

# Menifee County School District

# Gifted and Talented Handbook



<b><u>Table of Contents</u></b>	<b><u>Page</u></b>
Gifted Policy	3
Gifted Procedure	6
Procedural Safeguards and Grievances	8
Annual District Committee Meetings	8
Local Norms	9
Primary Talent Pool Process	10
Gifted/Talented Services Timeline	11
GSSP Protocol	11
GT Meeting Form	12
GT Parent Letter	13
GT Student Service Plan	14
Parent/Student Feedback Form	15
GT Definitions	16
GT Checklist for Gifted Characteristics	17
GT Peer Identification Checklist	18
District Student Interest Inventory	20
Sample Working Conditions Contract	22
GT Progress Report	23
Guidelines for Imputing Data into IC	24

## **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.

(CONTINUED)

**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](#)  
[703 KAR 004:040](#); [704 KAR 003:285](#)

*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

**RELATED POLICY:**

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

Adopted/Amended: 8/19/2002

Order #:

CURRICULUM AND INSTRUCTION

08.132 AP.1

## **Gifted and Talented Students**

### **SELECTION FOR SERVICES**

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

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with [704 KAR 003:285](#).

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

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

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

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

### **CURRICULUM**

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

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

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

### **PERSONNEL/FUNDING**

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

## Gifted and Talented Students

### **PROGRAM EVALUATION**

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

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

### **PROCEDURAL SAFEGUARDS AND GRIEVANCES**

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

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised:9/17/2015

## PROCEDURAL SAFEGUARDS AND GRIEVANCES

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

7. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
8. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
9. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
10. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
11. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
12. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised:9/17/2015

## **Annual GT Committee Meetings:**

Formal GT Committee meetings, called by the GT Coordinator, will be held each semester for review of student services and updates to ensure student needs are being met.

- Fall meetings should include but not be limited to student service reviews and budget.
- Spring meetings should include but not limited to student identification, service reviews, budget, and program evaluation.



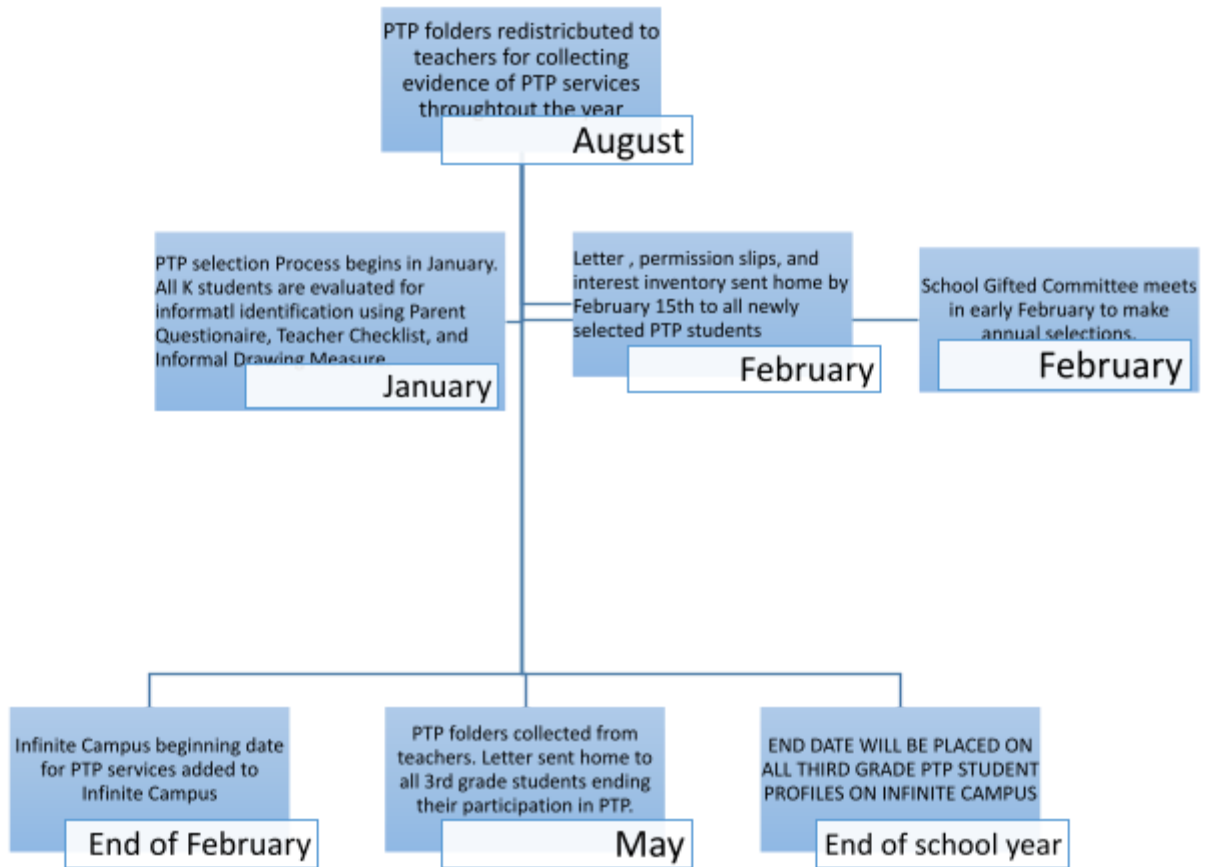
## **Local Norm Procedures Menifee County Schools**

There are at least two main reasons for a district to choose local norms for identification. One reason would be to ensure the district's GT population is proportional to the district's total population, including subgroups. The other reason would be to ensure equity and access within the GT program. Local Norms may also be used to ensure equity by comparing data using Infinite Campus Opportunity and Access Report, School Report Card, and district diagnostic data.

### **Menifee County School Local Norm Procedures:**

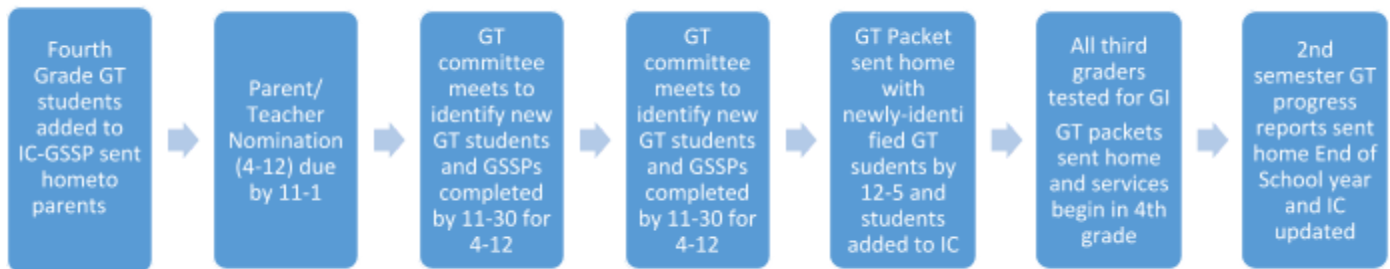
- Use the largest group of students possible when administering assessments
- All students should be in the same grade level
- Local Norms must be determined each year for new group of students
- May use data collected from any assessments given to large populations of students (iReady, CASE, OLSAT) to calculate Local Norms based on Norm-referenced percentiles
- Using the Calculations Tool from KDE calculate Local Norms from other assessments given by the district
- Test all 3<sup>rd</sup> Graders using the IOWA Assessment in Spring
- Calculate results in Local Norms Calculation Tool from Kentucky Department of Education

## Menifee County Primary Talent Pool (PTP) Services



**\*1<sup>st</sup> -3<sup>rd</sup> grade students may be nominated by parents and/or teachers during the month of January each year. The Gifted Committee will review academic evidence and informal evaluation in order to select new PTP students by the end of February.**

## Menifee County Gifted Services Timeline



August \*September October November December January February March April May

\*Nomination Window Open

- Parent/Teacher nominations are used for examining giftedness in the areas of creativity, leadership, and visual and performing arts as well as specific academic aptitude.
- First Semester GT Progress Reports sent home by January 31<sup>st</sup> for students identified by August 31<sup>st</sup>.
- GT committee meets to process nominations.

## GSSP Protocol:

What is a GSSP? A Gifted/Talented Student Service Plan (GSSP) is an educational plan that matches a formally identified gifted student's (grades 4-12) interests, needs, and abilities with differentiated service options and serves as the communication between parents/ guardians and school personnel.

Procedure:

- Every formally identified student, grades 4-12, must have a GSSP.
- Stakeholder (student, parent, teachers, etc) feedback will be gathered and reviewed annually for continuous improvement to meet student needs.
- Parents and students will be notified of any adjustments to the instructional services and will be reflected in the GSSP
- A parent/ guardian of an identified student shall be notified annually of services included in the GSSP and specific procedures to follow in requesting a change in services.

**Menifee County School District**  
**Gifted and Talented Committee Meeting**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Members Present: \_\_\_\_\_  
\_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Evidence Considered (at least 3 required)

**Primary**

\_\_\_ Test Scores

\_\_\_ Teacher Referral

\_\_\_ Grades

List all other:

**Grade 4-12**

\_\_\_ iReady

\_\_\_ K-PREP

\_\_\_ Teacher Referral

List all other:

Student Accepted/Not Accepted into the GT program

Comments:

Chairman Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Menifee County School District**  
**Gifted and Talented Parent Letter**

Dear Parents,

Please be informed that your child, \_\_\_\_\_, has been formally/informally identified for the Gifted and Talented program and will be receiving services in the following area(s):

	Creative or Divergent Thinking
	General Intellectual Ability
	Leadership Skills

Specific Academic Aptitude in:

	Language Arts
	Math
	Science
	Social Studies

Visual and Performing Arts in:

	Art
	Dance
	Drama
	Music
	Primary Talent Pool

Also please find enclosed 2 or 3 documents as follows:

- 1) A Gifted/Talented Services Plan (GSSP)
- 2) Parent Feedback form
- 3) Procedural Safeguards and Grievances

Please sign and return the GSSP and the completed Parent Feedback form. These forms provide information to help us better service your child. The last form is for your information.

If you have any questions, please contact your child's school.

Sincerely,

District GT Coordinator/Teacher

## Menifee County Gifted and Talented Student Service Plan

<b>Student's Name</b>	
<b>Grade</b>	
<b>School</b>	
<b>Homeroom Teacher</b>	

<b>Identified Categories:</b> <input type="checkbox"/> Creative Thinking <input type="checkbox"/> General Intellectual Ability <input type="checkbox"/> Leadership Skills  <input type="checkbox"/> <b>Primary Talent Pool</b>	<b>Visual/Performing Arts:</b> <input type="checkbox"/> Art <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Music	<b>Specific Academic Aptitude:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
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Goals
1. Students will demonstrate achievement in the content area(s) 2. Students will develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification. 3. Students will complete high level products/performance in the area(s) of identification. 4. Other

Strategies for Differentiated Content, Process, and Product				
__Curriculum Compacting	__Units:	__Research	__Thinking Skills:	__Interests and/or Learning Styles
May Include:	May Include:	May Include:	May Include:	May Include:
<ul style="list-style-type: none"> <li>• Pursue to intensity</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Skill Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Critical</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory</li> </ul>
<ul style="list-style-type: none"> <li>• Explore laterally</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated</li> </ul>	<ul style="list-style-type: none"> <li>• Complex</li> </ul>	<ul style="list-style-type: none"> <li>• Creative</li> </ul>	<ul style="list-style-type: none"> <li>• Visual</li> </ul>
<ul style="list-style-type: none"> <li>• Construct connections</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> </ul>	<ul style="list-style-type: none"> <li>• Varied resources</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Kinesthetic</li> </ul>
<ul style="list-style-type: none"> <li>• Acceleration</li> </ul>	<ul style="list-style-type: none"> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Decision</li> </ul>	
	<ul style="list-style-type: none"> <li>• Real- World Application</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation</li> </ul>	
			<ul style="list-style-type: none"> <li>• Goal-Setting</li> </ul>	

**Service/ Delivery Options- \* at least 2 service delivery option checkboxes must be selected.**

Acceleration __ __ Dual Enrollment Courses __ Subject area higher than grade level __ Early Exit from Primary __ Grade Skipping __ Dual Credit __ Early exit from high school __ Early Entry to Kindergarten  Differentiated Study Experiences in the Classroom: __ __ Differentiation Cluster Grouping __ Differentiation Individual Study __ Academics Club/Class  Distance Learning __ __ KVHS __ Online __ Consortium  Resource Services __ __ Pull Out Option __ Appropriate Instructional Setting __ Consortium	__ Special Schools __ Self-Contained Classrooms __ Independent Study/Appropriate Setting __ Travel Study Options __ Enrichment Services __ Leadership Opportunities __ Special counseling services __ Academic Competition or Optional Extracurricular Offering __ Mentorship __ Advanced Placement or Honors Classes __ Collaborative Teaching __ Seminars __ Consultation Services __ Special Counseling services __ Creativity Opportunities
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Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Revised 12/2020

## Parent/Student Feedback Form

Parents are excellent identifiers of giftedness in their children. Compared to other children your child's age, how many of these descriptors fit your child? Please provide examples.

Reasons well (good thinker)

Learns rapidly

Has extensive vocabulary

Has an excellent memory

Has a long attention span (if interested)

Sensitive (feelings hurt easily)

Shows compassion

Perfectionistic

Intense

Morally sensitive

Has strong curiosity

Perseverant in their interests

Has high degree of energy \_

Prefers older companions or adults

Has a wide range of interests

Has a great sense of humor

Early or avid reader (if too young to read, loves being read to)

Concerned with justice, fairness

Judgment mature for age (at times)

Is a keen observer

Has a vivid imagination

Is highly creative

Tends to question authority \_

Has facility with numbers

Good at jigsaw puzzles

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Menifee County Gifted and Talented Service Plan Definitions

A service plan for gifted students “is 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” (704KAR3:285 as amended August 10, 1999). This information, in conjunction with defined goals and the appropriately selected differentiated education options to meet these goals, comprise the formal service plan. A report of the child’s progress will be made to the parent/guardian at least once a semester.

### **Definitions:**

**Acceleration by Grade:** Official assignment to the next year in school (does not include honors classes, content or subject acceleration).

**Acceleration by Subject/Content:** Students receiving instruction in a content area in a higher grade level class (does not include advanced instruction in a cluster group or honors classes).

**Advanced Placement or Honors:** 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:** Grouping of identified students in a heterogeneous classroom for the purpose of receiving differentiated services matched to students’ needs by a teacher trained in the appropriate instruction of gifted and talented students.

**Collaboration:** Instruction in a regular classroom to a cluster group of identified gifted students by a specialist in conjunction with the regular classroom teacher.

**Constructing Connections:** Integrated or interdisciplinary study projects that show relationships within, between and across disciplines.

**Curriculum Compacting:** Modifying the core curriculum by reducing or eliminating mastered skills and knowledge to allow time for differentiated activities matched to students’ needs, interests and abilities.

**Explore Laterally:** Study concepts or topics that parallel or extend the core content.

**Independent Study:** A self-directed course or study of a selected topic for students in grades 6-12 under the supervision of a teacher or the auspices of a university.

**Integrated Units:** Units of study organized around a core concept or topic and relates to multiple disciplines.

**Interdisciplinary Units:** Units of study organized around global themes and generalizations in which the disciplines contribute to the theme and explain or prove the generalizations.

**Pursue to Intensity:** Individual or small group research projects that supplement the students’ giftedness and the core curriculum.

**Resource Group:** Part-time grouping of identified gifted and talented students based on students’ interests, needs and abilities and designed for accelerated content, special interest groups, process skills development or various combinations of all.

**Special Counseling:** Counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and social-emotional needs of gifted and talented students.



## Menifee County School District Teacher Checklist for G/T Characteristics

STUDENT'S NAME	
TEACHER	
GRADE LEVEL	
DATE	

All subjects or specific subject: \_\_\_\_\_

In the following items, check the column which best describes the student's functioning.

**CATEGORIES:** (1) most of the time (2) often (3) occasionally (4) rarely

	Characteristics	1	2	3	4
1	Learn rapidly and easily.				
2	Things clearly, recognizes implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humor.				

COMMENTS:

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## CHECKLIST FOR PEER IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

\*Tally the students whose names appear often/ This checklist may need to be adapted or administered verbally for students in the Early Childhood phase

		NAME OF STUDENTS	
1	Your teacher is called to a meeting with a parent. Who would you want to be in charge while the teacher is busy?		
2	To whom would you go for help if the teacher was not present?		
3	Who interprets the teacher's statements?		
4	Who thinks of the most unusual ideas?		
5	Who likes to take the most chances?		
6	Who would you like to argue your case?		
7	Who would you like to have in your team?		
8	Who would you like to be like?		
9	Who thinks of the most unusual, wild or fantastic ideas?		
10	Who talks the most sense?		
11	If you cannot do something that you planned, who in your class is likely to come up with another plan or idea?		
12	Who thinks of the most ideas for misbehaving?		
13	Who can do the most things in physical education classes?		
14	With whom would you want to work on an art project?		
15	If you were going to sit for an important mathematics test, to whom would you go for help just beforehand?		
16	Who would you really like to have at your party?		
17	Who is the most sensitive in class?		
18	Who is aware of and enjoys beautiful things?		
19	Who does not care if others think them different?		
20	Who would be best to organize a concert?		
21	Who should thank a guest speaker?		
22	There is going to be a class play. Who should have the main part?		

23	In the music class who would you choose to lead the singing?		
24	Who is the most fun to be with?		
25	Who would be the best team or form captain?		
26	You are getting ready for an important English test. To whom would you turn for help?		
27	Who makes the best models?		
28	Who is the most curious about many things?		
29	Who is the hardest worker in the class?		
30	Who has the least reason to attend class? Why?		

## Menifee County School District Student Interest Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Age \_\_\_\_\_

Grade \_\_\_\_\_

What activities do you spend time doing, enjoy, and interest you the most? Check off these activities. Circle the ones you really like a lot or are real important to you.

**Writing:**

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> short stories | <input type="checkbox"/> newspaper articles | <input type="checkbox"/> special class reports | <input type="checkbox"/> songs/lyrics       |
| <input type="checkbox"/> plays/skits   | <input type="checkbox"/> diary/journal      | <input type="checkbox"/> poetry                | <input type="checkbox"/> puzzles/word games |
| <input type="checkbox"/> journalism    | <input type="checkbox"/> other              |  |   |

**Reading:**

- |   |  |                                    |                                 |                                     |                                    |
|---|--|------------------------------------|---------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> books                      | <input type="checkbox"/> reference books | <input type="checkbox"/> textbooks | <input type="checkbox"/> comics | <input type="checkbox"/> newspapers | <input type="checkbox"/> magazines |
| <input type="checkbox"/> anything I get my hands on | <input type="checkbox"/> other           |                                    |                                 |                                     |                                    |

**Science:**

- |   |   |  |  |                                      |
|---|---|--|--|--------------------------------------|
| <input type="checkbox"/> forensics                | <input type="checkbox"/> chemistry                  | <input type="checkbox"/> astronomy/space | <input type="checkbox"/> nature/ecology                  | <input type="checkbox"/> meteorology |
| <input type="checkbox"/> marine science           | <input type="checkbox"/> anatomy                    | <input type="checkbox"/> medicine        | <input type="checkbox"/> geology/earth science           | <input type="checkbox"/> agriculture |
| <input type="checkbox"/> doing experiments        | <input type="checkbox"/> creating science projects  |  | <input type="checkbox"/> working with animals            |                                      |
| <input type="checkbox"/> visiting science museums | <input type="checkbox"/> visiting the zoo/aquariums |  | <input type="checkbox"/> criminal justice/police science |                                      |
| <input type="checkbox"/> bird-watching            | <input type="checkbox"/> collecting rocks/shells    |  |  |                                      |
| <input type="checkbox"/> other                    |   |  |  |                                      |

**Social Studies:**

- |                                      |  |  |  |                              |
|--------------------------------------|--|--|--|------------------------------|
| <input type="checkbox"/> archaeology | <input type="checkbox"/> foreign affairs   | <input type="checkbox"/> politics            | <input type="checkbox"/> ancient cultures            | <input type="checkbox"/> law |
| <input type="checkbox"/> people      | <input type="checkbox"/> war               | <input type="checkbox"/> foreign countries   | <input type="checkbox"/> historical figures/events   |                              |
| <input type="checkbox"/> government  | <input type="checkbox"/> historical trivia | <input type="checkbox"/> traditions/cultures | <input type="checkbox"/> visiting historical museums |                              |
| <input type="checkbox"/> history     | <input type="checkbox"/> other             |  |  |                              |

**Math:**

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> puzzles/logic games/mazes | <input type="checkbox"/> problem solving | <input type="checkbox"/> working with numbers     | <input type="checkbox"/> graphs         |
| <input type="checkbox"/> stock market              | <input type="checkbox"/> geometry        | <input type="checkbox"/> working with calculators | <input type="checkbox"/> strategy games |
| <input type="checkbox"/> other                     |  |   |   |

**Dramatics:**

- |                                     |   |   |                                     |   |
|-------------------------------------|---|---|-------------------------------------|---|
| <input type="checkbox"/> acting     | <input type="checkbox"/> directing                  | <input type="checkbox"/> filmmaking                       | <input type="checkbox"/> pantomime  | <input type="checkbox"/> radio broadcasting |
| <input type="checkbox"/> puppetry   | <input type="checkbox"/> working with sets or stage |   | <input type="checkbox"/> performing | <input type="checkbox"/> comedy routines    |
| <input type="checkbox"/> monologues | <input type="checkbox"/> Shakespeare                | <input type="checkbox"/> doing impersonations/impressions |                                     | <input type="checkbox"/> costume designing  |
| <input type="checkbox"/> other      |   |   |                                     |   |

**Art:**

- |  |  |  |                                    |                                      |
|--|--|--|------------------------------------|--------------------------------------|
| <input type="checkbox"/> painting murals     | <input type="checkbox"/> painting                    | <input type="checkbox"/> working with clay | <input type="checkbox"/> sculpting | <input type="checkbox"/> art history |
| <input type="checkbox"/> drawing cartoons    | <input type="checkbox"/> experimenting with junk art |  | <input type="checkbox"/> weaving   | <input type="checkbox"/> drawing     |
| <input type="checkbox"/> visiting art museum | <input type="checkbox"/> working with colors         | <input type="checkbox"/> doodling          | <input type="checkbox"/> other     |                                      |

**Music:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> playing instruments | <input type="checkbox"/> attending concerts/musical performances | <input type="checkbox"/> being in a band |
| <input type="checkbox"/> listening to music  | <input type="checkbox"/> singing with a group                    | <input type="checkbox"/> recording       |
|  |  | <input type="checkbox"/> composing music |

**Dance:**

- dancing alone                       dancing for others                       attending dance performances
- watching people dance                       making up dances                       other

**Technology:**

- playing computer games                       creating new video games                       computers in general
- animation/computer art                       Watching TV                       movies/theater                       digital music
- creating web pages                       online communication                       digital photography
- word processing                       programming                       other

**Misc:**

- chess                       photography                       building models                       cooking                       business                       languages
- studying                       cheerleading                       fixing things                       research                       psychology                       traveling
- selling stuff/own business                       secret codes                       mechanics/bike repair
  
- collecting stuff

**Please answer the following questions:**

- What do you see as your strengths?
- What do you see as your greatest need?
- What have you always wanted to do when you grew up?
- What type of occupations are you interested in?
- What are some things you would like to study?
- What is your favorite subject in school? \_\_\_\_\_ least favorite
- What clubs/groups do you belong to?
- What are your favorite types of books to read?
- What are some book titles you have read recently?
- What private lessons have you taken?
- How long have you taken these lessons?
- Have you ever performed or shown your work publicly?    YES    NO
- Where?                      When?
- What instruments can you play very well or fairly well?
- What is your favorite thing to do when you are alone?
- What is your favorite thing to do when you are with friends?
- What is something you know a lot about?
- What is something you are really good at?
- What sports activities are you good at?
- Is there anything else you enjoy that you wish to mention?

**Menifee County School District Working Conditions Contract**

**\*SAMPLE**

**These are rules that must be followed when you are working independently or in a small group.**

1. I will stay on task at all times.
2. I will use my time wisely and meet my due date.
3. I will do my best work.
4. If I have a problem or question on my assignment, I will raise my hand and ask the teacher.
5. If I am working in a group, I will contribute to the assignment, remain seated, and follow all of the rules listed above.
6. I will only talk to the teacher or members of my group about an assignment; I will not be off-topic.
7. If I am permitted to work somewhere other than my classroom, I will stay on task there and follow all of the rules listed above.

## Menifee County School District Gifted/Talented Program PROGRESS REPORT

**Student:** \_\_\_\_\_ **Area of identification:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Classroom Teacher:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

### GT Program Goals

*Student will:*

1. *Demonstrate achievement in the area(s) of identification*
2. *Develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.*
3. *Complete high-level products/performances in the area(s) of identification.*
4. *Develop goal setting, self-directed learning, leadership, and decision-making skills in the area(s) of identification.*

### Semester 1

Goal	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	<b><i>Progress Notes:</i></b>
1					
2					
3					
4					

Classroom Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Gifted/Talented Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Semester 2

Goal	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	<b><i>Progress Notes:</i></b>
1					
2					
3					
4					

Classroom Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Gifted/Talented Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Gifted & Talented (Kentucky)

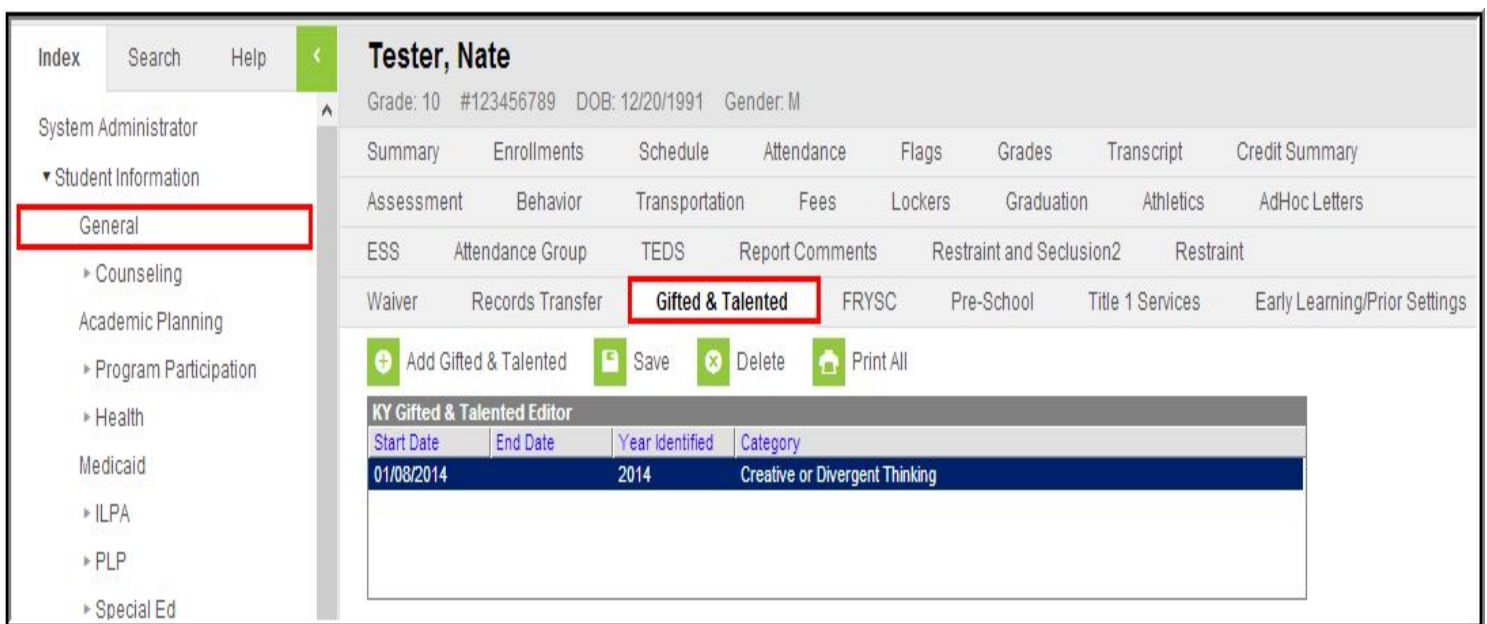
[Adding a Gifted & Talented Record](#) | [Printing Gifted & Talented Records](#)

**PATH:** *Student Information > General > Gifted & Talented*

The Kentucky Gifted & Talented tab displays information on a student's gifted/talented determination and services.

## Adding a Gifted & Talented Record

If a student has been determined to be Gifted & Talented or Primary Talent Pool and will receive services, a record may be created and tracked on the Gifted & Talented tab.



*Image 1: Adding a New Gifted and Talented Record*

To add a new Gifted & Talented record:

1. Click the **Add Gifted & Talented** icon from the action bar. The Gifted & Talented editor will appear.
2. Select the **Gifted Category** from the dropdown list.

Options in this field apply to students in grades 4-12, with the exception of code "12: Primary Talent Pool," which applies only to K-3 grades.

3. Verify the default year displayed in the **Year Identified** field.
4. Enter the **Start Date** of the gifted/talented record.
5. Mark the **Gifted Declined Services** or **Gifted Underachieving** boxes, if applicable.
6. Select at least two [Service Delivery Options](#).
7. Select at least three [Evidence](#) options. [Evidence](#) options vary, based on the selected Gifted Category.
8. Click the **Save** icon when finished.



Kentucky reports fields form this tab in the *KY State Reporting > Gifted & Talented Extract*.

## General Gifted & Talented Fields

The general fields of the Gifted & Talented Status editor are defined as follows:

Image 2: Gifted and Talented Fields

Field	Definition
<b>Gifted Category</b>	<p>Gifted/talented category with which student has been identified:</p> <ul style="list-style-type: none"> <li>• 01: Creative or Divergent Thinking</li> <li>• 02: General Intellectual Ability</li> <li>• 03: Psychosocial or Leadership Abilities</li> <li>• 04: Specific Academic Aptitude - Language Arts</li> <li>• 05: Specific Academic Aptitude - Math</li> <li>• 06: Specific Academic Aptitude - Science</li> <li>• 07: Specific Academic Aptitude - Social Studies</li> <li>• 08: Visual or Performing Arts Ability - Art</li> <li>• 09: Visual or Performing Arts Ability - Dance</li> <li>• 10: Visual or Performing Arts Ability - Drama</li> <li>• 11: Visual or Performing Arts Ability - Music</li> <li>• 12: Primary Talent Pool</li> </ul> <p>When a code is selected from this field, a set of related Evidence checkboxes will appear at the bottom of the editor.</p>
<b>Year Identified</b>	<p>Indicates the end year of the school year in which the student was identified as gifted/talented for the selected Gifted Category. This year is defaulted to the last year of the current calendar (for 2010-11 school year, the year will read 2011).</p> <p>Users must enter a 4 digit number in order to save.</p>
<b>Start Date</b>	<p>Indicates the first day on which a student began the gifted/talented service related to the identified Gifted Category.</p>
<b>End Date</b>	<p>Indicates the last day of the gifted/talented service related to the identified Gifted Category.</p>

**Gifted Declined Services**

Indicates the student was identified as gifted and talented, but that the student or his/her guardian declined gifted/talented services.

Indicates if student is considered to be gifted/talented, but underachieving.

**Gifted Underachieving**

Students are said to be underachieving if they have developed a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability. Primary talent pool students or high potential learners working below their current primary level are considered underachievers. Students in grades 4-12 working at or below their grade level in any or all areas of identification are considered underachievers.

## Service Delivery Options

The fields in the Service Delivery Options section of the Gifted & Talented Status editor are defined as follows:

**Service Delivery Options:**  
 (At least 2 Service Delivery Option checkboxes must be selected)

- Various Acceleration Options
  - Early Exit from Primary     Grade Skipping     Subject Area Higher Grade Level
  - Dual Enrollment Courses     Dual Credit Courses     Early Exit from High School
- Advanced Placement and Honors Courses
- Collaborative Teaching and Consultation Services
- Special Counseling Services
- Differentiated Study Experiences in the Classroom
  - Differentiated Individual Study     Differentiated for Cluster Groups
- Distance Learning
  - KVHS Courses     Video Courses     Other Online Course
- Enrichment Services (School Day)
- Independent Study
- Mentorships
- Resources Services
  - Pull-out Setting     Appropriate Instructional Setting     Consortium
- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)

Image 3: Service Delivery Options

Field	Definition
Various Acceleration Options	<p>Indicates if student's advancement is prior to the prescribed time, based on early mastery:</p> <ul style="list-style-type: none"> <li>• <b>Early exit from Primary</b> - Indicates the student exited the primary program before defined end date.</li> <li>• <b>Dual Enrollment Courses</b> - Courses for which the student is enrolled in both high school and college but may or may not receive high school credit. Does not include AP or IB.</li> <li>• <b>Grade skipping</b> - Student skipped a grade level.</li> <li>• <b>Dual Credit Courses</b> - Courses for which the student is eligible for both high school and college credit and receives credit at both.</li> <li>• <b>Subject Area Higher Grade Level</b> - Content/curriculum in one or more subject areas from a higher grade level.</li> <li>• <b>Early exit from high school</b> - Indicates student completed requirements for graduation before defined end date.</li> </ul>
Advanced Placement and Honors Courses	<p>Indicates if a student is scheduled into AP (Advanced Placement) or honors course(s).</p>
Collaboration Teaching and Consultation Services	<p>Indicates if a student participates in a collaborative learning environment or is receiving consultation services.</p>
Special Counseling Services	<p>Indicates if a student is participating in special counseling services.</p>
Differentiated study experiences in the classroom	<p>Indicates if student is participating in educational experiences that extend, replace or supplement learning beyond the standard curriculum:</p> <ul style="list-style-type: none"> <li>• <b>Differentiated individual study</b> - Student is participating in one or more options for individual study.</li> <li>• <b>Differentiated for Cluster Groups</b> - A group usually consisting of four 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.</li> </ul>
Distance Learning	<p>Indicates if student is participating in learning opportunities offered through the use of computer technology, satellite transmission or optical fiber transmission:</p> <ul style="list-style-type: none"> <li>• <b>KVHS courses</b> - Student is taking a course at a Kentucky Virtual High School.</li> <li>• <b>Video courses</b> - Students are taking a video course.</li> <li>• <b>Other online courses</b> - Student is taking an online course.</li> </ul>
Enrichment services (school day)	<p>Indicates if a student is being exposed to new ideas, skills and concepts that extend beyond the regular curriculum, such as an extension of the regular curriculum that goes more broadly and deeply into what has been introduced. This includes concept development that explores more fully the meaning and implications introduced in the regular curriculum.</p>

<b>Independent study</b>	Indicates if a student is participating in a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
<b>Mentorships</b>	Indicates if a student is participating in specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
<b>Resources services</b>	Indicates if student is receiving a service delivery option that uses one or more of the following services: <ul style="list-style-type: none"> <li>• <b>Pull-out setting</b> - A service delivery option that is provided in a pull-out classroom or other appropriate instructional setting.</li> <li>• <b>Appropriate instructional setting</b> - A service delivery option that is designed for accelerated content, special interest groups, process skills, development or a combination of these items.</li> <li>• <b>Consortium</b> - A service delivery option that entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students.</li> </ul>
<b>Seminars</b>	Indicates if a student is participating in discussion-based sessions on specific topics that focus on advanced content and high-level process skills.
<b>Travel study options</b>	Indicates if a student is involved in academically based travel that may result in high school or university course credit.
<b>Special schools (4-12)</b>	Indicates if a student is attending a specialized school designed to serve gifted students in grades 4-12 in specific academic areas (such as a science and mathematics school), or is developing specific areas of giftedness such as visual and performing arts.
<b>Self-contained classrooms (4-12)</b>	Indicates if a student attends a self-contained classroom with students who share similar academic requirements. For example, all the gifted children in a school or school district will be contained in the same classroom.

### Visual or Performing Arts Ability

This section indicates the type of musical talent a student has.

This section only appears if code "11: Visual and Performing Arts Ability-Music" is selected in the **Gifted Category** field.

**Visual/Performing Arts Type:**  
(At least 1 Visual/Performing Arts Type checkbox must be selected)

Instrumental                       Vocal

*Image 4: Visual/Performing Arts Options*

<b>Field</b>	<b>Definition</b>
<b>Instrumental</b>	Indicates students are gifted/talented in instrumental music methods.
<b>Vocal</b>	Indicates students are gifted/talented in vocal music methods.

## Gifted/Talented Evidence

This section contains a list of the evidence options supporting a student's gifted/talented determination. The display of these options depends on the code selected in the **Gifted Category** field.

### Creative or Divergent Thinker Evidence

The following options appear when the "01: Creative or Divergent Thinking" code is selected from the **Gifted Category** field.

- Anecdotal Observation
- Checklist Inventories (underachieving or disadvantaged)
- Continuous Progress Data
- Formal Assessment Measures
- Nominations – Peer
- Primary review committee recommendation
- Referrals/Recommendations - Teacher
- Other, specify
- Behavioral checklists specific to creative behavior
- Collection of evidence from portfolios
- Creative work samples
- Informal assessment measures

When this box is checked, the **Formal Assessment Measure** dropdown list will appear at the bottom of the editor. The method used to make a gifted/talented determination should be selected from the **Formal Assessment Measure** field.

- Nominations – self or petition
- Referrals/Recommendations - Parent
- Student Awards or Critiques

### General Intellectual Ability Evidence

The following options appear when the "02: General Intellectual Ability" code is selected from the **Gifted Category** field.

- Anecdotal Records
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Information assessment
- Nominations – Self or petition
- Primary review committee recommendation
- Referrals/Recommendation - Teacher
- 9th stanine on comp. test of intellectual ability

When this box is checked, the **Intellectual Ability Test** dropdown list will appear at the bottom of the editor. The type of test used to make a gifted/talented determination should be selected from the **Intellectual Ability Test** field.

- Behavioral checklist inventories
- Collection of evidence from portfolios
- High performance on intellectual assessment

- Nominations – Peer
- Observation of applied advanced reasoning ability
- Referrals/Recommendations - Parent
- Student Awards or Critiques
- Other, Specify

### **Psychosocial or Leadership Abilities Evidence**

The following options appear when the "03: Psychosocial or Leadership Abilities" code is selected from the **Gifted Category** field.

- Behavioral Observations
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Documentation of student leadership in community
- Formal Testing
- Nominations – Peer
- Primary Review Committee Recommendation (Only for those entering the 4th grade)
- Student Awards or Critiques
- Checklist inventories
- Collection of evidence from portfolios
- Documentation of student leadership in class
- Documentation of student leadership in student organization
- Informal testing
- Other, Specify

### **Specific Academic Aptitude Evidence**

The following options appear when any of the following codes are selected from the **Gifted Category** field: "04: Specific Academic Aptitude - Language Arts," "05: Specific Academic Aptitude - Math," "06: Specific Academic Aptitude - Science," or "07: Specific Academic Aptitude - Social Studies."

- Anecdotal Records
- Checklist inventories (underachieving or disadvantaged)
- Within the ninth stanine on one subject test score of a achievement test

When this box is checked, the **Achievement Test** dropdown list will appear at the bottom of the editor. The type of test used to make a gifted/talented determination should be selected from the **Achievement Test** field.

- Formal testing data
- Informal assessments
- Nominations – Self or Petition
- Referrals/Recommendations – Parent
- Student awards or critiques
- Other, Specify
- Checklist inventories
- Collection of evidence from portfolios
- Continuous Progress Data
- High Performance on test of academic achievement

- Nominations – Peer
- Off-Level Testing
- Primary review committee
- Referrals/Recommendations - Teacher
- Student Progress Data

## **Visual Performing Arts Evidence**

The following options appear when any of the following codes are selected from the **Gifted Category** field: "08: Specific Academic Aptitude - Art," "09: Visual or Performing Arts Ability - Dance," "10: Specific Academic Aptitude - Visual or Performing Arts Ability - Drama," or "11: Visual or Performing Arts Ability - Music."

- Auditions
- Checklist of behaviors specific to gifted category
- Peer recommendations
- Portfolio of visual or performing arts ability
- Questionnaires
- Referrals/Recommendations - Teacher
- Other, specify
- Awards or critiques of performance
- Letters of recommendations
- Portfolio assessment by specialists or professional artists
- Products (paper, video, audio, pictures)
- Referrals/Recommendations - Parent
- Nominations – Self or Petition

## **Primary Talent Pool Evidence**

The following options appear when the "12: Primary Talent Pool" code is selected from the **Gifted Category** field.

- Available formal test data
- Checklist inventories of behaviors specific to gifted categories
- Continuous Progress Data
- Parent interview or questionnaire
- Primary review committee recommendation
- Anecdotal records
- Collection of evidence demonstrating student performance
- Diagnostic data (screening measure)
- Petition system
- Other, Specify

# Printing Gifted & Talented Records

To print a PDF containing all of the student's Gifted and Talented record information, click the **Print All** button (see Image 5).

The screenshot shows a web application interface with a navigation menu at the top containing: Fees, Lockers, Graduation, Athletics, AdHoc Letters, Waiver, Records Transfer, and Gifted & Talented. Below the menu are buttons for 'Add Gifted & Talented', 'Save', 'Delete', and 'Print All'. The 'Print All' button is highlighted with a red box and a red arrow points to it from the right. Below the buttons is a table titled 'KY Gifted & Talented Editor' with columns: Start Date, End Date, Year Identified, and Category. The table contains one row: 04/15/2014, 2014, Creative or Divergent Thinking. Below the table is a 'Gifted & Talented Status' section with a dropdown menu showing '04: Specific Academic Aptitude-Language'. Below this is a preview of the printed record for Erik Steven Test. The preview includes a header with 'Schools: Jefferson County High School', 'School Years: All Years', and 'Generated on 04/15/2014 03:44 PM'. To the right of the header is 'Gifted & Talented Summary' and 'Page 1 of 1'. Below the header is the student's name 'Test, Erik Steven' and a table of personal information: Gender: M, State ID: [REDACTED], Race Ethnicity: White, Grade/Homeroom: 10/, Birth Date: 03/11/1984, School Year: 13-14. Below this is a table titled 'Gifted & Talented Status' with columns: Start Date, End Date, Year Identified, Gifted Category, Gifted Declined Services?, and Gifted Underachieving?. The table contains one row: 04/15/2014, 2014, 01: Creative or Divergent Thinking, No, No. Below the table is 'Service Delivery Options: Collaborative Teaching and Consultation Services, Special Counseling Services'. At the bottom is 'Creative or Divergent Thinker Evidence: Anecdotal Observation, Checklist Inventories (Underachieving or Disadvantaged), Continuous Progress Data'.

Image 5: Printing Gifted and Talented Records

Feedback

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