

Menifee County School District



Gifted and Talented Procedures, Policies, and Handbook



Reviewed and Revised Summer 2021



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PART 1: INTRODUCTION

Vision: *"We are Menifee: Where we ensure every student transitions on a pathway to a successful future in academia, military or career!"*

Mission: *"Empowering future generations to be productive and successful in a global economy through:*

- community collaboration*
- creative thinking*
- instructional rigor and relevance ...*

in order to improve the quality of life for ALL."

"every student transitions" as it relates to gifted and talented students means that the Menifee County District recognizes the unique pace, styles, and necessary instructional strategies that match the needs, interests, and abilities of gifted and talented students to develop potential and make continuous progress.

"community collaboration" for gifted and talented services are the community members, parents, school personnel, site based councils, and students in Menifee County who contribute to, or partake of, gifted and talented services provided by the school district.

"creative thinking... instructional rigor and relevance" as it relates to gifted and talented students, means matching the placement and services for gifted and talented students to the student's interests, needs and abilities, in order to achieve at his or her highest potential.

The Menifee County gifted and talented program will provide services to meet gifted students' unique needs, interests, and abilities. In consultation with the district gifted and talented coordinator, the school gifted and talented teacher(s) and/or classroom teachers will provide opportunities to broaden and extend learning in order to meet the needs of children; as indicated in individual Gifted Student Services Plans (GSSP). Learning experiences will provide appropriate challenges to individuals on a daily basis through qualitatively differentiated content, process, products and/or performances. All teachers of gifted and talented students will incorporate instructional strategies such as cluster grouping, curriculum compacting, tiered assignments, etc. as evidenced in lesson/unit plans or on the class syllabus.

GT Program Goals

Our goals for gifted and talented program 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.



National Standards for Gifted and Talented Programs

National Association for Gifted Education (NAGC) National Standards:

Standard 1: Learning and Development

Standard 2: Assessments

Standard 3: Curriculum Planning and Instruction

Standard 4: Learning Environments

Standard 5: Programming

Standard 6: Professional Learning



Equal Access

In compliance with 704 KAR 003:285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on criteria as stated in 704 KAR 3:285 and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, or underachieving, is a member of a racial or ethnic minority or has a disability.

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

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

Abbreviations Associated with Gifted and Talented Education

- GT: Gifted and Talented
GI: General Intellectual Ability
GSSP: Gifted Student Service Plan
IC: Infinite Campus
PTP: Primary Talent Pool
SA: Specific Academic Aptitude
VPA: Visual and Performing Arts Ability

Infinite Campus Gifted and Talented Codes

- 01: Creative or Divergent Thinking Ability
02: General Intellectual Ability
03: Psychosocial or Leadership Ability
04: Specific Academic Aptitude-Language Arts
05: Specific Academic Aptitude-Math
06: Specific Academic Aptitude-Science
07: Specific Academic Aptitude-Social Studies
08: Visual or Performing Arts Ability-Art
09: Visual or Performing Arts Ability-Dance
10: Visual or Performing Arts Ability-Drama
11: Visual or Performing Arts Ability-Music
12: Primary Talent Pool



Part II. GIFTED AND TALENTED PROGRAM LEGAL AUTHORIZATION

**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.

Section 1. Definitions

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



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- (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.

Section 2. Policies and Procedures.

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

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services.

- (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:
- (a) Informal selection and diagnosis in the primary program;
 - (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
 - (c) Provision of multiple service delivery options in primary through grade twelve (12).



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- (2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.
- (3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.
- (4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.
- (5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.
- (6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.
- (7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
- (8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.
- (9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:
 - (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
 - (b) Inventory checklists of behaviors specific to gifted categories;
 - (c) Diagnostic data;
 - (d) Continuous progress data;
 - (e) Anecdotal records;
 - (f) Available formal test data;
 - (g) Parent interview or questionnaire;
 - (h) Primary review committee recommendation;
 - (i) Petition system; and
 - (j) Other valid and reliable documentation.
- (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.
- (11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:
 - (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;



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(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

1. A collection of evidence from portfolios demonstrating student performance;
2. Inventory checklists of behaviors specific to gifted categories;
3. Continuous progress data;
4. Anecdotal records;
5. Peer nominations;
6. Formal testing data specific to gifted categories;
7. Parent interview or questionnaire;
8. Primary review committee recommendation for those entering the fourth grade;
9. Self-nomination or petition system;
10. Student awards or critiques of performance or products specific to gifted categories; and
11. Other valid and reliable documentation;

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

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

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

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

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

(c) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:

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

(d) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:

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



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

Evidence of visual or performing arts also may include:

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

Section 4. Procedure for Determining Eligibility for Services.

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

(a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;

(b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;

(c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

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

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

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

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

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

Section 5. Program Evaluation.

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

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

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

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



Section 6. Service Delivery Options.

- (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:
 - (a) Are qualitatively differentiated to meet his individual needs;
 - (b) Result in educational experiences commensurate with his interests, needs and abilities; and
 - (c) Facilitate the high level attainment of goals established in KRS 158.6451.
- (2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.
- (3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.
- (4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
- (5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:
 - (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
 - (b) Advanced placement and honors courses;
 - (c) Collaborative teaching and consultation services;
 - (d) Special counseling services;
 - (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
 - (f) Distance learning;
 - (g) Enrichment services during the school day (not extracurricular);
 - (h) Independent study;
 - (i) Mentorships;
 - (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
 - (k) Seminars;
 - (l) Travel study options; or
 - (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.
- (6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum.

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



Section 8. Personnel.

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

- (1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:
 - (a) Directly with identified gifted pupils in addition to the regularly assigned teacher; or
 - (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.
- (2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

Section 9. Budget; Funding.

- (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.
- (2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.
- (3) A district receiving state gifted education funding shall designate a gifted education coordinator to:
 - (a) Oversee the district gifted education operation;
 - (b) Serve as liaison between the district and the state;
 - (c) Ensure internal compliance with state statutes and administrative regulations; and
 - (d) Administer and revise the gifted education program budget.
- (4) State funding to a district shall be contingent upon:
 - (a) Employing properly certified personnel to administer and teach in the program;
 - (b) The annual submission of a local district gifted education year-end report;
 - (c) A summative evaluation of the program and student progress; and
 - (d) Complying with this administrative regulation.

Section 10. Procedural Safeguards.

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

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-1978; 9 Ky.R. 40; eff. 8-11-1982; 17 Ky.R. 111; eff. 9-13-1990; 20 Ky.R. 1685; 2350; eff. 3-9-1994; 26 Ky.R. 203; 608; eff. 9-1-1999; Crt eff. 11-16-2018.)



LOCAL GUIDELINES

Menifee County Board of Education Policy
CURRICULUM AND INSTRUCTION

08.132

Gifted and Talented Students

DISTRICT PROVIDES

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

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

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

IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

In compliance with [704 KAR 003:285](#), the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors, and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests, and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked such as whether the student is economically disadvantaged or underachieving, is a member of a racial or ethnic minority, or has a disability.

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

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

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

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



Gifted and Talented Students

SERVICES

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

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

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

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

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

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

PERSONNEL

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

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

PROGRAM EVALUATION

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



Gifted and Talented Students

GRIEVANCES

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

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

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

REFERENCES:

[KRS 157.196](#); [KRS 157.200](#); [KRS 157.224](#)
[KRS 157.230](#); [KRS 158.6451](#); [KRS 161.052](#); [KRS 161.095](#)
[016 KAR 002:110](#); [016 KAR 004:010](#)
[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 #:



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



INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Military families move between assignments on a regular basis. While reassignments can often be a boon for career personnel, they can be challenging for the children of military families, especially for transitioning from school to school.

The Interstate Compact on Educational Opportunity for Military Children seeks to ensure smooth transitions for those children of military families regardless of which states or school districts they are moving between.

All 50 states have signed the Interstate Compact which provides consistent policies affecting transitioning military students. The Compact safeguards cooperation by federal, state and local education agencies across the country on enforcement, administration, finances, communications, data sharing and training.

Chapter 500 - PLACEMENT & ATTENDANCE

SEC. 5.102 Educational Program Placement

(a) The receiving State school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending State or participation/placement in like programs in the sending State. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

The provisions apply to the following military children:

- Active duty members of the uniformed services as defined in this compact, including members of the national guard and reserve on active duty orders pursuant to 10 U.S.C. Secs. 1209 and 1211.
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement.
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

The provisions do NOT apply to inactive members of the national guard and reserves, members of the uniformed services now retired, veterans of the uniformed services, other U.S. Department of Defense personnel, and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Additional information may be found at - <http://www.mic3.net/>



Gifted and Talented Assurances

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

<https://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>



Part III. Primary Talent Pool (PTP)

PRIMARY TALENT POOL STUDENTS – GRADES K-3

POLICY REFERENCE

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

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

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

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

SELECTION FOR PRIMARY TALENT POOL

Kentucky regulation, 704 KAR 3:285, defines the talent pool as “a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.”

High potential learners are students who typically represent the top quartile of the entire student population in terms of degree of demonstrated GT characteristics and behaviors. It is important to cast a wide net to find high potential learners. The PTP could include the top 5 percent in each of the five categories of giftedness.

STUDENTS IN THE PTP RECEIVE DIFFERENTIATED SERVICES THAT ARE MATCHED TO THEIR NEEDS, INTERESTS AND ABILITIES. KENTUCKY REGULATION STATES, “FOR A STUDENT IN A PRIMARY PROGRAM, SERVICES SHALL BE PROVIDED WITHIN THE FRAMEWORK OF PRIMARY PROGRAM REQUIREMENTS AND SHALL ALLOW FOR CONTINUOUS PROGRESS THROUGH A DIFFERENTIATED CURRICULUM AND FLEXIBLE GROUPING AND REGROUPING BASED ON THE INDIVIDUAL NEEDS, INTERESTS AND ABILITIES OF THE STUDENT.”

PROCEDURE

1. Nominations for Primary Talent Pool (PTP) 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.

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

- Anecdotal records
- Available formal test data
- 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/questionnaire/referral
- Surveys/interest inventories
- Jot-downs/observations
- Checklists of gifted and talented behaviors appropriate to area of nomination
- Petition system
- Primary Review Committee recommendation
- Evidence of formal identification in previous school district from out of state
- Evidence of participation in a Primary Talent Pool in another school district in Kentucky
- Other valid and reliable documentation as outlined in 704 KAR 3:285



Menifee County Schools
Gifted and Talented Program

3. Nationally normed assessment(s) may be administered to students whose profile exhibits evidence of inconsistent data. Assessments shall not be used for the purpose of disqualifying the student's eligibility for services. However, normed measures may be used for diagnosing levels of instructional services needed by the student and for evaluation of progress. Measures may also be used to discuss and include students overlooked by informal measures.

4. Once data is collected, the school gifted and talented coordinator/GT teacher/ and or 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 administrative contact, gifted and talented education personnel, specialty area teachers and other appropriate personnel familiar with the child's potential or demonstrated abilities to include parents as appropriate. The gifted and talented administrative contact will chair the meeting.

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 Primary Review Committee Chairperson/ GT 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)
 - Academic Competition/Optional Extracurricular Enrichment Opportunities
 - Consultation Services
 - Differentiation (either for individuals or "cluster groups" in the regular classroom)
 - Enrichment Services (during the school day, not extracurricular)



PRIMARY TALENT POOL “LOOK-FORS”

Students may display some of the characteristics below. Most students will not display all of these, this is meant to serve as a starting point in screening for Primary Talent Pool. If a student demonstrates many of these characteristics, he/she is a good candidate to consider for the Primary Talent Pool.

Has a Broad Knowledge Base

- Seems to know something about “everything”
- Loves to interject bits of information during class discussions
- Knows how to deal with real-world issues and problems
- Stands out in two or more subject areas

Has Intense Interests

- Displays a vast amount of knowledge in an area of interest to kids
- Seeks additional information outside of class about topics studied
- Referred to by other students as a class expert on a specific subject
- Has definite ideas about areas for study or independent research
- Consumes all knowledge about something and then moves on to another area

Problem Solving

- Attempts to solve difficult problems
- Sees errors in problem solving
- Sees the unusual solution to a problem
- Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer

Connections

- Connects ideas or concepts, sometimes between subject areas
- Gives real-world examples when new concepts are presented
- Skips ahead in class discussion
- Asks thoughtful questions

Advanced Communication Skills

- Speaks clearly and distinctly
- Uses advanced vocabulary
- Has a sense of humor (understands riddles, puns, etc.)
- Likes to debate/argue

Thinking Skills

- Has excellent memory
- Retains information easily
- Understands complex concepts
- Keenly observes
- Thinks abstractly
- Academically often works two grade levels above age peers
- Has vivid imagination
- Enjoys problem solving

Behavior

- Is intensely curious
- Can concentrate for an extended period of time on a project of interest
- May build interesting and intense designs
- Is often critical of others and self
- May produce drawings with many details

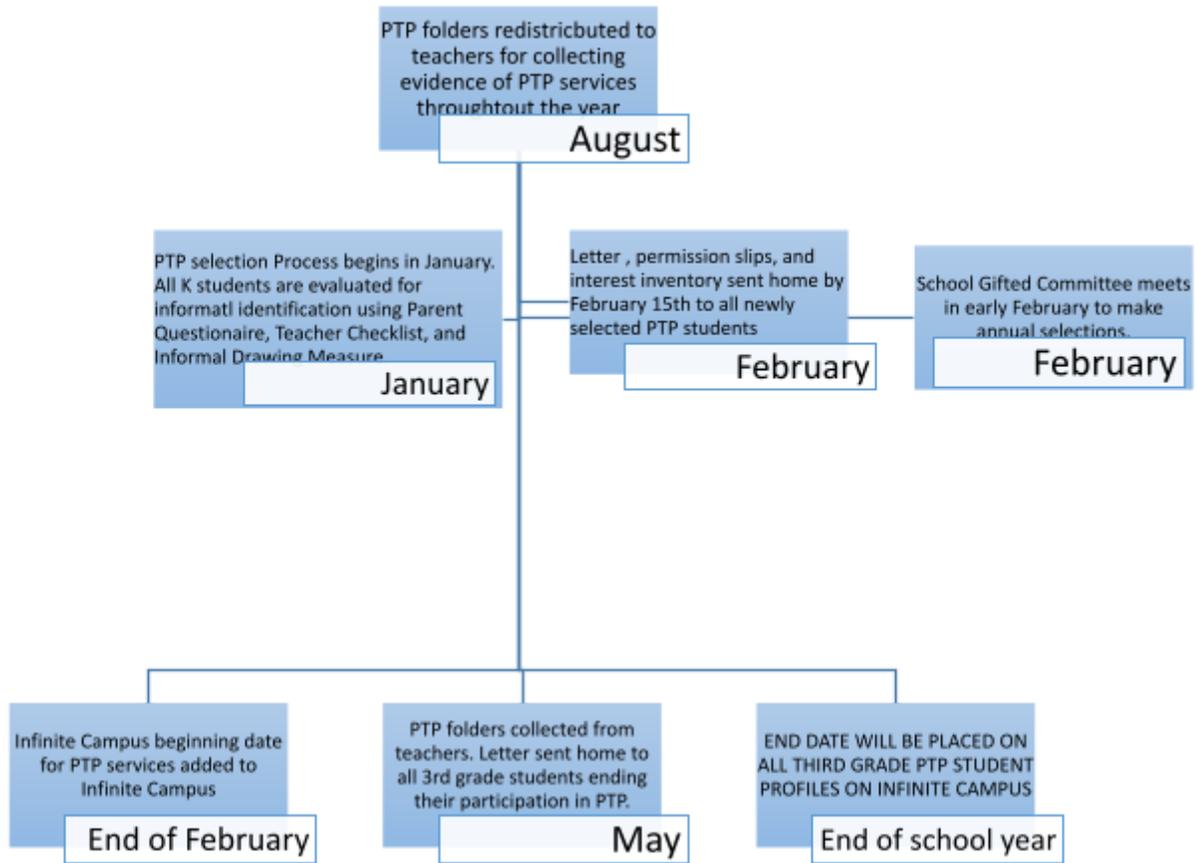


EARLY SIGNS OF GIFTEDNESS

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Perfectionism
- Unusual alertness in infancy
- Vivid imagination (for example, imaginary companions)



Menifee County Primary Talent Pool (PTP) Services



***1st -3rd 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.**



PART IV: FORMAL IDENTIFICATION FOR GRADES 4-12

POLICY REFERENCE

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

(BCBOE 08.132)

Fourth grade is the initial year for formal identification of students.

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 said 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 GT teacher or the district gifted and talented coordinator.

Please note – For the sake of validity, a minimum of one year must elapse before the same cognitive measure may be administered with a student. Reevaluation for individual students who have undergone the formal evaluation process for any given category, but who were not formally identified, may not take place until at least three years have elapsed. Reevaluation requires a new nomination for evaluation.



EVALUATION PROCEDURES (BY CATEGORY)

A. 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))).

EVALUATION PROCEDURE

Potential Candidates for Gifted and Talented evaluation in **General Intellectual Ability** shall be determined through:

- Screening/Teacher Nomination
 - Assessment scores or other nationally normed measures
 - All exiting primary students and students grades 4 – 12 not identified in General Intellectual Ability
- Parent, Student, Self, or Other Nomination

Qualifying evidence in this area shall include:

- Composite score in the 9th stanine on a full-scale comprehensive test of intellectual ability

AND

At least three additional piece of evidence from any of the following:

- Anecdotal records reflecting behavioral characteristics specific to General Intellectual Ability
- Behavioral checklist inventories specific to General Intellectual Ability showing consistent behaviors
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Collection of Evidence from Portfolios
- Continuous Progress Data
- Informal Assessment
- [Nominations- Self or Peer](#)
- Observation of Applied Advanced reasoning Ability
- Primary Review Committee Recommendation (for those entering 4th grade)
- Referral/Recommendation – Teacher
- Referral/Recommendation – Parent
- Student Awards or Critiques

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.



B. SPECIFIC ACADEMIC APTITUDE

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.

EVALUATION PROCEDURE

Potential Candidates for Gifted and Talented evaluation in **Specific Academic Aptitude** shall be determined through:

- Screening/Teacher Nomination
 - Assessment scores or other nationally normed measures
 - All exiting primary students and students grades 4 – 12 not identified in a Specific Academic Area
- Parent, Student, Self, or Other Referral

Qualifying evidence in this area shall include the following:

- Consistent achievement within the 9th stanine on STAR/CERT district benchmark assessments in one or more subject area(s)
When considering IReady Reading/Math and/or CERT, consistency will be determined by scores in the 9th stanine on the most recent three out of four benchmark (Fall/Spring) assessments (may be a combination of IReady/CERT)

OR

- Composite score in the 9th stanine on one or more subject scores of a standardized nationally normed achievement test

AND

At least three additional pieces of evidence from the following:

- Anecdotal records reflecting behavioral characteristics specific to Specific Academic Aptitude
- Checklist inventories specific to Specific Academic Aptitude showing consistent behaviors
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Collection of Evidence from Portfolios
- Continuous Progress Data
- Informal Assessments
- [Nominations- Self or Peer](#)
- Off-Level Testing
- Portfolio of High Academic Performance
- Primary Review Committee Recommendation (for those entering 4th grade)
- Referral/Recommendation – Teacher
- Referral/Recommendation – Parent
- Student Awards or Critiques
- Student Progress Data

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 (See Special Considerations).



C. PSYCHOSOCIAL OR LEADERSHIP ABILITY

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)]}

EVALUATION PROCEDURE

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

- Screening/Teacher Nomination
 - All exiting primary students and students grades 4 – 12 not identified in Leadership
- Parent, Student, Self, or Other Referral

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 activity.

AND

At least three additional piece of evidence from any of the following:

- Anecdotal records specific to leadership behavior
- Checklist inventories specific to Leadership showing consistent behaviors
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Collection of evidence from portfolios displaying leadership qualities
- Continuous Progress Data
- [Nominations – Self or Peer](#)
- Informal Testing
- Primary Review Committee Recommendation (for those entering 4th grade)
- Referrals/Recommendation- Teacher
- Referrals/Recommendation- Parent
- Student Awards or Critiques
- Sociograms

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.



D. CREATIVE OR DIVERGENT THINKING ABILITY

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)))

EVALUATION PROCEDURE

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

- Teacher Screening/Nomination
 - All exiting primary students and students grades 4 – 12 not identified in Creativity
- Parent, Student, Self, or Other Referral

Qualifying evidence in this area in this area shall include the following (required):

- Qualifying score on test of creative ability

AND

At least three additional piece of evidence from any of the following:

- Anecdotal observations of creative behavior i.e. originality, fluency, elaboration, and flexibility of thought as reflected in ideas, products, or problem solving
- Checklist inventories of behaviors specific to Creativity showing consistent behaviors
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Collection of evidence from a portfolio demonstrating high levels of student performance in originality of thought, fluency, elaboration, and flexibility of thought.
- Creative Work Samples i.e. Creative Writing, Poetry, etc.
- Informal assessment measures of a student's capacity for originality of thought, fluency, elaboration and flexibility of thought
- [Nominations – Self or Peer](#)
- Primary Review Committee (for those entering 4th grade)
- Referrals/Recommendation – Parent
- Referrals/Recommendation – Teacher
- Student Awards or Critiques

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.



E. VISUAL OR PERFORMING ARTS ABILITY

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

Visual and performing arts talent shall be determined through evidence of performance which include auditions, letters of recommendation, and/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. {704 KAR 3:285 Section 3[12(e)]}

EVALUATION PROCEDURE

Potential Candidates for Gifted and Talented evaluation in **Visual/Performing Arts** shall be determined through:

- Teacher Screening/Nomination
 - All exiting primary students and students grades 4 – 12 not identified in Visual and Performing Arts
- Parent, Student, Self, or Other Referral

To be effective, the screening and identification process requires participation by personnel with expertise in the characteristics of gifted students, assessment and the visual/performing arts. Therefore, the involvement of the district gifted and talented coordinator and district arts specialists in identifying students gifted in the visual and performing arts is highly recommended.

Screening and Identification Procedures in the Visual and Performing Arts

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

Step 1 – Nomination of the student for screening/evaluation

- 1) 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
- 2) Permission to evaluate will be obtained from parents/guardians before proceeding

Step 2 – Screening of the Student

The school/district uses data collected from teachers, students, parents, professionals, etc. (* - required/** - required if outside lessons, performances, etc. documented on student resume/*** - at least one required)

- 1) Teacher Input ***
 - a) Formal Nomination/Recommendation
 - b) Classroom Teacher Behavioral Checklist **OR**
 - c) Unified Arts Teacher Behavioral Checklist
- 2) Student Input *
 - a) Student Resume
 - b) [Student Self- Assessment](#)
- 3) Parent Input ***
 - a) Formal Nomination/Recommendation
- 4) Professional Input **
 - a) Professional Letter of Recommendation
- 5) Other Documentation/Evidence (as available)
 - a) Awards/Critiques documentation
 - c) Anecdotal data
 - e) Other (photos, portfolios, etc.)



Once all screening evidence is collected, documentation and data will be reviewed by the District Gifted and Talented Coordinator 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 becomes available within three years after the student's nomination, the student may audition at the next audition cycle.

Step 3 – Evaluation of the student's live performance or portfolio exhibit

- 1) Requirements and Scoring criteria will be shared with parents and students in advance of live performance/portfolio exhibit.
- 2) 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.
- 3) Each of the trained individuals evaluating the performance will complete one evaluation per student performance/portfolio exhibit.
- 4) Each completed rubric will be signed by the evaluator.
- 5) All rubrics will be available, on request, for parent/student review after evaluation.

Exception to district evaluation of live performance or portfolio exhibit - If district approved professional adjudication of performance (e.g. Governor's School for the Arts), in the area being considered, has taken place, this documentation may be accepted in place of live performance or portfolio exhibit.

Evidence Required for Identification: Live Performance/Portfolio Exhibit Process

Audition Application submitted by student

- Written Response Sheet submitted as part of the adjudication process
- Jury audition by at least 3 experts
- Adjudicators will watch any two, 2-5 minute performances per performing discipline or review an artist's portfolio exhibit
- A panel of three judges will view performance/portfolio and complete the weighted evaluation forms, adding all three scores together for a final sum to equal or exceed the cut-off score for formal identification in Performing Arts/Dance, Drama, Music, and Visual Art
- Students who do not make qualifying scores or are not recommended for formal identification by the panel of judges, will be put on a "watch file" status and may audition again at the next adjudication cycle. Notification of auditions will be mailed to students/parents two weeks prior to the set date.
- The Gifted and Talented Selection and Placement committee will meet and review all data to make the final decision on formal identification. A Gifted Student Service Plan (GSSP) will be written for students who are formally identified

Audition Criteria for Performing Arts -- Dance, Drama, and Music

1) Prepare two contrasting solos to audition.

- 2-5 minutes each
- Students must furnish their own musical materials
- Recorder/CD Player, instrument with the exception of piano, sheet music/script for each judge
- Dancers must wear a black leotard with pink or skin colored tights
- Parents/guardians may not sit in on the audition
- Drama, and music contestants should wear appropriate school wear
- Drama tryout scripts must be from a published work



2) Student Response Sheet

- Student submits as part of the adjudication process
- The purpose is to reflect on the performance and give the judges some background information on the student
- Information will include:
 - a) Title of Work/Play
 - b) Title of Music/Song
 - c) Composer/Playwright
 - d) Choreographer (for dance)
 - e) Reflection on performance; how student prepared for audition; problem solving related to creating and preparing performance

3) Evaluation Criteria for Adjudication Process (see rubric, by discipline)

Audition Criteria for Visual Art

1) Prepare a portfolio of:

- 5-8 pieces of art demonstrating a range of media subject matter and styles
- Sketch book(s) demonstrating growth over time
- Artwork must be original and not a reproduction of a photograph, postcard or any other printed artwork that was not your original work

2) Student Response Sheet

- Student submits as part of the adjudication process
- The purpose is to reflect on the portfolio and give the judges some background information on the student
- Information will include:
 - a) Title of work
 - b) Date of work
 - c) Medium
 - d) Reflection on preparation for portfolio adjudication; how student prepared; problem solving related to creating and preparing portfolio

3) Process

- Artwork will be displayed for judging and will be available for student pickup within three (3) school days after judging is complete.

4) Evaluation Criteria for adjudication of portfolio (see rubric)

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.



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. 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 professional(s), as appropriate. KRS 157.196

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 determine which services, at what level, shall be included in each identified student's gifted and talented student services plan
4. To develop Gifted Student Service Plans.

The Gifted and Talented Identification and Placement Committee members shall reach consensus when making decisions about the child or youth. The chairperson/administrative contact shall document decisions on the Committee Meeting form to indicate finalization of identification, and all committee members shall sign in each area being considered for eligibility.

If the school selection committee determines the student **does not meet** the criteria for identification at that time, the committee chairperson shall, within ten (10) school days, notify the referring source and the Parent/Guardian. 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 by following the procedures outlined in the Procedural Safeguards Section of this document. 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). Each Gifted and Talented Identification and Placement Committee shall meet throughout the school year, as needed, to review nominations/referrals and reviews of student services.

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.

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 59.*



INITIAL EVALUATION/IDENTIFICATION PROCEDURES

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

The procedures shall be followed as outlined:

- 1) All exiting students entering fourth grade will be universally screened using a nonverbal ability test.
- 2) Coordinated by the district GT coordinator, GT teacher(s), and/or classroom teachers administer the nonverbal ability test to either all exiting primary students in the spring, or all fourth graders in the fall.
- 3) Teachers administer the universal screener.
- 4) The school GT teacher, or designee, scores and norms all student tests, and records results on the data collection document.
- 5) The district GT coordinator and GT teachers collaborate to organize universal screening data, along with district benchmarking data, to determine who is eligible for additional evaluation.
- 6) 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.
- 7) A full scale test of cognitive ability is administered by the school GT teacher, or designee.
- 8) 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.
- 9) Students scoring in the 9th stanine on the full scale test of cognitive ability (or applicable subtest) will be screened using District Benchmark Data for Reading and Math and nationally normed standardized tests for Science and Social Studies, to determine eligibility for services for Specific Academic Aptitude (Language Arts, Math, Science and/or Social Studies).
- 10) Teachers, parents, other school personnel complete additional documents, as determined necessary by the district GT coordinator (including special considerations, and underachieving, as applicable)
- 11) All persons completing documentation will submit forms by the designated deadline.
- 12) All data is compiled in a Data Collection Folder, for those students who are eligible for consideration to be identified as Gifted and Talented.
- 13) GT Teacher(s) will screen for students who should be evaluated in the categories of Creativity, Leadership and/or Visual and Performing Arts.
- 14) For students not evaluated in the previous round, the GT teacher will send permission to evaluate forms home; signed consent must be received before additional evaluation can occur.
- 15) The GT teacher schedules students for any further evaluation, as needed/appropriate.
- 16) Teachers, parents, other school personnel complete additional documents, as determined necessary by the district GT coordinator (including special considerations, and underachieving, as applicable)
- 17) All data is compiled and documents become part of the student's cumulative record.
- 18) 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 the committee decision and prompted to provide input on the GSSP.
- 19) GT teacher will upload appropriate documentation into IC within 10 days of GT committee meeting if the student is determined eligible.



CONTINUOUS EVALUATION/IDENTIFICATION PROCEDURES

If, at any time after the initial identification at the fourth grade level, a child or youth shows potential as being eligible for gifted and talented education services, a nomination for evaluation may be made by teachers, school personnel, parents, self, or peer, using the appropriate nomination form.

The procedures shall be followed as outlined:

- 1) School personnel, parents, self or a peer may nominate students with strengths in General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, of Visual and Performing Arts.
- 2) Nomination forms will be sent to the nominator.
- 3) After completing the nomination form and attaching any **additional relevant information**, including work samples, observations, assessment data, grades, achievements/accomplishments, and/or anecdotal records, the nominating source returns the compiled data to the district GT coordinator.
- 4) Upon receipt of the forms, the district GT teacher screens for all relevant data to determine what, if any, additional evaluation measures are necessary.
- 5) The school GT teacher will send permission to evaluate forms home, as needed; signed consent must be received before additional evaluation can occur.
- 6) The GT teacher, district GT coordinator, or designee, schedules further evaluation, as needed/appropriate.
- 7) Teachers, parents, other school personnel complete additional documents, as determined necessary by the district GT coordinator (including special considerations, and underachieving, as applicable).
- 8) All persons completing documentation will submit forms by the designated deadline.
- 9) All data is compiled and documents become part of the student's cumulative record.
- 10) 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 the committee decision and prompted to provide input on the GSSP.
- 11) GT teacher will upload appropriate documentation into IC within 10 days of GT committee meeting if the student is determined eligible.

LOCAL NORM PROCEDURES

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 3rd Graders using the IOWA Assessment in Spring
- Calculate results in Local Norms Calculation Tool from Kentucky Department of Education



GENERAL CHARACTERISTICS OF GIFTEDNESS

These are typical factors stressed by educational authorities as being indicative of giftedness. It would be **uncommon** for one child to display **all** of the characteristics, but consider children who display multiple characteristics below:

- Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humanity and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to a considerable depth.
- Is markedly superior in quality and quantity of written word, spoken vocabulary or both; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance or drama; shows sensitivity and finesse in rhythm, movement and body control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

Other common GT characteristics can be found at:

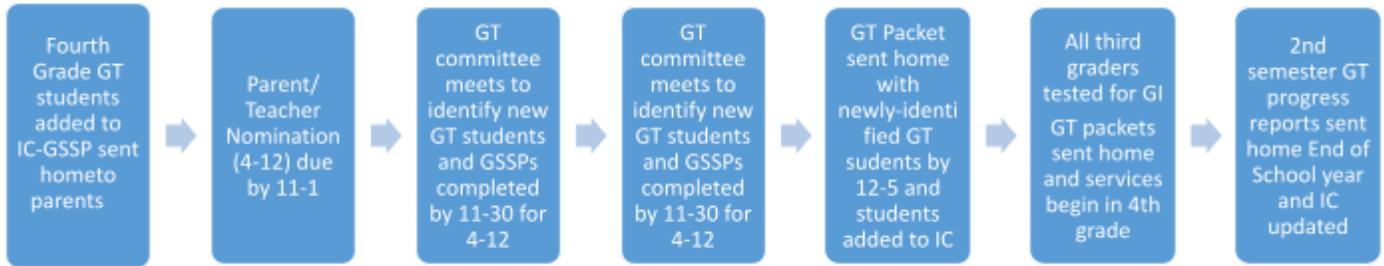
[NAGC Characteristics of Gifted Individuals](#)

[PSR 10 Characteristics of the Gifted Child](#)



**Menifee County Schools
Gifted and Talented Program**

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 31st for students identified by August 31st.
- GT committee meets to process nominations.



HIGH ACHIEVERS – GT LEARNERS – CREATIVE THINKERS

A High Achiever...	A GT Learner ...	A Creative Thinker ...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answer questions in detail	Ponders with depth and multiple perspectives	Inject new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic



SPECIAL CONSIDERATIONS FORM:

Environmental

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

Language Considerations

- English is second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

Cultural Considerations

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

Economic Considerations

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

Other Considerations

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

Notes:



PART V. Gifted Student Service Plan (GSSP)

POLICY REFERENCE

(704 KAR 3:285 Section 3(6))

(704 KAR 3:285 Section 5(3))

704 KAR 3:285 Section 6

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.

WRITING GIFTED STUDENT SERVICE PLANS (GSSP) AND ANNUAL REVIEW

-A GSSP shall be initially written and annually reviewed for all actively enrolled, formally identified students. In the case of initial identification, or when a student transfers into Menifee County Schools with formal identification from another public school district in Kentucky, a GSSP shall be written within fifteen school days of enrollment. Rewrites/reviews shall be completed as deemed appropriate; following a review requested by school personnel, parents, and/or the student.

-As part of the annual review of the student's GSSP, the school district shall obtain information related to the interests, needs, and abilities of an identified student from his/her parents or guardians for use in determining appropriate services. Parent input will be shared with school personnel to determine appropriate services and instructional strategies for the student. Additionally, parents will be given the opportunity to accept/decline services, and will be notified of the steps to take should they feel a new GSSP should be written to better meet the student's interests, needs or abilities.

The GSSP is a student-centered document which will be written, and reviewed annually, but will not be rewritten until a student is promoted to a new grade-band level, i.e. grade six and nine, or as deemed appropriate following a review requested by school personnel, parents, or student.

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 administrative contact (GT 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 administrative contact 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 GT teacher/administrative contact/designee with a list of active gifted and talented students; to include categories of identification. The school gifted and talented GT teacher/administrative contact/designee will forward copies of active gifted and talented student lists to appropriate teachers.



IMPLEMENTATION OF GSSP

At the beginning of each school year, **and after new students have been identified and parents notified**, the district gifted and talented coordinator shall provide the school gifted and talented teachers/designee with a list of active gifted/talented students; to include categories of identification. The school gifted and talented teachers will forward copies of active gifted/talented student lists to appropriate teachers. **School gifted and talented teachers shall maintain the gifted and talented records, flags and services in Infinite Campus, along with hard copies of records for cumulative files.**

Classroom and specialty area teachers, shall consult with the GT teacher and/or the district gifted and talented coordinator to plan strategies, activities, lessons and units to accommodate the interests, needs, and abilities of identified students. Identified students will be included in any district initiatives related to their areas of identification to include Kentucky Association of Gifted Education (KAGE), sponsored events and various enrichment opportunities, as available.

The School-wide Service Delivery Model adopted in Menifee County Schools is a nationally accepted and used service delivery model. In this model the regular classroom teacher(s) provides for the unique interests, needs and abilities of a student through challenging educational opportunities that build on or extend the regular curriculum. The differentiated lessons/activities should promote learning at faster rates, thinking at higher levels and studying more complex content; while also meeting the individual needs of students. Students may be grouped by interests, abilities, and needs.

PROGRESS REPORTING

- o **School gifted and talented teachers, along with the school principal, are responsible for ensuring compliance with progress reporting by all teachers at least once each semester.**
- o Progress Reports shall be completed and included with report cards for each student with a GSSP once each semester.
- o Personnel responsible for reporting student progress once each semester are as follows:

<u>Area of Identification</u>	<u>Personnel Responsible</u>
General Intellectual Ability	All Teachers
Specific Academic Aptitude	Content Specialist/All Teachers, as applicable
Leadership	All Teachers
Creativity	All Teachers
Visual and Performing Arts	VPA Specialist/All Teachers, as applicable
- o Each teacher shall maintain documentation of differentiated/enrichment opportunities, as well as work samples/data to validate the progress report for parent, student and/or administrator review.

MANAGEMENT OF STUDENT RECORDS

All evaluation documents, including data collection folder, from student evaluations shall become part of the student's cumulative record, and should be kept through high school graduation. The following should be included:

- Parent notification letter which includes the areas of identification
- Current GSSP
- Data Collection Folder which includes test and assessment scores and all qualifying criteria for identification
- All other evidence used to determine identification and service needs to include tests, surveys, questionnaires, behavior checklists, Conference Summaries, etc.



GSSP PROTOCOL:

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.

PART VI. Service Delivery Options

POLICY REFERENCE

(704 KAR 3:285 Section 6(1))

(704 KAR 3:285 Section 6(5))

SERVICE CRITERIA

1. For a student in the **Primary Talent Pool** services shall:
 - Be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.
 - Emphasize educating potentially gifted and talented students in the general primary classroom
 - Not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options.
2. For students formally identified as gifted and talented services shall:
 - Be qualitatively differentiated to meet individual needs.
 - Result in educational experiences commensurate with students' interests, needs and abilities.
 - Facilitate the high level attainment of goals established in **KRS 158.6451**.
3. Recommendations for services shall be made on an individual basis.
4. Grouping and re-grouping of students shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
5. Students shall receive services for each area of identification.
6. Persons accountable for implementing services will be noted on GSSP.

A. PRIMARY (GRADES K-3)

Classroom, GT, and specialty area teachers will provide services to students selected for the Primary Talent Pool by extending the curriculum and providing enrichment for those students whose talents must be nurtured to fully develop. School personnel will differentiate instruction, and may consult GT teacher and/or district GT coordinator for resources to assist with the design of differentiated activities to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom & GT teacher to provide appropriate services to students in the PTP.

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

- 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)
- Academic Competition/Optional Extracurricular Enrichment Opportunities
- Consultation Services
- Differentiation (either for individuals or “cluster groups” in the regular classroom)
- Enrichment Services (during the school day, not extracurricular)



B. FORMALLY IDENTIFIED (GRADES 4-12)

Curriculum:

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

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

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

Below, please find a list of the most likely services being used at each level in our schools. Please note, there are additional services listed below, with definitions. If you see one that is being used (according to the definition), please feel free to use it. Please note – the service delivery option you choose should correlate to the category of giftedness. Students must have at least two service delivery options for each gifted category.

Elementary:

1. Acceleration Options
2. Academic Competition/Optional Extracurricular Enrichment Opportunities
3. Consultation Services
4. Differentiation (either for individual study or for “cluster groups” of GT kiddos)
5. Enrichment Services

Middle:

1. Acceleration Options
2. Academic Competition/Optional Extracurricular Enrichment Opportunities
3. Consultation Services
4. Differentiation (either for individual study or for “cluster groups” of GT kiddos)
5. Enrichment Services

High:

1. Acceleration Options
2. Advanced Placement and Honors Courses
3. Academic Competition/Optional Extracurricular Enrichment Opportunities
4. Consultation Services
5. Differentiation (either for individual study or for “cluster groups” of GT kiddos)
6. Enrichment Services

Definitions - Based on administrative regulation: 704 KAR 3:285. Programs for the gifted and talented:

Acceleration Options – 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

Advanced Placement and Honors Courses – courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses)

Academic Competition/Optional Extracurricular Enrichment Opportunities – differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams, or optional extracurricular VPA opportunities



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Consultation Services – the provision of instructional information and materials by the gifted specialist to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted student while in the regular classroom setting

Special Counseling Services – affectively-based counseling assistance planned in coordination with the gifted and talented specialist and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

Differentiation – educational experiences which extend, replace, or supplement learning beyond the standard curriculum for individuals and groupings

Distance Learning – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission

Enrichment Services during the (School Day) – differentiated, academically based activities that supplement classroom instruction

Independent Study – self-directed course or study of a selected topic under the supervision of a teacher or under the auspices of a university

Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted and talented education

Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills

Travel Study Options – academically-based United States and/or overseas travel which may result in high school or university course credit

Special School – 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 (ie. Gatton Academy or Craft Academy)

***WHOLE GRADE ACCELERATION**

704 KAR 3:285 makes mention of various forms of acceleration. According to the National Association for Gifted Children, “Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals.” Thoughtful consideration needs to be given when making acceleration decisions for individual students; decisions should be made by school teams. Gifted and Talented Educational Services has available the Iowa Acceleration Scale (IAS), to aid school teams in making decisions about acceleration. The IAS is a research-based instrument used in determining whether or not a student would be a good candidate for whole grade acceleration. The instrument takes into consideration test scores, student’s social/emotional development, family history, community involvement, academic progress, and affective needs. The District Gifted and Talented Coordinator should assist schools which have need of this service.



SERVICE IMPLEMENTATION

All services to Primary Talent Pool students (P1-P4) as well as formally identified students grades 4-12 will be based on the student's interests, needs, and abilities within *district and/or school capabilities*.

INSTRUCTIONAL STRATEGIES FOR GIFTED LEARNERS

STRATEGY	DESCRIPTION OF STRATEGY	SUGGESTIONS FOR USE WITH GIFTED LEARNERS	WHY APPROPRIATE FOR GIFTED LEARNERS
COMPACTING CURRICULUM	A 3-STEP PROCESS THAT ASSESSES WHAT A STUDENT KNOWS ABOUT MATERIAL TO BE STUDIED AND WHAT STILL NEEDS TO BE MASTERED; PLANS FOR LEARNING WHAT IS NOT KNOWN AND EXCUSES STUDENTS FROM WHAT IS KNOWN; PLANS FOR FREE TIME TO BE SPENT IN ENRICHED OR ACCELERATED STUDY.	<ul style="list-style-type: none"> ● EXPLAIN THE PROCESS AND ITS BENEFITS TO STUDENTS AND PARENTS ● DOCUMENT PRE - ASSESSMENT ● ALLOW STUDENT MUCH CHOICE IN USE OF TIME "BOUGHT" THROUGH PREVIOUS MASTERY ● USE WRITTEN PLANS AND TIMELINES FOR ACCELERATED OR ENRICHMENT STUDY ● CAN USE GROUPS COMPACTING FOR SEVERAL STUDENTS 	<ul style="list-style-type: none"> ● RECOGNIZES LARGE RESERVOIR OF KNOWLEDGE ● SATISFIES HUNGER FOR EXTENSIVE LEARNING ABOUT MORE TOPICS THAN SCHOOL OFTEN ALLOWS ● ENCOURAGES INDEPENDENCE ● ELIMINATES BOREDOM RESULTING FROM UNNECESSARY DRILL AND PRACTICE
INDEPENDENT PROJECTS	PROCESS THROUGH WHICH STUDENT AND TEACHER IDENTIFY PROBLEMS OR TOPICS OF INTEREST. BOTH STUDENT AND TEACHER PLAN A METHOD OF INVESTIGATING THE PROBLEM OR TOPIC AND IDENTIFYING THE TYPE OF PRODUCT THE STUDENT WILL DEVELOP. THIS PRODUCT SHOULD ADDRESS THE PROBLEM AND DEMONSTRATE THE STUDENT'S ABILITY TO APPLY SKILLS AND KNOWLEDGE TO THE PROBLEM OR TOPIC.	<ul style="list-style-type: none"> ● BUILD ON STUDENT INTERESTS ● ALLOW STUDENT MAXIMUM FREEDOM TO PLAN BASED ON READINESS FOR FREEDOM ● TEACHER PROVIDES GUIDANCE AND STRUCTURE TO SUPPLEMENT STUDENT CAPACITY TO PLAN AND TO ENSURE HIGH STANDARDS OF PRODUCTION ● USE PRESET TIMELINES TO ZAP PROCRASTINATION ● USE PROCESS LOGS TO DOCUMENT THE PROCESS INVOLVED THROUGHOUT THE STUDY ● ESTABLISH CRITERIA FOR SUCCESS 	<ul style="list-style-type: none"> ● BUILDS ON STUDENT INTERESTS ● TEACHES PLANNING AND RESEARCH SKILLS AT ADVANCED LEVELS ● ENCOURAGES INDEPENDENCE ● ALLOWS WORK WITH COMPLEX AND ABSTRACT IDEAS ● ALLOWS LONG-TERM AND IN-DEPTH WORK ON TOPICS OF INTEREST ● TAPS INTO HIGH MOTIVATION

Alexandria, VA Taken from: *Challenging the Gifted in the Regular Classroom*, c. 1994 by the Association of Supervision and Curriculum Development.



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STRATEGY	DESCRIPTION OF STRATEGY	SUGGESTIONS FOR USE WITH GIFTED LEARNERS	WHY APPROPRIATE FOR GIFTED LEARNERS
INTEREST CENTERS OR INTEREST GROUPS	INTEREST CENTERS (OFTEN USED WITH YOUNGER STUDENTS) AND INTEREST GROUPS (OFTEN USED WITH OLDER STUDENTS) TYPICALLY PROVIDE ENRICHMENT FOR STUDENTS WHO CAN DEMONSTRATE MASTERY/COMPETENCE WITH REQUIRED WORK. THIS STRATEGY MAY BE USED AS A VEHICLE FOR PROVIDING MEANINGFUL STUDY WHEN BASIC ASSIGNMENTS ARE COMPLETED.	<ul style="list-style-type: none"> ● MAKE CERTAIN THAT THE TASK IS SUITABLY COMPLEX FOR A HIGH ABILITY LEARNER ● ALLOW STUDENTS OF LIKE INTERESTS TO WORK TOGETHER ● INVOLVE THE GIFTED LEARNER IN RESEARCHING AND CREATING INTEREST CENTERS AND INTEREST GROUP TASKS ● ALLOW SOME LARGE BLOCKS OF TIME FOR WORKING ON THE INTEREST ● CHANGE CENTERS LESS OFTEN, USING MORE DEPTH IN FEWER TOPICS. 	<ul style="list-style-type: none"> ● ALLOWS OPPORTUNITY FOR STUDY IN GREATER BREADTH AND DEPTH ● ALLOWS INTRODUCTION OF TOPICS NOT IN THE REGULAR CURRICULUM ● CAN SATISFY CURIOSITY – EXPLORE HOW AND WHY ● CAN ALLOW STUDENT CHOICES ● CAN DRAW ON ABILITY TO MAKE CONNECTIONS BETWEEN FIELDS AND TOPICS
LEARNING CENTERS	LEARNING CENTERS CAN BE "STATIONS" OR COLLECTIONS OF MATERIALS LEARNERS USE TO EXPLORE TOPICS OR PRACTICE SKILLS. FOR GIFTED LEARNERS, LEARNING CENTERS SHOULD MOVE BEYOND CURSORY EXPLORATION OF TOPICS AND PRACTICE BASIC SKILLS, AND SHOULD PROVIDE STUDY IN GREATER BREADTH AND DEPTH ON INTERESTING AND IMPORTANT TOPICS.	<ul style="list-style-type: none"> ● HAVE SOME LEARNING-CENTER TASKS THAT REQUIRE TRANSFORMATION AND APPLICATION ● DON'T ASK ALL STUDENTS TO DO ALL TASKS AT ALL CENTERS ● MONITOR WHAT STUDENTS DO AND LEARN AT CENTERS ● BALANCE STUDENT AND TEACHER CHOICE ABOUT CENTERS TO BE COMPLETED 	<ul style="list-style-type: none"> ● CAN DRAW ON ADVANCED THINKING SKILLS ● CAN PROVIDE FOR CONTINUOUS DEVELOPMENT OF STUDENT SKILLS ● CAN DRAW ON ADVANCED READING SKILLS ● CAN ALLOW FOR STUDENT INDEPENDENCE ● CAN DEVELOP ADVANCED SKILLS WITH RESEARCH AND TECHNOLOGY

Alexandria, VA Taken from: *Challenging the Gifted in the Regular Classroom*, c. 1994 by the Association of Supervision and Curriculum Development.



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STRATEGY	DESCRIPTION OF STRATEGY	SUGGESTIONS FOR USE WITH GIFTED LEARNERS	WHY APPROPRIATE FOR GIFTED LEARNERS
FLEXIBLE SKILLS GROUPING	STUDENTS ARE MATCHED TO SKILLS BY VIRTUE OF READINESS, NOW ASSUMING ALL NEED THE SAME SPELLING TASK, COMPUTATION DRILL, WRITING ASSIGNMENT, ETC. MOVEMENT AMONG GROUPS IS COMMON, BASED ON READINESS OF GIVEN SKILL AND GROWTH IN THAT SKILL.	<ul style="list-style-type: none"> ● EXEMPT GIFTED LEARNERS FROM BASIC SKILLS WORK IN AREAS WHERE DEMONSTRATED A HIGH LEVEL OF PERFORMANCE (100% NOT REQUIRED) ● WHEN SKILLS WORK IS NEEDED, PLACE IN MEANINGFUL CONTEXT AS OFTEN AS POSSIBLE ● ENSURE GIFTED LEARNERS DEVELOP ADVANCED KNOWLEDGE AND SKILLS IN THE AREA OF TALENT 	<ul style="list-style-type: none"> ● ACKNOWLEDGE QUICK MASTERY OF INFORMATION ● CAN PROVIDE OPPORTUNITY FOR ADVANCED SKILLS DEVELOPMENT INCLUDING PRODUCTION AND EXPRESSION SKILLS ● CAN "BUY" TIME FOR ADVANCED WORK ● CAN ALLOW INDEPENDENT WORK AT STUDENT'S OWN PACE
TIERED ASSIGNMENTS	IN A HETEROGENEOUS CLASS, A TEACHER USED VARIED LEVELS OF ACTIVITIES TO ENSURE THAT STUDENTS EXPLORE IDEAS AT A LEVEL THAT BUILDS ON THEIR PRIOR KNOWLEDGE AND PROMPTS CONTINUED GROWTH. STUDENT GROUPS USE VARIED APPROACHES TO EXPLORE ESSENTIAL IDEAS.	<ul style="list-style-type: none"> ● USE ADVANCED MATERIALS ● MAKE CERTAIN ACTIVITY IS COMPLEX ● ENSURE THAT STUDENTS MUST TRANSFORM IDEAS, NOT MERELY REPRODUCE THEM ● MAKE THE ACTIVITY OPEN-ENDED 	<ul style="list-style-type: none"> ● ALLOWS EARLY EXPLORATION AND APPLICATION OF PRINCIPLES. ● ENCOURAGES BROADER READING THAN OTHERWISE ● CAN FOCUS ON PROBLEM SOLVING ● CAN PROVIDE MEANINGFUL WORK WITH PEERS OF SIMILAR INTEREST/READINESS ● CAN DEVELOP CREATIVE TALENTS
HIGH-LEVEL QUESTIONS	IN CLASS DISCUSSIONS AND ON TESTS, TEACHERS ATTEMPT TO ENSURE THAT THE HIGHLY ABLE LEARNER IS PRESENTED WITH QUESTIONS THAT DRAW ON ADVANCED LEVELS OF INFORMATION, REQUIRE LEAPS OF UNDERSTANDING, AND CHALLENGE THINKING.	<ul style="list-style-type: none"> ● ALL LEARNERS NEED TO THINK AT HIGH LEVELS ● WHAT MAKES A QUESTION HIGH LEVEL FOR ADVANCED LEARNERS IS ITS COMBINATION OF ADVANCE INFORMATION WITH COMPLEX THINKING REQUIREMENTS ● REQUIRE STUDENTS TO DEFEND ANSWERS ● USE OPEN-ENDED QUESTIONS 	<ul style="list-style-type: none"> ● CAN TAP INTO TALENT AS A THINKER ● CAN DEVELOP META-COGNITION ● CAN MOVE STUDENT BEYOND EASY FACILITY WITH GLIB ANSWERS TO DEVELOPING LOGIC AND INTEGRITY IN SUBSTANTIATING ANSWERS AND OPINION WITH REASON AND EVIDENCE

Alexandria, VA Taken from: *Challenging the Gifted in the Regular Classroom*, c. 1994 by the Association of Supervision and Curriculum Development.



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STRATEGY	DESCRIPTION OF STRATEGY	SUGGESTIONS FOR USE WITH GIFTED LEARNERS	WHY APPROPRIATE FOR GIFTED LEARNERS
MENTORSHIPS/ APPRENTICE	STUDENT WORKS WITH RESOURCE TEACHER, MEDIA SPECIALIST, PARENT VOLUNTEER, OR COMMUNITY MEMBER TO DEVELOP AND CARRY OUT ALL OF A PROJECT OR TASK. THIS IS ALSO A USEFUL WAY TO HELP STUDENTS DEVELOP SKILLS OF PRODUCTION IN A FIELD AND DEVELOP CAREER AWARENESS	<ul style="list-style-type: none"> ● MATCH THE MENTOR WITH THE CHILD'S TALENT OR INTEREST AREA ● MAKE SURE AGREEMENTS CONCERNING ROLES ARE WRITTEN DOWN FOR MENTOR, STUDENT, TEACHER AND PARENT ● BE SPECIFIC ABOUT THE GOALS OF THE COLLABORATION ● MONITOR THE PROGRESS OF THE MENTORSHIP AND HELP THE STUDENTS ADDRESS SNAGS IF THEY OCCUR 	<ul style="list-style-type: none"> ● CAN ALLOW STUDENTS TO WORK ON EXPERT-LEVEL PROBLEMS AND TASKS ● CAN DRAW ON CREATIVITY ● CAN SET PROBLEM SOLVING IN A RELEVANT CONTEXT ● CAN ALLOW ADULT-LEVEL CONVERSATION
CONTRACT MANAGEMENT PLANS	CONTRACTS TAKE A NUMBER OF FORMS THAT BEGIN WITH AN AGREEMENT BETWEEN STUDENT AND TEACHER. THE TEACHER GRANTS CERTAIN FREEDOMS AND CHOICES ABOUT HOW A STUDENT WILL COMPLETE TASKS, AND THE STUDENT AGREES TO USE THE FREEDOMS APPROPRIATELY IN DESIGNING AND COMPLETING WORK ACCORDING TO SPECIFICATIONS.	<ul style="list-style-type: none"> ● IF THE STUDENT HAS A HIGH LEVEL OF BASIC SKILLS IN A SUBJECT, DO NOT MAKE SKILLS WORK THE CENTERPIECE OF THE CONTRACT. ● WHEN POSSIBLE, FOCUS THE CONTRACT ON CONCEPTS, THEMES, OR PROBLEMS AND INTEGRATE THE SKILLS INTO THE REQUIRED PROJECTS OR PRODUCTS ● ESTABLISH CLEAR AND RIGOROUS STANDARDS FOR SUCCESS AT THE OUTSET • PROVIDE RULES OF THE CONTRACT IN WRITING 	<ul style="list-style-type: none"> ● CAN ELIMINATE THE NEED FOR UNNECESSARY SKILLS WORK ● CAN MAKE SKILLS MORE RELEVANT BY INTEGRATING THEM INTO HIGH-INTEREST TASKS ● CAN DRAW ON THE CURIOSITY AND INDEPENDENCE OF THE STUDENT ● CAN ALLOW FOR ADVANCED AND EXTENDED STUDY ON TOPICS OF INTEREST ● CAN ENCOURAGE THE STUDENT TO GENERALIZE, MAKE CONNECTIONS, AND BE ORIGINAL

Alexandria, VA Taken from: *Challenging the Gifted in the Regular Classroom*, c. 1994 by the Association of Supervision and Curriculum Development.



PART VII. PERSONNEL

POLICY REFERENCE

(704 KAR 3:285 Section 7)

The **district gifted and talented coordinator's** duties shall include but are not limited to the following:

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

Menifee County Schools adhere to all state regulations in the hiring and placement of personnel who teach gifted and talented students concerning certification.

Menifee County Schools adhere to all state regulations in the training of classroom and specialty area teachers, counselors and administrators through professional development by making available opportunities each school year to participate in professional development activities that address the individual needs, interests, and abilities of gifted and talented students.

The district and school level administrators disseminate information to schools/teachers/parents about trainings held by gifted and talented organizations at the local, state and national levels.

The district GT coordinator and Gifted educators are available to present training on gifted and talented screening, evaluation, identification, servicing and reporting. Personnel are available for sessions with whole faculties, teams of teachers, and individuals, as requested.



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**RESPONSIBILITIES OF PERSONNEL PROVIDING SERVICES
TO GIFTED AND TALENTED STUDENTS**

The **Principal and/or Principal Designee** shall:

- Give oversight to the design, implementation, and monitoring of Gifted Student Service Plans for each identified student.

The **Gifted and Talented Teacher** shall:

- Assist individual classroom teachers in their instructional and classroom planning for gifted students' Gifted Student Service Plan in their classrooms by meeting the individual needs of these children and challenging them on a daily basis through differentiation, cluster and flexible grouping, curriculum compacting, and other appropriate instructional strategies in the child's area(s) of identification.
- Monitor progress of gifted and talented students at the end of every grading report period and review annual assessment scores. A student may be gifted and talented as well as underachieving; therefore, the regular classroom teacher will monitor the progress of identified gifted and talented students at the end of each grading period.
- Report student progress to parents at least once a semester on the status of student's continuous progress or lack thereof. Conference with parents of students and appropriately plan for translators as needed.
- Assist in the identification of students by administering and scoring gifted tests; analyzing data for gifted placement.
- Assist in identification of gifted students by helping to identify appropriate methodology to accurately assess abilities of students.
- Assist in the evaluation, development and improvement of courses of study and instructional activities for gifted students.
- Assist in the selection of materials and other technology, for the gifted program and for gifted students.
- Share specialized training with other teachers.
- Maintain professional competence through professional educational activities provided by the District and/or self-selected professional growth activities.
- Maintain knowledge of current practices and newest methods for working with gifted students.

The **regular classroom and specialty area teachers** shall:

- Implement the Gifted Student Service Plan in their classrooms by meeting the individual needs of these children and challenging them on a daily basis through differentiation, cluster and flexible grouping, curriculum compacting, and other appropriate instructional strategies in the child's area(s) of identification.
- Monitor progress of gifted and talented students at the end of every grading report period and review annual assessment scores. A student may be gifted and talented as well as underachieving; therefore, the regular classroom teacher will monitor the progress of identified gifted and talented students at the end of each grading period.
- Report student progress to parents at least once a semester on the status of student's continuous progress or lack thereof.



PART VIII. PROFESSIONAL DEVELOPMENT

POLICY REFERENCE

(704 KAR 3:285 Section 8)

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

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

PART IX. BUDGET AND FINANCING

POLICY REFERENCE

(704 KAR 3:285 Section 9)

Menifee County Schools follow state regulation in the allocation of the State Gifted and Talented Funds. The Gifted and Talented Coordinator, in collaboration with the Menifee County District GT Advisory Council, will administer and revise the gifted and talented education program budget. (704 KAR 3:285 Section 9)



X. PROCEDURAL SAFEGUARDS

POLICY REFERENCE

(704 KAR 3:285 Section 10)

PROCEDURE

Parents/guardians and/or students may appeal/petition non identification or appropriateness of services. The process for appeal/petition shall include the District Gifted and Talented Coordinator and District Gifted and Talented Appeals Committee in addressing the grievance as follows:

1. The appealing party shall submit in writing to the district Gifted and Talented Coordinator the appeal/petition form outlining specific reasons why he/she thinks the screening/evaluation results are not accurate and/or why he/she believes an exception should be made or reconsideration given with regard to the screening/evaluation results for selection/identification purposes, or services that should be amended. The outline should provide a detailed explanation.
2. The District Gifted and Talented Appeals Committee shall be formed in the event that an appeal is received. The appeals committee will meet within one month of receiving a written appeal/petition form.
3. The District Gifted and Talented Coordinator shall compile student data and present that, along with the appeal/petition, to the District Gifted and Talented Appeals Committee.
4. The Committee shall hear the appeal/petition, make a recommendation and respond in writing to the appealing party within ten (10) business days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Gifted-Talented Coordinator shall consult with the school administration and/or SBDM Council.
5. If the Committee rules in favor of the grievant, the following options shall apply, as appropriate:
 - a) The student may participate in the program as soon as the appropriate forms are signed and returned by the parents/guardians.
 - b) A change in either the Gifted Student Service Plan (GSSP) or provision of services shall be made in a timely manner.
6. If the appeal is denied, the party may submit a written appeal to the Superintendent of Schools. The Superintendent shall review previously presented information and administrative responses, and conduct any necessary investigation. The Superintendent shall provide a written response to the parent/guardian, the principal, and the District Gifted and Talented Coordinator within ten (10) days of the parent's written appeal to the Superintendent of Schools.



APPEAL/PETITION FORM

___ Petition on behalf of student not selected/identified

Date: ___/___/___

___ Appeal appropriateness of services

Student's Full Name	Grade	School	Petitioner's Name/Relation

What are the specific reasons you believe the placement or service(s) is (are) not appropriate?

(Please attach any supporting evidence you may feel will support your argument)

	Recommendation	Date	Initials
District Gifted and Talented Coordinator	_____	_____	_____
District Gifted and Talented Appeals Committee	_____	_____	_____
Superintendent of Schools	_____	_____	_____

Recommendations:

No change – Parents notified and have ten (10) business days to submit a written appeal at the next level.
Change – Parents notified and GSSP is established or modified by committee.



PART XI. EVALUATION OF SERVICES

POLICY REFERENCE

(704 KAR 3:285 Section 5)

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 will be reported, using the district required format, to parents at the conclusion of the first semester and the second semester.
- The District Gifted and Talented Coordinator, school administration team, teachers, etc. will analyze available assessment data (IReady, K-PREP, CERT, ACT, SAT, AP exam, F&P, CASE 21, EOC, EOP, 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 and services modifications for review to school site-based councils. (June Meeting)
- The District Gifted and Talented Coordinator, will prepare evaluation results and program modifications for review by the Board of Education. (June Meeting)
- 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 i.e. racial and ethnic minority children, disadvantaged children, and children with disabilities.



APPENDIX (Forms & Resources)

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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: _____ Print Name: _____

Relationship to child: _____ Daytime telephone: _____

Email: _____ Date _____



Gifted and Talented Committee Student Review Form

School: _____ Date: _____

Members Present: _____

Student: _____ Grade: _____

Evidence Considered (at least 3 required)

Primary

___ Test Scores

___ Teacher Referral

___ Grades

List all other:

Grade 4-12 = Evidence

___ Academic data: _____ (ie. iReady, CERT, MAP, KPREP)

___ Assessment: _____ (ie. IOWA, CogAT, Torrance Test of Creativity, etc)

___ Referral (Teacher, Parent, Student)

List all other:

Student Accepted/Not Accepted into the GT program

Comments:

Chairman Signature: _____ Date _____

Committee Members Signatures Below:



Parent Notification 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) Decline of Services Form
- 2) A Gifted/Talented Services Plan (GSSP)
- 3) Parent Feedback form
- 4) 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



Decline of Services Document

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

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

Area(s) of Identification for which decline of services is requested:

General Intellectual Ability

Specific Academic Ability (specify:)

Creativity

Leadership

Visual and Performing Arts (specify:)

All areas if multiple identification exists

My signature below indicates my request for decline of services as outlined above. I am requesting this for the following reason(s):

This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.

Parent Signature: _____ **Date:** _____



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Menifee County Gifted and Talented Student Service Plan = GSSP

Student's Name	
Grade	
School	
Homeroom Teacher	

Identified Categories:

- Creative Thinking
- General Intellectual Ability
- Leadership Skills

Visual/Performing Arts:

- Art
- Dance
- Drama
- Music

Specific Academic Aptitude:

- Language Arts
- Math
- Science
- Social Studies

Primary Talent Pool

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"> • Pursue to intensity • Explore laterally • Construct connections • Acceleration 	<ul style="list-style-type: none"> • Interdisciplinary • Integrated • Independent projects • Student Choice • Real- World Application 	<ul style="list-style-type: none"> • Skill Instruction • Complex • Varied resources • Shadowing • Mentoring 	<ul style="list-style-type: none"> • Critical • Creative • Problem solving • Decision • Self-evaluation • Goal-Setting 	<ul style="list-style-type: none"> • Auditory • Visual • Kinesthetic

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

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

Parent Signature: _____ Date: _____ Revised 12/2020

****If you have any concerns about the services or identifications identified on this report and/or would like a change in services, please contact the district GT Coordinator at Menifee County Board of Education, 606-768-8002.***



*Menifee County Schools
Gifted and Talented Program*

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 puzzle _____

Parent Signature: _____ Date: _____



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

**Survey version online click [here](#)

		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?		



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		Name of Students	
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:

- short stories
- newspaper articles
- special class reports
- songs/lyrics
- plays/skits
- diary/journal
- poetry
- puzzles/word games
- journalism
- other _____

Reading:

- books
- reference books
- textbooks
- comics
- newspapers
- magazines
- anything I get my hands on
- other _____

Science:

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

Social Studies:

- archaeology
- foreign affairs
- politics
- ancient cultures
- law
- people
- war
- foreign countries
- historical figures/events
- government
- historical trivia
- traditions/cultures
- visiting historical museums
- history
- other _____

Math:

- puzzles/logic games/mazes
- problem solving
- working with numbers
- graphs
- stock market
- geometry
- working with calculators
- strategy games
- other _____

Dramatics:

- acting
- directing
- filmmaking
- pantomime
- radio broadcasting
- puppetry
- working with sets or stage
- performing
- comedy routines
- monologues
- Shakespeare
- doing impersonations/impressions
- costume designing
- other _____

Art:

- painting murals
- painting
- working with clay
- sculpting
- art history
- drawing cartoons
- experimenting with junk art
- weaving
- drawing
- visiting art museum
- working with colors
- doodling
- other _____



Menifee County School District Student Interest Inventory (continued)

Music:

- playing instruments attending concerts/musical performances being in a band
 listening to music singing with a group recording 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.



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	Progress Notes:
1					
2					
3					
4					

Classroom Teacher Signature: _____ Date: _____

Gifted/Talented Teacher Signature: _____ Date: _____

Semester 2

Goal	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	Progress Notes:
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.

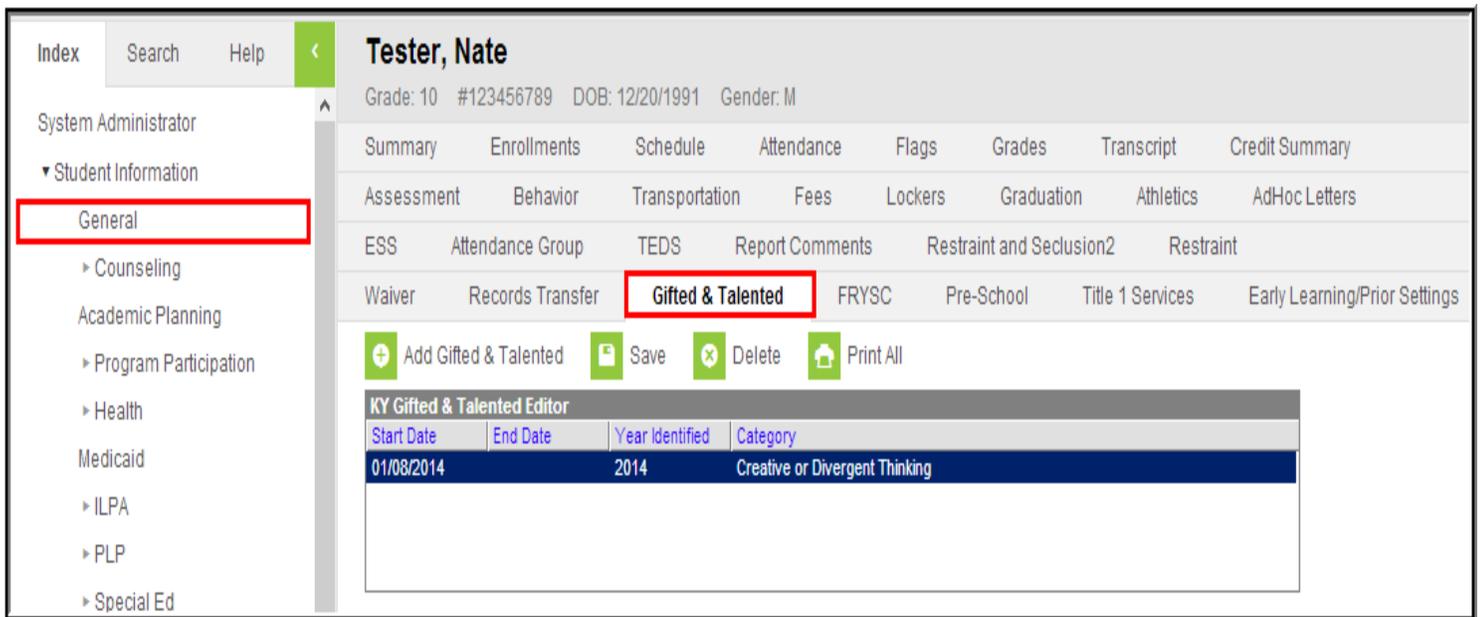


Image 1: Adding a New Gifted and Talented Record

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
Gifted Category	<p>Gifted/talented category with which student has been identified:</p> <ul style="list-style-type: none"> • 01: Creative or Divergent Thinking • 02: General Intellectual Ability • 03: Psychosocial or Leadership Abilities • 04: Specific Academic Aptitude - Language Arts • 05: Specific Academic Aptitude - Math • 06: Specific Academic Aptitude - Science • 07: Specific Academic Aptitude - Social Studies • 08: Visual or Performing Arts Ability - Art • 09: Visual or Performing Arts Ability - Dance • 10: Visual or Performing Arts Ability - Drama • 11: Visual or Performing Arts Ability - Music • 12: Primary Talent Pool <p>When a code is selected from this field, a set of related Evidence checkboxes will appear at the bottom of the editor.</p>
Year Identified	<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>
Start Date	<p>Indicates the first day on which a student began the gifted/talented service related to the identified Gifted Category.</p>



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End Date

Indicates the last day of the gifted/talented service related to the identified Gifted Category.

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

Indicates if student's advancement is prior to the prescribed time, based on early mastery:

- **Early exit from Primary** - Indicates the student exited the primary program before defined end date.
- **Dual Enrollment Courses** - 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.
- **Grade skipping** - Student skipped a grade level.
- **Dual Credit Courses** - Courses for which the student is eligible for both high school and college credit and receives credit at both.
- **Subject Area Higher Grade Level** - Content/curriculum in one or more subject areas from a higher grade level.
- **Early exit from high school** - Indicates student completed requirements for graduation before defined end date.

Various Acceleration Options

Advanced

Placement and Honors Courses

Indicates if a student is scheduled into AP (Advanced Placement) or honors course(s).

Collaboration Teaching and Consultation Services

Indicates if a student participates in a collaborative learning environment or is receiving consultation services.

Special Counseling Services

Indicates if a student is participating in special counseling services.

Indicates if student is participating in educational experiences that extend, replace or supplement learning beyond the standard curriculum:

Differentiated study experiences in the classroom

- **Differentiated individual study** - Student is participating in one or more options for individual study.
- **Differentiated for Cluster Groups** - 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.

Indicates if student is participating in learning opportunities offered through the use of computer technology, satellite transmission or optical fiber transmission:

Distance Learning

- **KVHS courses** - Students are taking a course at a Kentucky Virtual High School.
- **Video courses** - Students are taking a video course.
- **Other online courses** - Student is taking an online course.

Enrichment services (school day)

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



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development that explores more fully the meaning and implications introduced in the regular curriculum.

Independent study	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.
Mentorships	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.
Resources services	Indicates if student is receiving a service delivery option that uses one or more of the following services: <ul style="list-style-type: none"> • Pull-out setting - A service delivery option that is provided in a pull-out classroom or other appropriate instructional setting. • Appropriate instructional setting - A service delivery option that is designed for accelerated content, special interest groups, process skills, development or a combination of these items. • Consortium - 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.
Seminars	Indicates if a student is participating in discussion-based sessions on specific topics that focus on advanced content and high-level process skills.
Travel study options	Indicates if a student is involved in academically based travel that may result in high school or university course credit.
Special schools (4-12)	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.
Self-contained classrooms (4-12)	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

Field	Definition
Instrumental	Indicates students are gifted/talented in instrumental music methods.
Vocal	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



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- 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



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- 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 the 'Gifted & Talented' section of a software interface. At the top, there are navigation tabs: Fees, Lockers, Graduation, Athletics, AdHoc Letters, Waiver, Records Transfer, and Gifted & Talented. Below these are action buttons: 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. Below the buttons is a table with columns: Start Date, End Date, Year Identified, and Category. A row is visible with Start Date 04/15/2014, Year Identified 2014, and Category Creative or Divergent Thinking. Below the table is a 'Gifted & Talented Status' section with a dropdown menu showing '04: Specific Academic Aptitude-Language'. To the right, a preview of the printed record is shown. It includes the school name 'Jefferson County High School', 'School Years: All Years', and 'Generated on 04/15/2014 03:44 PM'. The student's name is 'Test, Erik Steven'. Personal information includes Gender: M, Race Ethnicity: White, Birth Date: 03/11/1984, Grade/Homeroom: 10/, and School Year: 13-14. The 'Gifted & Talented Status' table is also visible in the preview, with columns for Start Date, End Date, Year Identified, Gifted Category, Gifted Declined Services?, and Gifted Underachieving?. The status for Erik Steven is '01: Creative or Divergent Thinking', 'No' for declined services, and 'No' for underachieving. Service delivery options are 'Collaborative Teaching and Consultation Services, Special Counseling Services'. Evidence includes 'Creative or Divergent Thinker' and 'Anecdotal Observation, Checklist Inventories (Underachieving or Disadvantaged), Continuous Progress Data'.

Image 5: Printing Gifted and Talented Records

Feedback

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Suggested Websites

[Belin Blank](#)

[The Carol Martin Gatton Academy](#)

[Center for Gifted Studies](#)

College Board (www.collegeboard.org)

[Council for Exceptional Children](#)

[Craft Academy for Excellence in Science and Mathematics](#)

[Davidson Institute for Talent Development](#)

[Hoagies Gifted Education Page](#)

[Kentucky Association for Gifted Education \(KAGE\)](#)

[National Association for Gifted Children \(NAGC\)](#)

[Northern Kentucky University's Program for Talent Development and Gifted Studies](#)

[Supporting Emotional Needs of the Gifted](#)