PTP (Primary Talent Pool, grades 1-3)- The Kentucky GT regulation at 704 KAR 3:285 defines the talent pool as “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.”

Simpson Elementary School will establish a talent pool of students who have demonstrated high potential and have qualified for differentiated services. “High potential learners” are those students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

Criteria for Talent Pool Identification

A. Teachers shall use a **minimum of three** of the following for selecting high potential learners for participation in the primary talent pool:

- Collection of evidence demonstrating student performance (ex. student work or performances)
- Diagnostic data (ex. STAR reading or math scores, Gordon Audiation for music, etc.)
- Anecdotal records (ex. teacher jot downs)
- Available formal test data (ex. CogAT, iReady, etc.)
- Parent Inventory
- Teacher recommendation form

For students who qualify as high potential learners, the school GT coordinator will send home a Parent Notification/Consent for Participation in the Primary Talent Pool (p. 11) as well as a Parent Nomination Form/Questionnaire (pp. 12-13). These must be completed and returned for referral into the Talent Pool. Students identified in the talent pool will receive services within the framework of the primary program requirements that shall allow for continuous progress through a differentiated curriculum and flexible grouping based on the individual needs, interests, and abilities of the students. Recommendations for services shall be made on an individual basis.

Note: Inclusion in the Primary Talent Pool does not guarantee formal identification as into the gifted and talented program. This means that if a student is identified in the Primary Talent Pool, s/he will not automatically participate in gifted programming starting in fourth grade. All students will need to meet the criteria for identification at the fourth grade level to receive gifted services.

Parent Notification Letter/Parent Permission to Participate Form
Primary Talent Pool

Dear Parents or Guardians,

Your child has been selected for participation in the Primary Talent Pool at Simpson Elementary. Your child was placed in the Talent Pool because s/he shows high potential in one or more of the following areas: General Intellectual, Specific Academic Aptitude, Visual/Performing Arts, Creativity, and/or Leadership. At least three examples of evidence were used to determine your child's eligibility for the Primary Talent Pool. These could include STAR Math/Reading scores, teacher recommendations, standardized test scores, examples of student work, and/or parent nomination forms.

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

Parent permission is needed in order for a child to participate in the Primary Talent Pool. **Some children who participate in the Primary Talent Pool may be identified for gifted services as they exit the primary program. The formal identification process begins at fourth grade.** Please complete the bottom of this form and the enclosed Parent Inventory and Observation Form and return them to your school's Curriculum Specialist.

If you have any questions, you may call or email _____

at (contact number & email) _____

Consent Form - Participation in Primary Talent Pool

Student Name: _____

Talent Pool Area (s) _____ Date Identified: _____

Homeroom Teacher: _____ Grade Level: _____

☐ **Yes, I give permission for my child to participate in the Primary Talent Pool.**

☐ **No, I do not want my child to participate in the Primary Talent Pool.**

I understand that selection to participate in the Primary Talent Pool does not imply that my child is or will be formally identified as gifted and talented.

Signature of parent or guardian

_____/_____/_____
Date

Notice of Selection for Primary Talent Pool

Date:

Dear Parent/Guardians:

Congratulations. Your child, _____, has been selected to participate in Simpson Elementary School's Primary Talent Pool program.

Students placed in the Primary Talent Pool (PTP) receive early enrichment for strengths in one or more of the following areas: general intellectual ability, specific subject aptitude (math, reading/language arts, science and/or social studies), creativity, leadership and/or the visual and performing arts. Students who demonstrate potential in any one or more of these areas need experiences that nurture their talent, so they may fully develop their specific strengths.

Students in PTP receive instruction that enriches their day-to-day curriculum and is appropriate for their learning rate and style. Service delivery options may vary by grade, depending on the needs, abilities, and interests of students.

PTP students will remain in the program throughout the primary years until the end of the third grade. Beginning in the fourth grade, students will be screened and may be formally identified in five different areas, including general intellectual, specific subject areas, creativity, leadership, and/or the visual and performing arts. Participation in PTP **does not** automatically qualify a student as GT once they exit the primary grades and begin fourth grade.

Thank you for your continued support in our effort to provide opportunities for continuous growth in talent areas for our PTP students. Please complete the attached form and send it back to your child's homeroom teacher.

Sincerely,

KIm Whitney
Gifted & Talented Coordinator

Primary Talent Pool Parent Survey Form

Student's Full Name:

Grade:

Date:

Briefly describe:

- your child's major interests, including hobbies, art activities, music activities, etc.:
- your child's reading habits while at home:
- topics or instances that cause a display of intense emotions from your child:
- activities your child enjoys participating in when not at school:
- topics your child is curious about:
- ways that your child sees situations differently than other children in the same age group:

Additional Information about your child:

Parent/Guardian Signature

Date

Please complete and return to your child's homeroom teacher. Thank you!

Primary Talent Pool: [Teacher Referral Form](#)

Student Name: _____

Date of Birth: ____/____/____ Current Grade: _____ Homeroom Teacher: _____

	Almost all the time	Often	Sometimes	Rarely
Solves problems in many different ways. Example:				
Displays a clever sense of humor (intellectually playful) Example:				
Foresees a variety of possible outcomes in a situation. Example:				
Displays leadership qualities. Example:				
Is very observant and notices details others miss. Example:				
Becomes extremely interested in a topic. Example:				
Sees relationships between different ideas and objects. Example:				
Learns very quickly. Example:				
Has a large vocabulary. Example:				
Displays originality. Example:				
Is very curious about many things. Example:				
	Above Average	Somewhat Above Average	Considerably Above Average	
Student's abilities in the recommended area when compared with other children the same age.				

Revised from: Spring Branch ISD • Advanced Academic Studies • 2100 Shadowdale, Houston, TX

Teacher Signature: _____

Date: _____

GT Identification Process: Grades 4 - 12

Identification of gifted students in grades 4-12 is an ongoing process. Teachers may recommend students for GT services in any area. The Curriculum Specialist, GT Teacher, and/or School Counselor (School Gifted/Talented Committee or GTC) will work in conjunction with classroom teachers to help complete the identification process. Multiple measures will be used to determine eligibility for GT programs. A letter of parental permission is required before the identification process may begin.

The District Gifted and Talented Committee (GTC) will meet twice each year to complete the formal identification process. Parents will be notified of the action of the District GT committee and will need to complete a permission slip for the student to participate in the GT program. Transfer students who have qualified for GT services in other Kentucky school districts will be accepted into Simpson County's GT program. Transfer students from other states will be considered based upon the decision of the district GTC.

General Intellectual Ability

For a student to qualify in the area of General Intellectual, the school GTC must submit the following to the district selection committee:

- A. The [teacher recommendation](#) rating scale completed by a classroom teacher. For selection, students must have a total of at least 17 out of 20 possible points unless there are special considerations. (p. 25)
- B. A score on the CogAT (Cognitive Abilities Test) in the ninth stanine. The CogAT screener will be administered to all third grade students and individual students in grades 4-12 who have received parent or teacher nomination forms. Full CogAT tests will be given to students who score at or above the 85th percentile by the following semester. Students qualifying for services will have scored in the 9th stanine on the full test.
- C. Parent/guardian permission slip (p. 20) and the parent inventory/observation form. (pp 23-24)
- D. Optional: Special Considerations Form (p. 64)

Specific Academic Aptitude

For a student to qualify in the area of Specific Academic, the GTC will submit the following to the district selection committee:

- A. The teacher recommendation rating scale completed by a classroom teacher.
- B. Parent/guardian permission (p. 20) and the parent inventory/observation form. (pp 23-24)
- C. Standardized Test Results: The recommended student must score within the 9th stanine (96-99 percentiles) in any one of the following subjects on norm-referenced standardized assessments: Math, Reading/Language Arts, Science, or Social Studies. A student may

qualify in more than one area and based upon national or local norms. Assessments may include:

- Iowa Test of Basic Skills (ITBS) for Science, Social Studies, Reading, and/or Math
- STAR Test: Reading and/or Math
- iReady Test: Reading and/or Math
- Other nationally normed assessments, as appropriate

D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.

E. Optional: Special Considerations Form (p. 64)

Creativity

For a student to qualify in the area of Creativity, the GTC will submit the following to the district selection committee:

A. The teacher recommendation rating scale completed by a classroom teacher. For selection, the student must have a total of at least 25 out of 29 possible points. (p. 30)

B. Parent/guardian permission/Inventory form (p. 20, 23-24)

C. The GTC will administer and score a standardized test of creativity (ex. Torrance or Williams) per instructions in the test guide booklet. Norms for the specific test will be used for identification purposes. A 9th stanine score on a standardized assessment is NOT a required evidence item.

D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.

E. Optional: Special Considerations Form (p. 64)

Leadership

[Online Leadership Portfolio](#)

For a student to qualify in the area of Leadership, the student (with the help of the guidance counselor and school GTC committee) must submit a portfolio containing the following entries to the district selection committee:

A. Leadership essay

B. Parent/guardian permission slip (p. 20) and the parent inventory/observation form. (pp 23-24)

C. Autobiography

D. Three (3) letters of recommendation & Teacher Leadership referral checklist (p. 31)

E. Evidence of volunteer work and/or community service

F. Leadership qualities evidence

G. Self-reflection rating scale for leadership – (p. 33)

H. Optional: Special Considerations Form (p. 64)

Visual Arts

For a student to qualify in the area of Visual Arts, the GTC must submit the following to the district selection committee:

A. The [Teacher Recommendation Rating Scale](#) (p. 35) completed by a visual arts teacher. For selection, students must have a total of at least 21 of 25 possible points.

- B. [Parent/guardian Permission to Evaluate/Inventory form](#) (p. 19, 23-24)
- C. The GT Visual Arts Evaluation Form completed by the referring teacher. (p. 36). To move to the portfolio level, the student must have 10 out of 13 points on this checklist.
- D. A portfolio submitted by the student and scored by a district team of certified art teachers using the Visual Arts Portfolio Review form (p. 37).
- E. Other identification measures such as teacher jot downs, may be used as appropriate.
- F. Optional: Special Considerations Form (p. 64)

Performing Arts: Dance & Drama

For a student to qualify in the area of Performing Arts, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a classroom teacher. For selection, students must have a total score of:
 - Drama: at least 13 of 16 possible points
 - Dance: at least 17 of 20 possible points
- B. The GT Evaluation Form completed by the referring teacher. To move to the audition level, the student must have at least 13 of 16 characteristics.
- C. [Parent/guardian Notification and Permission to Evaluate](#) form (p. 20) and the [Parent Inventory/observation Form](#). (pp 23-24)
- D. Results of an audition set up by the appropriate content teacher, during which the student will select a piece no longer than 3 minutes. Three evaluators will score the performance using the Evaluation Checklist.
- E. Additional identification measures such as student portfolios or teacher jot downs may be used as appropriate.
- F. Optional: Special Considerations Form (p. 64)

Performing Arts: Music - Vocal and Instrumental

For a student to qualify in the area of Performing Arts: Music, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a music teacher. A private music instructor may also recommend a student. For selection, students must have a total of at least 21 of 24 possible points. (p. 42 or 44)
- B. Parent permission to evaluate (p. 20 or 43) and the parent inventory/observation form. (pp 23-24)

- C. The GT Music Evaluation Form completed by the referring teacher. To move to the audition level, the student must have 10 out of 13 points on this checklist. (p. 45)
- D. The results of an audition set up by the GTC and/or music teacher during which the student will complete a vocal or instrumental performance not to exceed 3 minutes. A video of a performance may be submitted but cannot be used in lieu of personal audition, except in cases where transportation of a large musical instrument is an obstacle to an onsite performance. The performance should establish the music student as an exceptional vocal or instrumental performer. The evaluators (specialists or professionals in the area) will score the audition using the Gifted and Talented Evaluation Form for Music. (p. 46-47 or 48-49) If the student has qualified for All-State Band or All-State Chorus, an audition is not required. Likewise if a student qualifies for the All-District Band or All-District Chorus, an audition is not required. Qualifying for either of these can be used to meet this criteria.
- E. Optional: Special Considerations Form (p. 64)

Teacher Letter

Dear Teacher,

In Kentucky, 704 KAR 3:285 requires the formal identification of gifted and talented students, who possess “demonstrated or potential ability to perform at an exceptionally high level” in any of five categories:

- (1) General Intellectual Ability - possessing 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 analysis, synthesis and evaluation of information; and a consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (2) Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience or environment of one’s chronological peers.
- (3) Creative or Divergent Thinking Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.
- (4) Psychosocial or Leadership Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, or vision, to set goals and organize others to successfully reach those goals.
- (5) Visual or Performing Arts Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, drama, or drama.

Using the Teacher Nomination form, you may nominate students for services in any area(s). Following nomination, formal identification procedures will be implemented to determine eligibility. As you complete this recommendation form, keep in mind that formal identification is limited to those who achieve at “exceptionally high levels.” We appreciate your efforts in this recommendation process.

Sincerely,

Curriculum Specialist and/or GT Coordinator

G/T Parent Notification and Permission to Evaluate

Date:

Dear Parent/Guardian,

Your child, _____, has been recommended for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creative or Divergent Thinking, 4) Leadership Skills, and 5) Visual or Performing Arts. Your child was referred as a candidate for identification in the category of _____.

The District Gifted/Talented Committee will review all pertinent information and documentation including test scores, portfolio entries, teacher recommendations, work samples, etc. Your child may be administered additional formal assessments to determine eligibility; some examples are Cognitive Abilities Test for General Intellectual Ability, Torrance Test of Creative Thinking (or similar assessment) for Creativity, or the Iowa Test of Basic Skills for Specific Academic Area(s). Formal testing will be completed during the school day in a small group setting, if possible. The categories of Leadership and Visual & Performing Arts require a portfolio and/or an audition.

Please complete the bottom section of this page as well as the enclosed Parent Inventory and Observation Questionnaire and return both to your child's school as soon as possible. If your child is selected for the Gifted & Talented program, you'll receive notification to be followed up with a Gifted Student Service Plan outlining services to be provided.

If you have further questions, please feel free to contact me at 270-586-8877 or kim.whitney@simpson.kyschools.us.

Sincerely,

Kim Whitney
Simpson County Schools GT Coordinator

Student:

Teacher:

_____ My child has permission to participate in the G/T evaluation process.

_____ My child does **not** have permission to participate in the G/T evaluation process.

Parent/Guardian signature _____

Return to the school's office. Attn: Kim Whitney

Parent Notification Letter for GT Leadership Permission to Evaluate

Date:

Dear Parents/Guardians,

Your child has been recommended by his/her teacher for the Simpson County Schools Gifted and Talented program in the area of Leadership. A portion of the evaluation process includes a leadership portfolio to be created by your child to then be reviewed by the Gifted and Talented Committee. Through creating the portfolio, students begin to see themselves as true leaders and recognize the significance of their leadership experiences and accomplishments.

I've met with your child to discuss the portfolio contents and hope that he/she will begin working on his/her portfolios as soon as possible. I'll meet with your child again to check his/her progress towards completion. Along with the table of contents, you'll find a parent inventory for you to complete as a required part of each leadership portfolio. This may be returned separately to me or included with the portfolio.

All portfolios are due by _____. Portfolios will be returned afterwards, so students can keep the evidence they submitted.

Please remember that your child has not yet been placed in the gifted program for leadership. A portfolio will be kept and submitted at the end of _____ grade. At that time, the Simpson County Gifted and Talented Committee will determine if your child has met the requirements to be placed in the gifted program for leadership.

If you have any questions, please contact me at _____

Sincerely,

School GT Coordinator and/or Guidance Counselor

GT Acceptance & Parent Permission Letter

Date:

Dear Parent/Guardian:

Congratulations! _____ has qualified for the Gifted and Talented program in Simpson County in the area(s) of _____. GT identification ensures that faculty and staff will be aware of his/her giftedness in this area(s) and will provide learning experiences to enhance his/her growth. Complete the section below to indicate that your child has/does not have permission to participate in this program. Return this to school with your child as soon as possible.

If you have any questions or concerns, feel free to contact me by phone at 270-586-8877 or email kim.whitney@simpson.kyschools.us.

Sincerely,

Kim Whitney
District Gifted & Talented Coordinator

☐ Yes, _____ has my permission to participate in the Simpson County Gifted & Talented program.

☐ No, I decline GT services for my child.

Email:

Address:

Phone Number:

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature

Date

Parent Inventory/Observation Questionnaire

Name of Child _____ Date _____

School _____

Grade _____ Homeroom Teacher _____

Directions: Please check the appropriate column for those characteristics that you see your child display.

	Often	Sometimes	Never
Possesses a large and varied vocabulary and uses it in a meaningful way			
Knows a lot of information about many topics			
Recalls facts easily			
Asks many questions that require more than one-word answers			
Makes generalizations easily			
Has a keen sense of humor			
Loves to read and/or be read to			
Tries to reason things out independently			
Becomes immersed in topics of interest			
Becomes bored with routine			
Prefers to work alone			
Becomes interested in "adult" problems			
Assertive and sometimes stubborn about beliefs			
Generates many ideas/solutions to problems			
Willing to take risks			
Sensitive to the beauty and music in the world around them			
Does not fear being different, is a non-conformist			
Makes friends with children who are older			
Adapts easily to new situations			
Excels in areas outside the regular school curriculum			
Shows a sustained interest in music; seeks out opportunities to hear and create music			
Concentrates for long periods of time on art projects			

1. Briefly describe your child's major interests, hobbies, art activities, music activities, etc.

2. Briefly describe your child's reading habits, patterns, and levels at home.

3. Briefly describe the things your child feels intense about.
4. Briefly describe activities your child likes to participate in when not at school.
5. Briefly describe things your child is curious about.
6. Briefly describe the types of things that frustrate your child.
7. Briefly describe the types of activities your child likes to do with their friends and peers.
8. Briefly describe your child's behavior while working on a project.

Additional Notes:

Parent/ Guardian Signature

Date

Teacher Recommendation for Gifted Education
General Intellectual Ability

Student: _____ School: _____ Grade: _____

A. LEARNING CHARACTERISTICS

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic most of the time/always.

	1	2	3	4
1. Fluid reasoning: Is able to think of many solutions to a problem and is able to solve problems in a variety of ways.	___	___	___	___
2. Quantitative reasoning: Has the capacity to solve problems that involve numbers.	___	___	___	___
3. Visual-spatial processing: Has the ability to interpret and manipulate visual information, such as putting together puzzles and copying complex shapes.	___	___	___	___
4. Knowledge: Possesses a large storehouse of information about a variety of topics (beyond the usual interests of peers his/her age).	___	___	___	___
5. Working memory: Demonstrates a high level of short-term memory and can memorize a list of items or groups of items.	___	___	___	___
TOTAL:	___	___	___	___

Must score 17 of 20 to be recommended as gifted in this area.

B. CHECKLIST

Check all that you have observed in the student.

- _____ Has an unusually advanced vocabulary for age or grade level.
- _____ Has rapid insight into cause-effect relationships; tries to discover the “how and why” of things.
- _____ Has communication skills advanced for his/her age and is able to express ideas and feelings.
- _____ Frequently asks intelligent questions (as distinct from informational or factual questions); wants to know what makes things, or people, “tick.”
- _____ Works conscientiously and has a high degree of concentration in areas of interest.
- _____ Understands abstract ideas and complex concepts.

Teacher Name:

Teacher Signature:

Date: