

McCreary County School District

Gifted and Talented Education Services Handbook

TABLE OF CONTENTS

Introduction	2
Goal	2
Contact Information	3
Gifted and Talented Placement Committee	3
Regulation	4
Definitions	4
District Provides	7
Identification/Diagnosis and Eligibility	8
Services	9
Procedural Safeguards and Grievances	10
Gifted and Talented Assurances	11
General District-Wide Guidelines	13
Primary Talent Pool	14
Formal Identification (Grades 4-12)	15
• General Intellectual Ability	16
• Specific Academic Aptitude	17
• Creative or Divergent Thinking Ability	18
• Visual and Performing Arts	19
• Leadership Ability	20
Gifted and Talented Service Options	21

INTRODUCTION

The McCreary County School System is committed to searching out students with gifts and talents and meeting their needs through a rich array of services, provided by teachers who are appropriately trained to work with them. This handbook was created to guide teachers and administrators in the identification and service of gifted/talented students. It will also communicate to parents the procedures and processes involved in McCreary County Schools Gifted Education Services.

McCreary County's Gifted Education Services philosophy agrees with the findings described in "National Excellence: A Case for Developing America's Talent":

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (1993)

GOAL

Gifted and talented students and primary talent pool students will demonstrate continuous progress; develop process skills including creative/critical thinking, independent inquiry, and problem solving; complete high level products; and develop goal setting, self-directed learning, leadership, and decision making skills in the area(s) of identification.

CONTACT INFORMATION

Amy Goins, Gifted & Talented Specialist
McCreary County School District
180 Raider Way
Stearns, KY 42647

Email: amy.goins@mccreary.kyschools.us
Phone: 606-376-5081
Fax: 606-376-9580

GIFTED AND TALENTED PLACEMENT COMMITTEE

The Gifted and Talented Placement Committee at each school will be comprised of the following:

Gifted and Talented Specialist
Principal
Guidance Counselor
Two teachers
Special education teacher (when applicable)

REGULATION

704 KAR 3:285. Programs for the gifted and talented.

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230

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.

DEFINITIONS

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

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

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

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

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

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

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

(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to

conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

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

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

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

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

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

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

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

(16) "General intellectual ability" means possessing:

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

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

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

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

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

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

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

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

(23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the

focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

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

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

DISTRICT PROVIDES

The McCreary County School District shall formally identify students in grades four through twelve (4-12) for participation in the 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 the 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.

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

- employ a multi-faceted approach and utilize on-going and long-term assessment;
- 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; and
- screen students for all areas of giftedness as defined by KRS_157.200.

Based on data gathered by the Gifted and Talented Coordinator or the Gifted Education Specialist, 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 and Talented Coordinator and/or the Gifted Education Specialist, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), 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.

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:

- extends learning beyond the standard curriculum;
- provides flexible curricular grouping and differentiated curriculum experiences commensurate with the student's interests, needs and abilities; and
- 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:

- 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 service plan.

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

PROCEDURAL SAFEGUARDS AND GRIEVANCES

Parents and/or students (Grades P-12) may petition for identification or may appeal nonidentification 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 unavailability 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.

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 and talented 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, district-wide, 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 and talented 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 and talented 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 and talented education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

12. The district has designated a gifted and talented education coordinator to oversee the district gifted and talented 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 and talented 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 and talented 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 district-wide 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)

GENERAL DISTRICT-WIDE GUIDELINES

1. Parents will be notified via a letter that their child has been formally identified to receive gifted education services in one or more of the identified areas.
2. Should additional testing be required to determine eligibility, permission for testing will be requested and granted from the child's parents/guardians prior to the actual testing taking place.
3. For students who have been nominated but not placed by the identification committee, parents/guardians and/or teachers may appeal the decision using the Procedural Safeguards and Grievances policy outlined in this handbook.
4. Criteria for identification are outlined in this handbook.
5. Students will remain identified in areas of giftedness until graduation; however, appropriate levels of service are determined yearly using information from test data and classroom performance. Talent Pool participants remain in the Talent Pool until the end of primary grades.
6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria in this handbook.

PRIMARY TALENT POOL

A group 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. (704 KAR 3:285)

IDENTIFICATION

The identification of a high potential learner for participation in the primary talent pool shall include a minimum of three of the following:

- a collection of evidence (e.g. primary portfolios) demonstrating student performance
 - inventory checklists of behaviors specific to gifted categories
 - checklists or inventories for underachieving or disadvantaged
 - diagnostic data
 - continuous progress data
 - anecdotal records
 - available formal test data
 - parent interview or questionnaire
 - primary review committee recommendation
 - petition system
 - other valid and reliable documentation
1. The teacher will complete a referral for a student based on three of the above assessment options.
 2. Any student who qualifies based on the teacher referral will be placed in the primary talent pool.
 3. Students may be identified at any time during the primary years and will remain in the Talent Pool until the conclusion of third grade.
 4. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 5. When a student exits primary, he/she will go through the formal identification process prior to inclusion in the gifted/talented program.

FORMAL IDENTIFICATION (GRADES 4-12)

- Students may be identified at any time during grades 4-12.
- Transfer students from other Kentucky school districts will be admitted to the program.
- Out of state transfer students will be admitted based on the criteria outlined on the following pages.
- Progress reports on the GSSP are to be completed for each identified student and sent home at the end of each semester.

GENERAL INTELLECTUAL ABILITY

Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children on one's own age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.
(704 KAR 3:285)

IDENTIFICATION

Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion. Three measures will be used to determine eligibility. If the student meets the minimum criteria, he/she will be admitted into the program. The criteria are as follows:

1. **Formal Testing Data:** The student must score within the ninth (9th) stanine on a full scale comprehensive test of intellectual ability or a composite score in the ninth (9th) stanine on a standardized or normed achievement test. Individual mental ability tests may be given and used when a student scores low on a formal group measure but other factors show potential or when an intellectual ability score is not available.
2. **Informal Data:** To meet criterion, the evidence must be considered valid, reliable, and convincing and must support behaviors of intellectually gifted students. The evidence shall include a minimum of two of the following:
 - general intellectual ability checklist (80%)
 - checklists or inventories for underachieving or disadvantaged
 - 95 percentile on a general intellectual screener
 - teacher recommendation
 - parent nomination
 - self-nomination
 - checklists
 - jot-downs

SPECIFIC ACADEMIC APTITUDE

Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific areas (math, science, social studies, reading/language arts) significantly beyond the age, experience or environment of one's chronological peers. (704 KAR 3:285)

IDENTIFICATION

Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion. Three measures will be used to determine eligibility. If the student meets the minimum criteria, he/she will be admitted into the program. The criteria are as follows:

1. **Formal Testing Data:** Criterion is met if the student has two scores within two years in the same academic area above the 95th percentile on two nationally normed tests.

OR

Criterion is met if the student has a score above the 95th percentile on a nationally normed test and a score at the 85th percentile or above on a test of intellectual ability.

2. **Informal Data:** To meet criterion, the evidence must be considered valid, reliable, and convincing and must support behaviors characteristic of intellectually gifted students. The evidence shall include a minimum of two of the following:
 - specific academic checklist (80%)
 - specific academic teacher nomination form
 - checklists or inventories for underachieving or disadvantaged
 - parent nomination
 - self-nomination
 - continuous progress data
 - portfolio or work samples demonstrating exceptional performance

CREATIVE OR DIVERGENT THINKING ABILITY

Possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and problem solving in unique ways. (704 KAR 3:285)

IDENTIFICATION

Identification will be determined through the use of formal and informal assessment measures which focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. No child will be denied entrance to the program based on only one criterion. Three measures will be used to determine eligibility. If the student meets the minimum criteria, he/she will be admitted into the program. The criteria are as follows:

1. **Formal Testing:** Classroom teachers will administer the Williams Test of Creativity to all P-4 traditional grade 3 students during the second semester. Criterion will be met if a student scores at the 90th percentile or higher.
2. **Informal Data:** To meet criterion, the evidence must be considered valid, reliable, and convincing and must support behaviors characteristic of gifted students who are creative or divergent thinkers. The evidence shall include a minimum of two of the following:
 - teacher creativity checklist (80% of items are checked)
 - checklists or inventories for underachieving or disadvantaged
 - original products
 - awards/honors received for creativity
 - creative writing samples
 - parent nomination
 - self-nomination

VISUAL AND PERFORMING ARTS

Possessing either potential or demonstrated ability to perform at an exceptionally high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, dance, music drama, speech, and in activities requiring exceptional gross or fine motor skills. (704 KAR 3:285)

IDENTIFICATION

Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The criteria are as follows:

1. **Audition or Portfolio:** Visual and Performing Arts talent shall be determined through evidence of performance which may include audition and product or portfolio assessment by specialists or professional artists.
2. **Informal Data:** To meet criterion, the evidence must be considered valid, reliable, and convincing and must support behaviors characteristic of gifted students who are creative or divergent thinkers. The evidence shall include a minimum of two of the following:
 - awards
 - critiques
 - letters of recommendation
 - teacher checklist (80%)
 - parent nomination
 - self-nomination

LEADERSHIP ABILITY

Possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals. (704 KAR 3:285)

IDENTIFICATION

Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures will be used to determine eligibility. To meet criterion, the evidence must be considered valid, reliable, and convincing and must support behaviors characteristic of gifted students who are creative or divergent thinkers. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The criteria are as follows:

- teacher recommendation
- letter of recommendation
- office(s) held by student
- parent checklist
- self-nomination
- portfolio or list of extracurricular activities that support leadership ability

Gifted and Talented Service Options

AREA OF IDENTIFICATION: *GENERAL INTELLECTUAL ABILITY*

Needs:	How to meet needs	Strategies to use	Service Options
Intellectual:	Opportunity for advanced level critical reasoning	Special projects pursued in depth Compacting Different – Not just more of the same Research Independent Study Extensive reading on a subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities	Various Acceleration options Advanced Placement Cluster grouping Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance learning Honors Classes Research/ Independent Study Enrichment
	Regular scholarly interaction with others of like ability	Compacting Different – Not just more of the same Independent Study Problem-Based learning	Differentiated study experiences Enrichment
	Pursuit of advanced level research and encounters with solving real problems	Problem Based activities Research Independent Study	Differentiated study experiences Cluster Groups Enrichment
Academic:	Continuous progress at advanced level and pace of instruction in content area(s). (Usually at least one grade level beyond) Use of technology and research design at a level of sophistication matched to ability/need	Compacting Pre & Post testing Different – Not just more of the same Opportunities to display and use strengths Research Independent study in area of interest Grouping for interest, needs, abilities	Acceleration Advanced Placement Cluster grouping Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance learning Honors Classes Research/ Independent Study
	Advanced level of vocabulary development	Pre & post testing Different – Not just more of the same	
Creative:	Training in application of sophisticated creative thinking/problem solving strategies and opportunities to apply to areas of interest. May need special emphasis on flexibility and use of multiple perspectives such as required in debating or creative problem solving application	Opportunities to use and display strengths Real life connections Participation in contests Opportunities to use Creative Thinking Skills Grouping for interest, needs, abilities	Seminars Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Enrichment
Leadership:	Training in effective leadership techniques related to possible societal role(s)	Special project pursued in depth Opportunities to display and use strengths Problem based activities Real life connections	Seminars Mentorships Differentiated study experiences Cluster groups Independent study Travel study Enrichment during the school day

	Responsible use of influence and decision-making	Special project pursued in depth Opportunities to display and use strengths Problem based activities Real life connections	Seminars Mentorships Differentiated study experiences Cluster groups Independent study Enrichment during the school day
	Organizing for action and effecting change in contexts related to interest area(s) and possible career(s)		
Social/Emotional And Counseling:	Regular interaction with other intellectually gifted and talented students to provide support systems	Opportunities to display and use strengths Problem based activities Real life connections	Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Advanced Placement Honors Classes Cluster groups Seminars Mentorships Special counseling services
	Setting realistic goals and standards for self and others. Special counseling needs for perfectionism, underachievement, stress management, etc.		
	Opportunities for competition: experience in dealing with failure	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Communication skills training Opportunities for career exploration	Seminars Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies		
	Academic planning and counseling tailored to high ability students		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Reading/Language Arts: Literature and vocabulary development approximately 1–2 years beyond grade level Use of technology and research design at a level of sophistication matched to ability/need	Pre-Post testing Special project pursued in depth Compacting Different – Not just more of the same Research Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Placement by examination Use of technology for study and products i.e. Odyssey	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Honors Classes Independent Study Dual enrollment
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in literature and language arts	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques – especially as related to language arts and career goals	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars Independent Study
	Exploration of possible leadership roles and effective leadership styles	Research Independent Study Extensive reading on a subject	
	Effective change in connections related to interest areas	Real life connections	
	Responsible use of influence		
Social/Emotional and Counseling:	Opportunities for competition Experience dealing with success and/or failure	Opportunities to display and use strengths Problem based activities Real life connections Bibliotherapy Mediation teams Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies		
	Academic planning and counseling tailored to high ability students. Opportunities for career exploration in language arts related fields Contact/mentorship with a professional in the language arts field		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *MATH*

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Math: Advanced level research Use of technology Research design at a level of sophistication matched to ability/need	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Dual enrollment Honors Classes Independent Study Mentorship
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in math	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques – especially as related to math and career goals	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in math related fields	Research In-depth study of a topic	
	Effective change in connections related to interest areas	Real life connections Goal setting	
	Responsible use of influence		
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with success and/or failure	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies		
	Academic planning and counseling tailored to high ability students Opportunities for career exploration in math related fields Contact/mentorship with a professional in the field		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *SCIENCE*

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Science; usually includes advanced level research, contact/mentorship with a scientist Use of technology and research design at a level of sophistication matched to ability/need	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Opportunities to participate in special projects Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Dual enrollment Honors Classes Independent Study
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in science	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques, especially as related to science and career goals	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in science related fields	Research Extensive reading on a subject	
	Effective change in contexts related to interest areas	Real life connections	
	Responsible use of influence		
Social/Emotional and Counseling:	Opportunities for competition Experience dealing with failure.	Opportunities to display and use strengths Problem based activities Real life connections Goal setting	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, Understanding anti-intellectualism Coping strategies		
	Academic planning and counseling tailored to high ability students Opportunities for career exploration in language arts related fields Contact/mentorship with a professional in a science related field	Opportunities to display and use strengths Problem based activities Real life connections Job shadowing	

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *SOCIAL STUDIES*

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Social Studies: Depth and complexity matched to interests and abilities Use of technology and research design at a level of sophistication matched to ability/need	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent Study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Dual enrollment Honors Classes Independent Study Dual Enrollment
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies to social issues	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques especially as related to social sciences career goals	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in social studies related fields	Research Independent Study Extensive reading on a subject	
	Effective change in connections related to interest areas	Real life connections Goal setting	
	Responsible use of influence		
Social/Emotional and Counseling:	Opportunities for competition: Experience dealing with success and/or failure	Opportunities to display and use strengths Problem based activities Real life connections Goal setting	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement Understanding anti-intellectualism, Coping strategies Academic planning and counseling tailored to high ability students Opportunities for career exploration in language arts related fields		

AREA OF IDENTIFICATION: CREATIVE OR DIVERGENT THINKING

Needs:	How to meet needs	Strategies to use	Service Options
Creative:	Instruction in multiple and advanced strategies to further develop creative production Use of technology and research design at a level of sophistication matched to ability/need	Problem based activities Real life connections Special project pursued in depth Research Independent Study Interdisciplinary study Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests Use of technology for study and products	Acceleration Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research Seminars
Leadership:	Training in effective leadership techniques related to possible societal role(s)	Special projects pursued in depth Opportunities to display and use strengths Real life connections Independent Study	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Moral and ethical responsibilities related to influence/impact on society of their creative products	Real life connections Problem based activities Special projects pursued in depth Research Extensive reading	
Social/Emotional and Counseling:	Interaction with others of similar creative ability	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Opportunities for competition: Experience dealing with success and/or failure Opportunities for career exploration in creative thinking related fields Contact/mentorship with a professional in a science related field		

AREA OF IDENTIFICATION: VISUAL AND PERFORMING ARTS

SEE ADDENDUM IN APPENDIX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Visual and Performing Arts:	Further development (continuous progress) in talent area(s) Use of technology and research design at a level of sophistication matched to ability/need	Problem based activities Real life connections Research Independent study Different – Not just more of the same Interdisciplinary study Opportunities to display and use strengths Opportunities to use creative Thinking skills Opportunities to participate in contests Use of technology for study and products	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research/Independent study Seminars
	Instruction in critical analysis, foundations, arts talent area(s)		
Creative:	Instruction in multiple advanced levels of creative thinking and problem-solving skills and application to diagnosed arts talent area(s) Opportunity to apply creative thinking and production strategies to diagnosed arts talent area(s)	Problem based activities Real life connections Special project pursued in depth Different – Not just more of the same Opportunities to display and use strengths Service Learning Projects	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
Leadership:	Investigation of leadership roles/styles in diagnosed arts talent area(s) as a career or avocation	Problem based activities Special projects pursued in depth Opportunities to display and use strengths Research Independent study Extensive reading	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Independent study Mentorships
	Ethical considerations and social responsibilities of artists as role models: impact of arts on society and society on arts		
Social/Emotional and Counseling:	Opportunities for competition: Experience dealing with failure.	Opportunities to display and use strengths Problem based activities Real life connections Opportunities for career exploration Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Academic planning and counseling tailored to artistically talented students. Opportunities for career exploration in visual and performing arts related fields Contact/mentorship with a professional in the Arts		

AREA OF IDENTIFICATION: LEADERSHIP

Needs:	How to meet needs	Strategies to use	Service Options
Leadership:	<p>Opportunities to assess and further develop leadership abilities, styles and interests</p> <p>Opportunities for career exploration in language arts related fields</p> <p>Contact/mentorship with a professional in a science related field</p>	<p>Real life connections</p> <p>Special project pursued in depth</p> <p>Compacting</p> <p>Interdisciplinary study</p> <p>Research</p> <p>Independent Study</p> <p>Extensive reading on subject</p> <p>Communications skills training</p> <p>Job shadowing</p>	<p>Acceleration</p> <p>Advanced Placement</p> <p>Cluster groups</p> <p>Collaborative teaching with District Resource Teachers</p> <p>Consultation services with District Resource Teachers</p> <p>Differentiated study experiences</p> <p>Honors classes</p> <p>Mentorships</p>
	<p>Instruction in organizing for action</p> <p>Use of technology and research design at a level of sophistication matched to ability/need</p>	<p>Problem based activities</p> <p>Special projects pursued in depth</p> <p>Opportunities to use strengths</p> <p>Real life connections</p> <p>Opportunities to participate in contests</p> <p>Opportunities to understand and work on weaknesses</p> <p>Use of technology for study and products</p>	<p>Cluster groups</p> <p>Differentiated study experiences</p> <p>Mentorships</p> <p>Research</p> <p>Seminars</p>
	Procedures for effecting change	<p>Real life connections</p> <p>Problem based activities</p> <p>Special project pursued in depth</p> <p>Opportunities to use strengths</p>	<p>Cluster groups</p> <p>Collaborative teaching with District Resource Teachers</p> <p>Consultation services with District Resource Teachers</p> <p>Differentiated study experiences</p> <p>Seminars</p> <p>Special counseling services</p>
	Responsible use of influence	<p>Interdisciplinary study</p> <p>Special project pursued in depth</p> <p>Problem based activities</p>	