

## Morgan County Gifted and Talented Policies and Procedures

The Morgan County School District (MCSD) has in operation and available for public inspection local board approved policies and procedures which address each requirement of the administrative regular 704 KAR 3:285. All children should have an educational opportunity that is adequate and appropriate for their needs. Giftedness in every child must be recognized, nurtured, and challenged so that those at the top of the spectrum make full use of their potential. We must make sure our program supports the full range of giftedness. Our focus, therefore, is to promote academic excellence for all students.

### **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. (BCBOE 08.132)

### **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

## **Morgan County School District 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 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, 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 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 and talented 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 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:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular grouping and differentiated curriculum 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 and talented 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 and talented 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 and talented 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, on-going process of evaluating all aspects of the gifted and talented 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.

### **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  
703 KAR 004:040; 704 KAR 003:285  
016 KAR 002:110, 016 KAR 004:010

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

## **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

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/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 coordinator, 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 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)

## **Formal Identification for Grades 4-12**

## **Policy Reference**

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

(MCBOE 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 questionnaires, 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 9<sup>th</sup> 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, the gifted and talented coordinator will send a permission form with the student to be signed by parent or guardian allowing testing. The signed permission form will be sent to the classroom teacher within 5 days of receiving it. Once permission is obtained, 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 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 requires a new nomination for evaluation.*

## **Evaluation Procedures (By Category)**

### ***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 9<sup>th</sup> stanine on a full-scale comprehensive test of intellectual ability

**AND**

At least two 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 4<sup>th</sup> 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.

### ***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 9<sup>th</sup> stanine on STAR district benchmark assessments in one or more subject area(s)
- OR***
- Composite score in the 9<sup>th</sup> stanine on one or more subject scores of a standardized nationally normed achievement test

### **AND**

At least two 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 4<sup>th</sup> 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).

### ***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 two additional piece of evidence from any of the following. These evidences may document the three criteria above:

- 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 4<sup>th</sup> 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.

### ***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 that measures a student's capacity for originality of thought, fluency, elaboration, and flexibility of thought.

### **AND**

At least two 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 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 4<sup>th</sup> 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.

### ***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 teacher, student, parent, 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 of the student's nomination, the student may audition at the next audition cycle.*

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. (BCBOE 08.132) The. 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 in committee meeting minutes 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.

## **Initial Evaluation/Identification Process**

*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) Classroom teachers administer the universal screener to all fourth graders in the fall.
- 3) The district GT coordinator organizes 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 coordinator 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 coordinator.
- 8) Students scoring in the 9<sup>th</sup> 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) Teachers 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 administrative contact will send permission to evaluate forms home; signed consent must be received before additional evaluation can occur.
- 15) The district GT coordinator 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 persons completing documentation will submit forms by the designated deadline.
- 18) All data is compiled and documents become part of the student's cumulative record.
- 19) The Chairperson of the school Identification and Placement Committee will schedule a 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. Parents will be notified of the committee decision.
- 20) Infinite Campus records will be entered using the Kentucky Department of Education Data Standard.

## **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.*

*Per Kentucky regulation, the entire school population shall be screened on a continuous basis by school personnel, to determine likely candidates for services; using both informal and available formal, normed, standardized measures, including measures of nonverbal ability (Section 4(1a)).*

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 coordinator screens for all relevant data to determine what, if any, additional evaluation measures are necessary.
- 5) The GT coordinator will send permission to evaluate forms home, as needed; signed consent must be received before additional evaluation can occur.
- 6) The district GT coordinator 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 Chairperson of the school Identification and Placement Committee will schedule a 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. Parents will be notified of the committee decision.
- 11) Infinite Campus records will be entered using the Kentucky Department of Education Data Standard.

## **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](#)

**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:

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## **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

(MCBOE 08.132)

### **Writing Gifted Student Service Plans (GSSP) and Annual Review**

A new GSSP shall be written annually for all actively enrolled, formally identified students. In the case of initial identification, or when a student transfers into Morgan 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.

### **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 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).***

## **Parent Input**

Gifted and talented coordinator will send a survey home with the student for parent or guardian input. The survey will collect information related to the interests, needs, and abilities for an identified student. Parents will have 5 days to return the survey to the classroom teacher. GT coordinator will collect the survey. The information provided will be used to determine appropriate services.

## **Implementation of GSSP**

At the beginning of each school year the district gifted and talented coordinator shall provide a list of active gifted and talented students, including categories of identification, to appropriate teachers.

Classroom and specialty area teachers, shall consult with 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. 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**

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

<b><u>Area of Identification</u></b>	<b><u>Personnel Responsible</u></b>
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

## **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 permission forms for testing
- Parent input survey
- Data Collection Folder including assessment data and qualifying criteria for identification
- All other evidence used to determine identification and service needs
- GSSP
- Progress Report

## **Service Delivery Options**

### **Policy Reference**

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

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

(MCBOE 08.132)

### **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.

### **Primary (Grades K-3)**

Classroom 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 instructional coach, 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 teacher to provide appropriate services to students in the PTP.

**Classroom 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)

### **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 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 interests, needs and abilities.

## **Morgan 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. Students must have at least two service delivery options for each gifted category.*

### **Elementary:**

1. Acceleration Options
2. Consultation Services
3. Resource Services
4. Differentiation
5. Enrichment Services

### **Middle:**

1. Acceleration Options
2. Resource Services
3. Consultation Services
4. Differentiation
5. Enrichment Services
6. Academic Competition/Optional Extracurricular Enrichment Opportunities

### **High:**

1. Acceleration Options
2. Advanced Placement and Honors Courses
3. Academic Competition/Optional Extracurricular Enrichment Opportunities
4. Consultation Services
5. Differentiation
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

**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

\*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*.

**Personnel**

## Policy Reference

(704 KAR 3:285 Section 7)

(MCBOE 08.132)

Morgan County Schools shall hire professionally qualified and certified personnel to provide direct services to students identified as demonstrating gifted and talented behaviors and characteristics.

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

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

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

Morgan 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 GT coordinator is 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.

## **Professional Development**

### **Policy Reference**

(704 KAR 3:285 Section 8)

(MCBOE 08.132)

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, personnel will be prepared to teach gifted and talented children by:

- 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.
- Disseminating information to the classroom level teachers, counselors, and administrators as staff is trained.
- Participating in district-wide training for all teachers in Morgan County conducted by district technical and curriculum experts.
- 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.
- Sharing with principals, counselors, and teachers, as needed, material from the gifted and talented education field as new research becomes available.
- 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.

All other working with gifted and talented students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

## **Budget and Financing**



## **Policy Reference**

(704 KAR 3:285 Section 9)

Morgan County School District follows state regulation in the allocation of the State Gifted and Talented Funds. MCSD uses 75 percent of the allocation to employ properly certified personnel to provide direct instructional services. Morgan County's Gifted and Talented Coordinator will:

- Oversee the district gifted education operation
- Serve as a liaison between district and state
- Ensure internal compliance with state statutes and administrative regulations
- Administer and revise the gifted education program budget
- Submit local district gifted education year-end report
- Submit summative evaluation of the program and student progress

## **Procedural Safeguards**

### **Policy Reference**

(704 KAR 3:285 Section 10)

(MCBOE 08.132)

## **Grievance 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.

### **Exiting Students From Gifted and Talented Program**

Students may exit the program at the request of the parent. The parent/guardian may request an exit by notifying the gifted/talented coordinator in writing. The gifted/talented coordinator will arrange a conference with the school principal, parents, and teacher upon receiving the request. Policies and procedures of the gifted and talented education program in the Morgan County School District will comply with the requirements in 704 KAR 3:285.

### **Annual Program Evaluation Procedure**

Morgan County School District's Gifted and Talented Coordinator will conduct an annual program evaluation. The evaluation will follow the process listed below:

- Overall student progress will be evaluated using the progress reports completed each semester.
- Student, parent, and faculty attitudes toward the program will be made available and analyzed through a survey.
- Future Programming District Committee Meeting will be held to discuss overall student progress, stakeholders' surveys, community involvement, cost effectiveness, incorporation of gifted education into the regular program, overall quality of instruction and program personnel credentials. Modifications and/or new directions to the program will be made where the committee members agree they are necessary.
- Data collected in the annual program evaluation shall be utilized in the district instructional planning process.
- The annual instructional plan will be presented to the SBDM councils at each school; as well as, the Morgan County Board of Education.

