



Menifee County Schools

Gifted and Talented Program

Procedures Handbook



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Menifee County School District

Introduction

**GT information including Policies and Procedures for Identification and Diagnosis of GT Students*

Regulations Related to Gifted and Talented Educational Services:

- **704 KAR 3:285. Programs for the gifted and talented.**
- **RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230**
- **STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224**

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

Menifee County School District Goals for the Gifted and Talented Program

Our goals for gifted and talented education in the Menifee County Schools are:

- To provide each child with differentiated, individualized educational experiences; in order for each child to achieve at his/her highest potential as a learner
- To recognize factors (special considerations) which may mask a child's true abilities, and to provide for these factors to ensure equity in access and opportunity for students from underserved and disadvantaged backgrounds
- To develop an awareness in all staff members that gifted and talented students have unique cognitive and affective needs
- To assist classroom teachers in providing appropriate and adequate services to gifted and talented students while in the regular classroom setting
- To provide appropriate and adequate professional development to K-12 staff on the characteristics of gifted and talented learners and methods/strategies staff can use in the regular classroom to meet the academic and affective needs of the gifted and talented student.

Definitions

(1) "**Acceleration options**" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

(2) "**Advanced placement and honors courses**" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

(3) "**Cluster group**" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.

(4) "**Collaborative teaching**" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.

(5) "**Consortium**" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "**Consultation services**" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

(7) "**Counseling services**" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

(8) "**Creative or divergent thinking ability**" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(9) "**Diagnosis**" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "**Differentiated service experiences**" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "**Differentiation**" means a method through which educators shall establish a specific, well thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "**Disadvantaged**" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "**Distance learning**" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "**Extracurricular enrichment opportunities**" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

(15) "**Formal identification**" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

(16) "**General intellectual ability**" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

(17) "**Gifted and talented identification and placement committee**" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.

(18) "**Gifted and talented student services plan**" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

(19) "**High potential learners**" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(20) "**Independent study**" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

(21) "**Informal selection**" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(22) "**Instructional grouping**" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.

(23) "**Magnet school**" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

(24) "**Mentorship**" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

(25) "**Primary review committee**" means primary teachers, counselors, administrators, gifted

Legislative Research Commission PDF Version Page: 3 education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.

(26) "**Psychosocial or leadership ability**" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

(27) "**Resource services**" means a service delivery option that:

(a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;

(b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and

(c) Is provided in a pull-out classroom or other appropriate instructional setting.

(28) "**Seminars**" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

(29) "**Special school**" means a specialized school designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or

(b) Develop specific areas of giftedness such as visual and performing arts.

(30) "**Specific academic aptitude**" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

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

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

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

(34) "**Visual or performing arts ability**" means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

Procedure for Determining Eligibility for Services.

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

- **Data gathering.** A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;
- **Data analysis.** A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required by administrative regulation, and to district-established criteria of eligibility for each category of giftedness;
- **Committee for determination of eligibility and services.** A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

To provide feedback on the adequacy of the district's identification and diagnostic procedure;

To ensure that a variety of views are heard during the selection and placement process;

To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and

To help provide communication and support in the schools and community;

- **Provision of services.** A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
- **Petition and appeal for services.** A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.

(2) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:

(a) An exceptional child as defined in KRS 157.200;

(b) Disadvantaged; or

(c) Underachieving.

According to the United States Department of Education's (USDoE) Military Compact, any student who is from a military family and has been identified in another state must be accepted into another state's gifted program. The receiving state or district may perform additional evaluations to ensure appropriate services or to identify in additional categories/areas. When entering a GT record for a Military Student, check "Military Compact" Then, enter a minimum of two other evidences for the student.

GIFTED AND TALENTED IDENTIFICATION AND PLACEMENT COMMITTEE

Each school shall assemble an identification and placement committee to review evaluation results and determine eligibility and services. Said committee shall determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan.

Each Gifted and Talented Identification and Placement Committee shall also meet throughout the school year, as needed, to review nominations/referrals and reviews of student services. After each referral meeting, the GT teacher will notify teachers of individual student referrals for GT program and provide information and support for implementing the GSSP.

This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator, the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate. The purpose of this committee meeting in regards to identification shall be:

1. To ensure that a variety of views are heard during the selection and placement process;
2. To determine which students meet identification criteria;
3. To develop and review Gifted Student Service Plans.

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

Notification

Within ten school days of the Gifted and Talented Identification and Placement Committee meeting to determine eligibility for formal identification, the school gifted and talented teacher shall:

- Prepare and send a notification of identification or non-identification to the Parents/Guardians of each student who was formally evaluated.

Within ten school days of the Gifted and Talented Identification and Placement Committee meeting to revise a student GSSP, the school gifted and talented teacher shall:

- Prepare and send a notification of revised GSSP to the Parents/Guardians of each student whose GSSP was revised.

School personnel will provide services, as designated on the GSSP, to a student, unless otherwise notified by the parent(s)/guardian(s).

At the beginning of each school year the district gifted and talented coordinator shall provide the school gifted and talented administrative contact with a list of active gifted and talented students; to include categories of identification. The school gifted and talented administrative contact will forward copies of active gifted and talented student lists to appropriate teachers.

If the school selection committee determines the student does not meet the criteria for identification at that time, notify the referring source. Copies of all evidence submitted for committee consideration shall be kept in the student's cumulative file. Parents may ask for a meeting to discuss the results of the evaluation, and/or appeal the decision of the committee. Each student's data is kept in a file in the student's cumulative records and labeled as "watch" until such time as evidence supports identification or until data is no longer valid (three years).

INITIAL EVALUATION and IDENTIFICATION PROCEDURES

This procedure is only for first time students in the third grade who have never gone through the identification process or have not been formally identified in Kentucky.

The procedures shall be followed as outlined:

- All exiting students entering third grade will be universally screened using a nonverbal ability test.
- Coordinated by the school level GT teacher, classroom teachers administer the nonverbal ability test to either all exiting primary students in the spring, or all fourth graders in the fall.
- Teachers administer the universal screener.
- The school GT teacher scores and norms all student tests, and records results on the data collection document.
- The school level GT teacher organizes universal screening data to determine who is eligible for additional evaluation.
- Once the list of who will receive additional evaluation is determined, the GT teacher will send permission to evaluate forms home with students; signed consent must be received before additional evaluation can occur.
- A full scale test of cognitive ability is administered by the school GT administrative contact, or designee.
- Students scoring in the 9th stanine on either the universal screener, or the full scale test of cognitive ability, will receive additional assessments, as necessary, in order to determine eligibility for services.
- Students scoring in the 9th stanine on the full scale test of cognitive ability for Reading and Math and nationally normed standardized tests for Science and Social Studies, will be assessed to determine eligibility for services for Specific Academic Aptitude (Language Arts, Math, Science and/or Social Studies).
- Teachers, parents, other school personnel complete additional documents, as determined necessary by the GT teacher (including special considerations, and underachieving, as applicable)
- All data is compiled in a Data Collection Folder by the GT teacher, for those students who are eligible for consideration to be identified as Gifted and Talented.

- ❑ GT Teacher will screen for students who should be evaluated in the categories of Creativity, Leadership and/or Visual and Performing Arts.
- ❑ For students not evaluated in the previous round, the GT administrative contact will send permission to evaluate forms home; signed consent must be received before additional evaluation can occur.
- ❑ The GT teacher schedules students for any further evaluation, as needed/appropriate.
- ❑ Teachers, parents, other school personnel complete additional documents, as determined necessary by the district GT coordinator (including special considerations, and underachieving, as applicable)
- ❑ All data is compiled and documents become part of the student's cumulative record.
- ❑ The GT teacher will schedule an Identification and Placement Committee meeting and notify appropriate personnel. The committee will convene to determine eligibility for services, and, if appropriate, develop a Gifted Student Service Plan (GSSP) for the student upon identification. Within 10 days of the Identification and Placement Committee meeting, parents will be notified of committee decision and prompted to provide input on the GSSP.
- ❑ GT teacher will upload appropriate documentation into IC within 10 days of GT committee meeting if student is determined eligible.

Procedure for Permission to Test Individual Students

- The GT teacher will identify students eligible for additional individual testing
- Parent's will be contacted to complete the *Permission to Test form
- Parents will be contacted to complete Parent Questionnaire relative to referral
- Forms will be returned with signatures to GT teacher
- GT teacher will complete additional evaluation(s) of student
- Form will be uploaded to IC as evidence of permission to test within 10 days of receipt.
- Parent will be notified of GT determination

*Permission to Test form is available on page 25.

MCS D Annual Program Evaluation Procedure

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.

Procedure

- The school gifted and talented administrative contact, along with the school principal, will monitor to ensure that all teachers of students with Gifted Student Service Plans (GSSP) report student progress at least once each semester for all students with Gifted Student Service Plans with whom they work. Progress reports will be reviewed each fall and spring semester to monitor student progress; progress will be reported to parents.
- The District Gifted and Talented Coordinator, school administration team, teachers, etc. will analyze available assessment data (STAR Reading, F&P, Case21, K-PREP, CERT, ACT, EOC, EOP, AP exam, etc.) to monitor students for continuous progress.
- Surveys will be used for parents, students and faculty to evaluate gifted and talented educational services that address: 1)community involvement 2)cost effectiveness 3)student progress 4)the incorporation of gifted education into the regular school program 5) overall quality of instruction and credentials of GT personnel 6)input on future of GT program 7)attitudes toward the GT program.
- The District Gifted and Talented Coordinator, or designee, will prepare evaluation results. These results will be used to inform the district instructional process and make services modifications. The Gifted and Talented Coordinator will share this report during school site-based councils and the Board of Education June meetings.
- The Gifted and Talented Coordinator will prepare all required reports for the Kentucky Department of Education, to include the summative evaluation, and set goals for areas needing improvement prior to the state deadline each school year.
- The District Gifted and Talented Coordinator will review data analysis to include statistics that would encompass the whole population of GT students i.e. racial and ethnic minority children, disadvantaged children, and children with disabilities.

Student Identification Procedures

In order for students to be formally identified as gifted, evidence is needed from the categories listed below along with a committee recommendation. Academic areas must include a qualifying test score unless a child has a documented special consideration (e.g. disability, disorder, socio-economic issues, etc.). Students may qualify in more than one category providing they have three pieces of evidence and a Gifted and Talented Committee recommendation for each category. This list is subject to change as Menifee County School District administers alternative assessments to evaluate student progress. After students are selected for the PTP or GT, the GT Teacher will prepare an updated list of PTP or GT students, and will distribute the list to appropriate school personnel.

Procedure for Identifying Students for Primary Talent Pool

Primary Talent Pool (PTP) identification may occur at any time throughout the primary years, i.e. grades K-3. Parents, teachers, and/or other school personnel may nominate students who demonstrate high potential in any of the five gifted categories. Selection for Primary Talent Pool is an on-going process, and nominations may be made any time gifted characteristics are observed. Nomination forms may be obtained from the gifted and talented administrative contact or district GT coordinator.

To be considered for eligibility in the Primary Talent Pool, a student must have at least 3 pieces of evidence that reflect strengths and/or potential in each specific area of giftedness. Evidence may include the following:

- Anecdotal records
- Checklist inventories of behaviors specific to gifted and talented categories
- Collection of evidence (e.g. Work samples, primary portfolios) demonstrating student performance is 1-1/2 to 2 years above that of age peers)
- Continuous progress data (progress report(s)/report card(s))
- Diagnostic data (screening measures)
- Parent interview/referral
- Surveys/interest inventories
- Observations
- Checklists of gifted and talented behaviors appropriate to area of nomination

Once data is collected, the school gifted and talented administrative contact/chairperson of the Primary Review Committee will meet with said committee to review data and select qualifying students to be placed in the Primary Talent Pool. The membership of the Primary Review Committee shall include primary teachers, counselors, gifted and talented teacher, specialty area teachers and other appropriate personnel familiar with the child's potential or demonstrated abilities to include parents as appropriate. School

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

NOTIFICATION

After students are selected for the PTP, the GT/PTP teacher will prepare an updated list of Primary Talent Pool students, and will distribute the list to appropriate school personnel.

SERVICES

1. Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district GT education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.
2. There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree, to be consistent with [KRS 157.200\(1\)](#). Both grouping for instructional purposes and multiple service delivery options may include:
 - Various Acceleration Options (e.g., early exit from primary, grade skipping, content and curriculum differentiation in one (1) or more subjects from a higher grade level)
 - Consultation Services
 - Differentiation (either for individuals or “cluster groups” in the regular classroom)
 - Enrichment Services (during the school day, not extracurricular)

Formal Identification for Grades 4-12

**Students will be formally assessed at the end of 3rd in order identify students who qualify for the Gifted and Talented program.*

Data gathering

District data, to include universal screeners and benchmarking data, along with informal measures such as jot-downs and sociograms, will be used to continuously screen for likely candidates in all categories.

Data Analysis

All assessments administered to students during their primary years will be taken into consideration in regard to gifted and talented eligibility criteria. Students who score in the 9th stanine on nationally normed test(s) may qualify for **further data to be collected** and given consideration for identification.

Other nationally normed assessment(s) may be administered to students whose profile exhibits evidence of inconsistent data. Students may also be screened informally by school personnel to include surveys, questionnaires, jot-down lists, anecdotal information, observations, etc.

Nomination Process

Parents, teachers, other school personnel, and students who observe gifted and talented characteristics of students in grades 4-12 may nominate said student for gifted and talented services. Once nominated, and permission to evaluate granted, the student will be evaluated according to procedures in the category for which he/she was nominated. Screenings, surveys, assessments, and auditions will be used as criteria to determine eligibility for gifted and talented services. All criteria must meet state regulations and county policy.

Nominations for evaluation may occur at any time throughout the school year, but evaluations will occur during the evaluation window for a given level, or as availability of personnel allows. Nomination forms may be obtained from each school's gifted and talented teacher or the district gifted and talented coordinator and are also available on the district Gifted and Talented Google Classroom. Parent nomination forms are linked on the district website under the Parent Corner resources.

General Intellectual Ability

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one's peers, experience or environment. It is reflected in a variety of cognitive areas such as: abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285 Section 1(31)) General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability (704 KAR 3:285 Section 3 (12(a))).

- Score in 9th stanine on a full scale comprehensive test of intellectual ability and two pieces of evidences for areas listed below:
 - Continuous progress data in academic areas
 - Teacher recommendation/Checklist inventories of behaviors specific to General Intellectual
 - Parent recommendation/Completed Questionnaire for GIA
 - Jot Down Information
 - Anecdotal records (Teacher or parent)
 - Committee recommendation for General Intellectual

Specific Academic Aptitude in Language Arts, Math, Science, and Social Studies

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

**the composite score is the total score for all subscores within an exam. Achievement assessment must have more than one subsection in order to have a composite score. Student must score at the 9th stanine on the composite score, not on an individual subset.*

***If a student scores low on a formal group measurement of academic strength, yet another documentation shows potential, the district shall administer another*

standardized normed achievement test. If a different test is not available within the district, district will consult with neighboring districts to borrow another standardized normed achievement test.

- ❑ **Score in the ninth stanine in one (1) or more subject test scores of an achievement test and two pieces of evidence from the following:**

-
- ❑ **Continuous progress data in the content area(s)**
 - ❑ **Teacher Recommendation/Checklist inventories of behavior specific to the content area(s)**
 - ❑ **Jot Down Information**
 - ❑ **Alternative off-level testing score in the ninth stanine**
 - ❑ **Anecdotal records (Teacher or parent)**
 - ❑ **Committee recommendation for the content area(s)**

Creativity

Creative or divergent thinking ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285 Section 1(8)) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. (704 KAR 3:285 Section 3(12(c)))

Potential candidates for Gifted and Talented evaluation in Creativity shall be determined **through a qualifying score on a formal or informal assessment that demonstrates originality of thought, fluency, elaboration, and flexibility of thought** and 3 pieces of evidence from the following:

Potential Candidates for Gifted and Talented evaluation in Creativity shall be determined through:

- Teacher Screening/Nomination
- Parent, Student, Self, or Other Referral

Qualifying evidence in this area in this area shall include a qualifying score on test of creative ability and 3 additional pieces of evidence from list below:

- Teacher Screening/Nomination**
- Parent, student, self or other referral**
- Creativity Self-Assessment**
- Peer Creativity Survey**
- Teacher recommendation/Checklist inventories of behaviors specific to Creativity**
- Jot Down Information**
- Recommendation from private teacher**
- Anecdotal observations/records demonstrating creative behavior (Teacher or parent)**

Leadership

Psychosocial or leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals. (704 KAR 3:285 Section 1(30)) Leadership or psychosocial abilities shall be determined by a variety of formal and informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. {704 KAR 3:285 Section 3[12(d)]}

Qualifying evidence in this area shall include (all three areas required):

- Documentation of student willingness to assume leadership roles in class.**
- Documentation of student willingness to assume leadership roles in a student organization.**
- Documentation of student willingness to assume leadership roles in a community**

And 3 additional pieces of evidence from the following:

- Leadership Self-Assessment**
- Peer Leadership Survey**
- Teacher recommendations/Checklist inventories of behaviors specific to Leadership**
- Jot Downs**
- Leadership role in classroom, grade, or school-must be included**
- Anecdotal records (Teacher or parent)**

- Leadership Parent Questionnaire
- Committee Recommendation for Leadership

Visual and Performing Arts

Art, Music, Dance and Drama

Visual or performing arts ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285 Section 1(34))

Visual and performing arts talent shall be determined through evidence of performance which include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists.

Evidence of visual or performing arts also may include:

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

Potential Candidates for Gifted and Talented evaluations in Visual and Performing Arts shall be determined by teacher, parent, student, self or other nominations/referrals.

The screening and evaluation process to determine eligibility for formal identification for students in grades 4-12 includes the following components:

A. Nomination of the student for screening/evaluation

A nomination by a teacher, parent, self or peer (except when every student in a given grade will be screened) will begin the screening and possible performance evaluation process to determine eligibility for formal identification. Permission to evaluate will be obtained from parents/guardians before proceeding.

The school uses data collected from teacher, student, parent, professionals, etc.

B. Screening Evidence (Must include at least 3 evidences from the list below):

- V/PA Self-Assessment
- Portfolio pieces or performance tapes (at least 3 samples of student work)
- Teacher recommendation/Checklist inventories of behaviors specific to V/PA

- Recommendations from private teacher (Professional Letter of Recommendation)**
- Awards/Critiques documentation**
- Photos**
- Awards/Honors received**
- Anecdotal records (Teacher or parent)**
- V/PA Parent Questionnaire**
- Screening Rubric**
- Jot Down Information**
- *Committee recommendation for V/PA (Includes a critique from an V/PA expert outside of the recommending school)**

**To be effective, the screening and identification process requires participation by personnel with expertise in the characteristics of gifted and talented students, assessment, and the visual/performing arts.*

C. Once all screening evidence is collected, documentation and data will be reviewed by the District Gifted and Talented Coordinator and the GT teacher assigned to school where initial referral began to determine whether or not sufficient screening evidence exists to proceed with the audition process. If sufficient evidence is not available to proceed with the formal evaluation process, to include audition/portfolio adjudication, the student's records will be considered a "watch file" and the school/district may stop the screening process for the student. If sufficient evidence is available for the next audition cycle, the student may audition.

D. Evaluation of the student's live performance or portfolio exhibit

- Requirements and Scoring criteria will be shared with parents and students in advance of live performance/portfolio exhibit.
- A panel of three judges who are experts in the area of the arts being evaluated will adjudicate the student performance or portfolio using the district rubric for that art area.
- Each of the trained individuals evaluating the performance will complete one evaluation per student performance/portfolio exhibit.
- Each completed rubric will be signed by the evaluator.
- All rubrics will be available, on request, for parent/student review after evaluation.

Rubrics used for the evaluation of live performances or portfolios will be made available to teachers, parents and students upon request.

Gifted and Talented Resource Information

Traits of Giftedness

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area. This list of traits may help you better understand whether or not your child is gifted.

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility		Insatiable curiosity
	Independence in attitude and social behavior		Impulsive, eager and spirited
	Self-acceptance and		

<p>Persistent, goal-directed behavior</p> <p>Independence in work and study</p> <p>Diversity of interests and abilities</p>	<p>unconcern for social norms</p> <p>Radicalism</p> <p>Aesthetic and moral commitment to self-selected work</p>	<p>Need for consistency between abstract values and personal actions</p> <p>Advanced levels of moral judgment</p> <p>Idealism and sense of justice</p>	<p>Perseverance—strong determination in areas of importance</p> <p>High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)</p> <p>Volatile temper, especially related to perceptions of failure</p> <p>Non-stop talking/chattering</p>
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Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall

MCSD Permission to Test for Academic Giftedness

I grant permission for my child, _____, to be assessed by designated Menifee County GT personnel using assessment instruments approved by the State of Kentucky. Within thirty days of completion of assessment, I will be informed of whether or not my child qualifies, according to the State of Kentucky criteria for gifted identification.

Choose one

___ I give permission for the assessment(s) to be conducted.

___ I do not give permission for the assessment(s) to be conducted.

Signature: _____

Relationship to child: _____ Daytime telephone: _____

Email: _____ Date _____