

Henry County Public Schools

Gifted & Talented Program

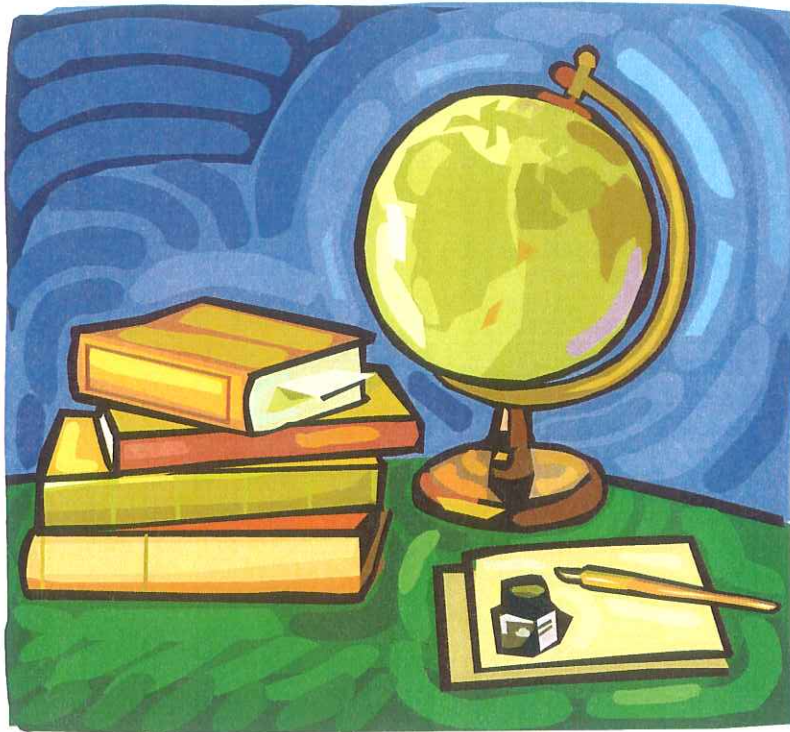


Policies and Procedures

Gifted & Talented Policies and Procedures Information Contained:

Section 1:	KRS 157.200 KRS 157.220 KRS 157.224 KRS 157.230 KAR 3:285
Section 2:	HCPS Board Policy 08.132 HCPS Board Policy 08.132 API
Section 3:	Gifted & Talented Assurances
Section 4:	Screening Procedures Identification Procedures Program Evaluation Services Progress Reporting Gifted Student Service Plan Curriculum Personnel Budget and Funding Procedural Safeguards/Grievance Procedures Primary Talent Pool General Intellectual Ability Specific Academic Ability Leadership Creativity Visual and Performing Arts
Section 5:	Characteristics of Rural Gifted Students Checklist for Culturally Disadvantaged Scale for Non-Conforming Students
Section 6:	Permission to Test Student Parental Consent for Placement Request for Withdrawal from Program Change in Level of Gifted Services
Section 7:	Gifted Student Service Plan Parent Questionnaire Pupil Interest Survey
Section 8:	Collection of Documentation/Evidence for Formal Identification Grades 4-12
Section 9:	Primary Talent Pool Letter to Parents Gifted Letter to Parent for Permission to Test Gifted Placement Letter to Parents Gifted Placement Denial Letter to Parents Gifted Student Service Plan Letter to Parents

SECTION 1



157.200 Definitions for KRS 157.200 to 157.290.

- (1) "Exceptional children and youth" means persons under twenty-one (21) years of age who differ in one (1) or more respects from same-age peers in physical, mental, learning, emotional, or social characteristics and abilities to such a degree that they need special educational programs or services for them to benefit from the regular or usual facilities or educational programs of the public schools in the districts in which they reside. The Department of Education, through administrative regulations promulgated by the Kentucky Board of Education, shall interpret the statutory definitions of exceptionality. An exceptionality is any trait so defined in this section or by administrative regulations promulgated by the Kentucky Board of Education. Requirements of average daily attendance for exceptional classes shall be regulated by statute, or in the absence of direction by administrative regulations promulgated by the Kentucky Board of Education. Categories of exceptionalities included within, but not limited by, this definition are as follows:
- (a) "Orthopedic impairment" means a severe physical impairment of bone or muscle which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. The term includes physical impairments caused by congenital anomaly, disease, and from other causes;
 - (b) "Other health impaired" means limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, due to a chronic or acute health problem which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. Chronic health problems may include, but are not be limited to, a heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, attention deficit disorder, attention deficit hyperactive disorder, or acquired immune deficiency syndrome;
 - (c) "Speech or language impairment" means a communication disorder such as stuttering, impaired articulation, impaired language, impaired voice, delayed acquisition of language, or absence of language that adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education;
 - (d) "Hearing impairment" means a physiological hearing loss:
 - 1. Ranging from mild to profound, which is either permanent or fluctuating, and of such a degree that the pupil is impaired in the processing of linguistic information via the auditory channel either with or without amplification; or
 - 2. That adversely affects educational performance so that specially designed instruction is required for the child or youth to benefit from education.

The term shall include both deaf and hard of hearing children;

- (e) "Mental disability" means a deficit or delay in intellectual and adaptive behavior functioning, which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education, and which is typically manifested during the developmental period;
- (f) "Specific learning disability" means a disorder in one (1) or more of the psychological processes primarily involved in understanding or using spoken or written language which selectively and significantly interferes with the acquisition, integration, or application of listening, speaking, reading, writing, reasoning, or mathematical abilities. The disorder is lifelong, intrinsic to the individual, and adversely affects educational performance to the extent that specially designed instruction is required in order for the pupil to benefit from education. The term does not include a learning problem which is the direct result of:
 - 1. A hearing impairment;
 - 2. Visual, physical, mental, or emotional-behavioral disabilities; or
 - 3. Environmental, cultural, or economic differences;
- (g) "Emotional-behavioral disability" means a condition characterized by behavioral excess or deficit which significantly interferes with a pupil's interpersonal relationships or learning process to the extent that it adversely affects educational performance so that specially designed instruction is required in order for the pupil to benefit from education;
- (h) "Multiple disability" means a combination of two (2) or more disabilities resulting in significant learning, developmental, or behavioral and emotional problems, which adversely affects educational performance and, therefore, requires specially designed instruction in order for the pupil to benefit from education. A pupil is not considered to have a multiple disability if the adverse effect on educational performance is solely the result of deaf-blindness or the result of speech or language disability and one (1) other disabling condition;
- (i) "Deaf-blind" means auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that the pupil cannot be appropriately educated in special education programs designed solely for pupils with hearing impairments, visual impairments, or severe disabilities, unless supplementary assistance is provided to address educational needs resulting from the two (2) disabilities;
- (j) "Visually disabled" means a visual impairment, which, even with correction, adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. The term includes both partially seeing and blind pupils;
- (k) "Developmental delay" means a significant discrepancy between a child's current level of performance in basic skills such as cognition, language or communication, self-help, social-emotional, or fine or gross motor, and the

expected level of performance for that age. The term shall be used only with children ages three (3) through eight (8);

- (l) "Traumatic brain injury" means an acquired impairment to the neurological system resulting from an insult to the brain which adversely affects educational performance and causes temporary or permanent and partial or complete loss of:

1. Cognitive functioning;
2. Physical ability; or
3. Communication or social-behavioral interaction.

The term does not include a brain injury that is congenital or degenerative, or a brain injury induced by birth trauma;

- (m) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3), that adversely affects educational performance. Characteristics of autism include:

1. Engagement in repetitive activity and stereotyped movement;
2. Resistance to environmental change or change in daily routine; and
3. Unusual responses to sensory experience.

The term does not include children with characteristics of an emotional-behavioral disability; and

- (n) "Gifted and talented student" means a pupil 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.

- (2) "Special education" means specially designed instruction to meet the unique needs of an exceptional child or youth.
- (3) "Special educational facilities" means physical facilities designed or adapted to meet the needs of exceptional children and youth, and approved according to regulations promulgated by the Kentucky Board of Education.
- (4) "Related services" means transportation and the developmental, corrective, and other supportive services required to assist an exceptional child or youth to benefit from special education, and may include, but are not limited to, speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; and parent counseling and training.
- (5) "Transition services" means a coordinated set of activities for a pupil designed within an outcome-oriented process, that promotes movement from school to postschool activities. The term includes:
- (a) Postsecondary education;

- (b) Vocational training; and
- (c) Integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based on the individual pupil's needs, taking into account the pupil's preferences and interests, and shall include instruction, community experience, the development of employment, and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Effective: June 21, 2001

History: Amended 2001 Ky. Acts ch. 95, sec. 2, effective June 21, 2001. -- Amended 1998 Ky. Acts ch. 514, sec. 5, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 362, sec. 6, effective July 15, 1996. -- Amended 1994 Ky. Acts ch. 280, sec. 1, effective July 15, 1994. -- Amended 1992 Ky. Acts ch. 377, sec. 1, effective July 14, 1992. -- Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 282, effective July 13, 1990. -- Amended 1980 Ky. Acts ch. 183, sec. 7, effective July 15, 1980; and ch. 286, sec. 1, effective July 15, 1980. -- Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Amended 1976 Ky. Acts ch. 345, sec. 2. -- Amended 1974 Ky. Acts ch. 53, sec. 1. -- Amended 1972 Ky. Acts ch. 16, sec. 1. -- Amended 1970 Ky. Acts ch. 46, sec. 1. -- Amended 1962 Ky. Acts ch. 169, sec. 1. -- Amended 1956 Ky. Acts ch. 162, sec. 1. -- Created 1948 Ky. Acts ch. 4, sec. 1.

157.220 Functions of Department of Education in special education programs.

- (1) The Department of Education is hereby designated as the agency for cooperation with the state and federal government agencies, the nonpublic school programs and local schools of Kentucky in carrying out the provisions of KRS 157.200 to 157.280. The Kentucky Board of Education shall make necessary rules and regulations in keeping with the provisions of KRS 157.200 to 157.280 for their proper administration, including but not limited to establishment of classes, eligibility and admission of pupils, the curriculum, class size limitations, housing, special equipment, and instructional supplies.
- (2) The Department of Education is authorized to receive contributions and donations that may be made to carry out the provisions and requirements of KRS 157.200 to 157.280.
- (3) Local supervision of special educational facilities for exceptional children shall be approved by the Department of Education according to rules and regulations approved by the Kentucky Board of Education.

Effective: July 15, 1996

History: Amended 1996 Ky. Acts ch. 362, sec. 6, effective July 15, 1996. -- Amended 1994 Ky. Acts ch. 376, sec. 5, effective July 15, 1994. -- Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 181, effective July 13, 1990. -- Amended 1984 Ky. Acts ch. 128, sec. 2, effective July 13, 1984. -- Amended 1980 Ky. Acts ch. 286, sec. 2, effective July 15, 1980. -- Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Amended 1962 Ky. Acts ch. 169, sec. 2. -- Created 1948 Ky. Acts ch. 4, sec. 3.

157.224 Statewide plan for exceptional education programs -- Annual applications and reports -- Improvement plan -- Special education trust fund -- Administrative hearings.

- (1) The Commonwealth of Kentucky is committed to providing a comprehensive educational program for its exceptional children and youth. The Department of Education coordinates, directs, and monitors that program. State direction and implementation of a statewide special education program is manifested in the biennial appropriation of funds to assure a quality educational opportunity for exceptional children and youth in existing, locally operated, classrooms.
- (2) All county and independent boards of education shall operate special education programs pursuant to an annual application which has been approved by the Kentucky Department of Education pursuant to standards set out in administrative regulations promulgated by the Kentucky Board of Education. If any county or independent board of education fails to operate and implement special education programs in accordance with the standards, the application of the county or independent board of education for funding pursuant to KRS 157.360 may be considered insufficient and the add-on funds generated under that statute may be withheld by the Kentucky Board of Education until the program is in compliance with all substantive requirements designed to ensure that students with disabilities receive an appropriate education under the Federal Individuals with Disabilities Education Act, as amended. The add-on funds shall not be withheld until the district has had the benefit of intense assistance from the Department of Education, a Kentucky Special Education Mentor under the provisions of KRS 157.197 or other assistance approved by the department for at least two (2) years. The superintendent of each local school district shall certify its enrollment of exceptional children and youth to the Department of Education. The department shall audit student enrollment and monitor local district compliance in accordance with Kentucky Board of Education administrative regulations.
- (3) The Kentucky Board of Education administrative regulations shall set forth the data local school districts shall submit in their annual applications and reports. The data shall be reported in the same format as data submitted to the Department of Education for all other students and shall include, but not be limited to:
 - (a) The number of students who are suspended, expelled, and quit school annually;
 - (b) The success of students placed in various classroom settings including, but not limited to, regular classrooms, resource rooms, self-contained classrooms, and vocational programs as measured by the state assessment program; and
 - (c) Information about students' successful transition to adult life.
- (4) Local school districts and schools found to be noncompliant with state board administrative regulations shall develop an improvement plan that shall be submitted to the Department of Education for approval. Local school districts shall use specialized resources in the development of the plan which may include universities, regional resource centers, professional organizations, and constituent advocacy groups.

- (5) There is hereby created a special education trust fund to receive the funds withheld under subsection (2) of this section and interest accrued from the funds invested. The funds and interest shall not lapse, but shall be returned to the district when it is in compliance with all substantive requirements designed to ensure that students with disabilities receive an appropriate education under the Federal Individuals with Disabilities Education Act, as amended.
- (6) All administrative hearings conducted under authority of this section shall be conducted in accordance with KRS Chapter 13B. The provisions of KRS Chapter 13B notwithstanding, the decision of the hearing officer in hearings under this section shall be the final order and shall be rendered pursuant to 34 C.F.R. 300.511. A parent, public agency, or eligible student may only request the administrative hearing within three (3) years of the date the parent, public agency, or eligible student knew about the alleged action that forms the basis for the complaint, unless a longer period is reasonable because the violation is continuing. This three (3) year limit shall not limit the introduction of evidence older than three (3) years if the evidence is relevant to the complaint and shall not apply to the parent or the eligible student if the parent or eligible student was prevented from requesting the hearing due to:
- (a) Failure of the local educational agency to provide prior written or procedural safeguards notices;
 - (b) False representations that the local educational agency was attempting to resolve the problem forming the basis of the complaint; or
 - (c) The local educational agency's withholding of information relevant to the hearing issues from the parent.

Effective: July 13, 2004

History: Amended 2004 Ky. Acts ch. 124, sec. 1, effective July 13, 2004. -- Amended 1998 Ky. Acts ch. 514, sec. 6, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 318, sec. 47, effective July 15, 1996; and ch. 362, sec. 6, effective July 15, 1996. -- Amended 1992 Ky. Acts ch. 377, sec. 2, effective July 14, 1992. -- Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 182, effective July 13, 1990. -- Amended 1984 Ky. Acts ch. 128, sec. 4, effective July 13, 1984. -- Amended 1980 Ky. Acts ch. 286, sec. 4, effective July 15, 1980. -- Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Amended 1976 Ky. Acts ch. 345, sec. 4. -- Created 1970 Ky. Acts ch. 47, sec. 4.

157.230 Special educational programs of school districts.

School boards of any school district subject to the provisions of KRS 157.200 to 157.280, shall establish and maintain special educational programs for exceptional children who are residents of their school district, or contract for programs as may be authorized by KRS 157.280.

Effective: July 13, 1990

History: Repealed and reenacted 1990 Ky. Acts ch. 476, Pt. V, sec. 378, effective July 13, 1990. -- Amended 1982 Ky. Acts ch. 119, sec. 1, effective July 15, 1982. -- Amended 1980 Ky. Acts ch. 286, sec. 5, effective July 15, 1980. -- Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Amended 1962 Ky. Acts ch. 169, sec. 3. -- Amended 1956 Ky. Acts ch. 162, sec. 2. -- Created 1948 Ky. Acts ch. 4, sec. 4.

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

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

STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional student" 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 education program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

Section 1. Definitions. (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on 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 education 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 using original 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, and 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 strict policies and procedures to formally identify and determine level and type of service options.

"Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities with 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, individual 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 achieve those goals.

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

- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
- (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
- (c) Is provided in a pull-out classroom or other appropriate instructional setting.

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

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

- (a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
- (b) Develop specific areas of giftedness such as visual and performing arts.

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

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

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

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

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

Section 2. Policies and Procedures. A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services. (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

- (a) Informal selection and diagnosis in the primary program;
- (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
- (c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up test routinely administered to all students, used in formal identification and prior to official identification and placement.

(6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.

(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool or children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

- (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
- (b) Inventory checklists of behaviors specific to gifted categories;
- (c) Diagnostic data;
- (d) Continuous progress data;
- (e) Anecdotal records;
- (f) Available formal test data;
- (g) Parent interview or questionnaire;
- (h) Primary review committee recommendation;
- (i) Petition system; and
- (j) Other valid and reliable documentation.

(10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:

- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
- (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
 1. A collection of evidence from portfolios demonstrating student performance;
 2. Inventory checklists of behaviors specific to gifted categories;
 3. Continuous progress data;
 4. Anecdotal records;
 5. Teacher nominations;
 6. Formal testing data specific to gifted categories;
 7. Parent interview or questionnaire;
 8. Primary review committee recommendation for those entering the fourth grade;
 9. Self-nomination or petition system;
 10. Student awards or critiques of performance or products specific to gifted categories; and
 11. Other valid and reliable documentation;

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

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

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

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

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

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

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);

3. Behavioral checklists or observations specific to creative behavior; or

4. Observation of original ideas, products or problem-solving.

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

1. Leadership programs (i.e., questionnaires designed to assess leadership characteristics);

2. Peer recommendations;

3. Behavioral checklists or observations specific to leadership behavior;

4. Portfolio entries which display leadership qualities; or

5. Offices held by student in extracurricular activities and class government.

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

1. Awards or critiques of performance; or

2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services. (1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

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

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

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

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

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

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

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

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

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

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

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

(b) Disadvantaged; or

(c) Underachieving.

Section 5. Program Evaluation. (1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

(a) Overall student progress;

(b) Student, parent, and faculty attitudes toward the program;

(c) Community involvement;

(d) Cost effectiveness;

(e) The incorporation of gifted education into the regular school program;

(f) Overall quality of instruction and program personnel credentials; and

(g) Future program directions and modifications.

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

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

Section 6. Service Delivery Options. (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

(a) Are qualitatively differentiated to meet his individual needs;

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

Section 7. Curriculum. (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics 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 assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel. A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

- (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
- (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

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

Section 9. Budget; Funding. (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:

- (a) Oversee the district gifted education operation;
- (b) Serve as liaison between the district and the state;
- (c) Ensure internal compliance with state statutes and administrative regulations; and
- (d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:

- (a) Employing properly certified personnel to administer and teach in the program;
- (b) The annual submission of a local district gifted education year-end report;

- (c) A summative evaluation of the program and student progress; and
- (d) Complying with this administrative regulation.

Section 10. Procedural Safeguards. A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student service plan. This districtwide grievance procedure shall address:

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, an administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

SECTION 2



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, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills.

The definition specified in 704 KAR 3:285 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 3:285, 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 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 at least the Gifted/Talented Coordinator, a Central Office Coordinator, a school-based administrator, and a teacher.

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

Gifted and Talented Students

SERVICES

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

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

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

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

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

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

PERSONNEL

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

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

PROGRAM EVALUATION

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

Gifted and Talented Students**GRIEVANCES**

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

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

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

REFERENCES:

KRS 157.196; KRS 157.200; KRS 157.224

KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095

703 KAR 4:040; 704 KAR 3:285

16 KAR 2:110, 16 KAR 4:010

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

RELATED POLICY:

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

Adopted/Amended: 8/19/02

Order #: 02/03:044

Gifted and Talented Students

SELECTION FOR SERVICES

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

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

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

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

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

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

CURRICULUM

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

Curricular materials shall be those designed to challenge the talent pool participant (P4) while focusing on continuous progress and the formally identified gifted learner and further develop the diagnosed talent and/or area of giftedness.

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

PERSONNEL/FUNDING

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

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

Gifted and Talented Students**PROGRAM EVALUATION**

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

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

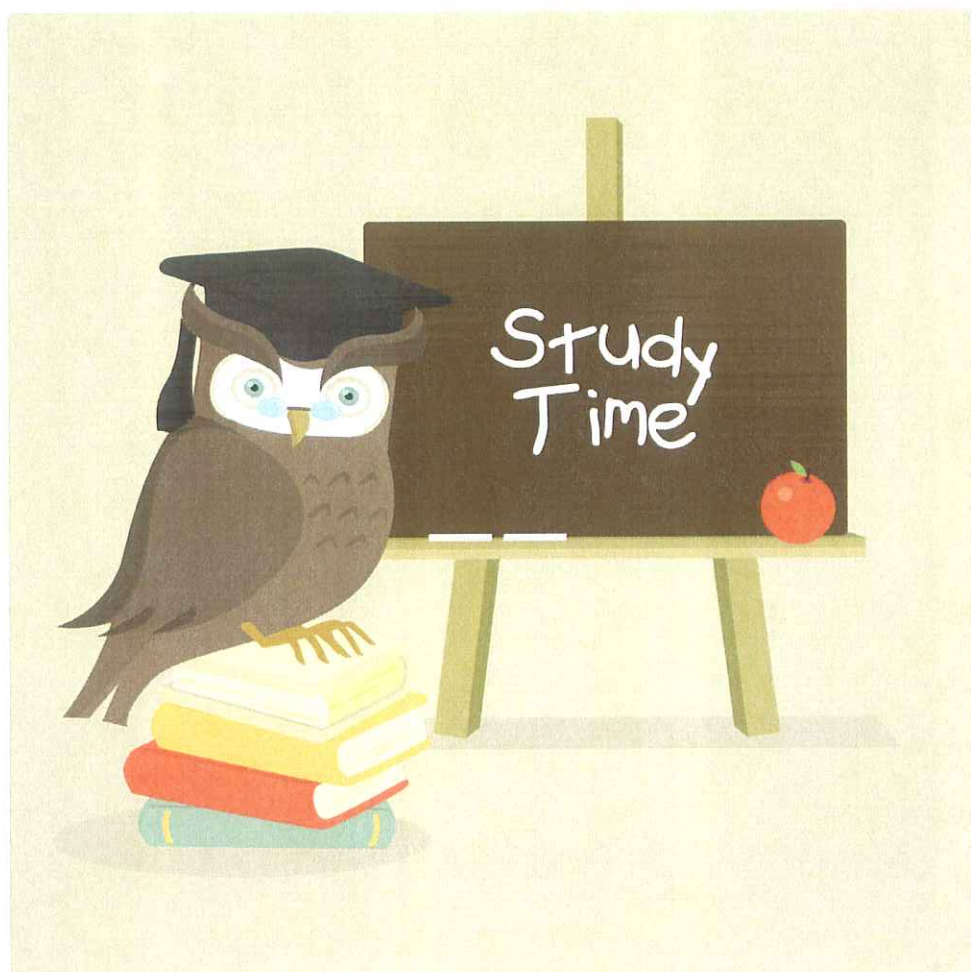
PROCEDURAL SAFEGUARDS AND GRIEVANCES

If conferring with GT program staff and school administration does not resolve the problem, parents and/or students (grades 9-12) may petition for identification or appropriateness of services. Teachers, parents, or students (grades 9-12) may appeal non-identification.

1. The appealing party shall submit in writing to the Gifted and Talented Coordinator specifically why he/she 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. This appeal must be made within ten (10) days following notification.
2. The Gifted and 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 non-availability 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) He/she may participate in the program as soon as the parent or guardian signs the required permission form.
 - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised: 8/16/04

SECTION 3



Gifted and Talented Assurances

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

13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a districtwide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

SECTION 4



Screening Procedures

KRS 158.6451/ 704 KAR 3:285 Section 3

The school district will continually screen candidates for identification and services using both formal and informal measures. After the testing and data gathering has been completed, the gifted and talented identification and placement committee will meet to analyze that data and to determine whether a student should be recommended for placement in the gifted program.

Identification Procedures

KRS 158.6451/ 704 KAR 3:285 Section 3

Henry County Public Schools identifies students as gifted and talented in five areas:

- General Intellectual
- Specific Academic Aptitude
- Creativity
- Leadership
- Visual and Performing Arts

In the primary grades, high performing students are **informally** selected and are placed in a talent pool. Students in grades four (4) through twelve (12), are **formally** identified for placement in the gifted program.

Gifted and Talented Identification Placement Committees:

The gifted and talented identification placement committees are ad hoc committees that are organized at each school in the district. The members of these committees shall include, but are not limited to, the following individuals:

- District gifted coordinator
- Gifted education teacher
- Classroom teachers
- Counselors
- Building principal/assistant principal
- Special education teacher(s)
- Other appropriate personnel

This committee will follow the district policies and procedures to formally identify students for the gifted program and determine level and type of service options these students should receive. The committee has four purposes:

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

Parental Permission/Notification:

Parent/guardian permission must be obtained prior to the administration of any individual test used in the formal identification process. A permission form will be sent to the parent for a signature and returned to the school prior to an individual test administration. A copy of the procedural safeguard notice will accompany the permission to test form.

Parent/guardian permission will also be obtained prior to admission into the gifted and talented program. Once permission for inclusion into the program is received from the parent, a gifted student services plan will be written and a copy mailed to the parent within a reasonable time.

Program Evaluation

KRS 158.6451 / 704 KAR 3:285 Section 5

The gifted program evaluation will be the responsibility of the gifted coordinator. The program evaluation will be conducted on an on-going basis and recommendations will be made for program improvements. This data will also be used in the district improvement planning process and any revisions and / or modifications needed to the gifted program will be made accordingly.

The program evaluation process shall be conducted annually and shall address:

- Overall student progress;
- Student, parent, and faculty attitudes toward the program;
- Community involvement;
- Cost effectiveness;
- The incorporation of gifted education into the regular school program;
- Overall quality of instruction and program personnel credentials; and
- Future program directions and modifications.

SERVICES

KRS 158.6451 / 704 KAR 3:285 Section 6

A student diagnosed as possessing gifted characteristics, behaviors or talents shall be provided articulated, primary through grade twelve (12), services which:

- Are qualitatively differentiated to meet his individual needs;
- Result in educational experiences commensurate with his interests, needs and abilities; and
- Facilitate the high level attainment of goals established in KRS 158.6451.

Primary Talent Pool: Services shall be provided within the framework of primary program requirements and shall allow for continuous progress through differentiated curriculum and flexible grouping and regrouping based on individual needs, interests, and abilities of the student. (2)

Emphasis on educating gifted students in the general primary classroom shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in section 5 of 704 KAR 3:285. These service delivery options can be found in the Gifted and Talented Eligibility sections located in this handbook.

Gifted and Talented: Services shall be provided with a Gifted Student Service Plan (GSSP) that meets requirements set forth by administrative regulation.

Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

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 delivery 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 progress report of a student's Gifted Student Service Plan shall be provided to parents at the end of each semester (twice a year).

With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Progress Reporting

Reports documenting the progress of identified Gifted and Talented students shall be communicated to parents once each semester.

Gifted Student Service Plan

A Gifted and Talented Student Service Plan will be developed for each formally identified student on an annual basis. This collaborative plan will match the formally identified student's interests, need, and abilities to differentiated service option as and will serve as the communication vehicle between the parents and school personnel.

Curriculum

KRS 158.6451 / 704 KAR 3:285 Section 7

A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talents shall be based on district or school's curricula required to meet the goals established in KRS 158.6451.

A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.64561 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

PERSONNEL

KRS 158.6451 / 704 KAR 3:285 Section 8

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

Teachers of GT students shall meet requirements for certification endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall be provided opportunities to receive training on identifying and working with GT students.

Budget and Funding

KRS 158.6451/ KAR 3:285 Section 9

In accordance with KRS 158.6451, at least seventy-five percent (75%) of the district's gifted education state allocation will be spent on salaries of persons working directly with gifted and talented students. The local Board of Education may appropriate supplemental funding for the gifted program on an annual basis. The gifted education coordinator shall oversee the administration and revision of the gifted education program budget.

Procedural Safeguards/Grievance Procedures

KRS 158.6451/ 704KAR3:285 Section 10

Parents or students may appeal a decision made by the gifted placement committee regarding appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan.

1. The appealing party shall submit in writing, to the gifted and talented coordinator, specifically why he/she believes that screening results are not accurate or talent pool services or service options in the gifted student services plan are not appropriate and why an exception should be made or reconsideration given. This appeal must be made within ten (10) days following notification.
2. The gifted and talented coordinator shall compile student data and present that along with the petition or appeal to the selection committee. The information presented shall include a recommendation accompanied by available substantiating evidence.

3. The committee shall hear the 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 non-availability 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. He/she 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 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.

PROCEDURAL SAFEGUARDS NOTIFICATION TO PARENTS HENRY COUNTY PUBLIC SCHOOLS

Students or parents who wish to file a grievance or appeal concerning the appropriateness or adequacy of services addressed in a formally identified student services plan may do so under the following outline.

If conferring with GT program staff and school administration does not resolve the problem, parents and/or students (grades 9-12) may petition for appropriateness of services.

1. The appealing party shall submit in writing to the gifted and talented coordinator specifically why he/she 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. This appeal must be made within ten (10) days following notification.
2. The gifted and talented coordinator shall compile student data and present that along with the petition or appeal to the selection 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 non-availability 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. He/she may participate in the program as soon as 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 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.

HENRY COUNTY PUBLIC SCHOOLS
GRIEVANCES AND PROCEDURES
Directed to Principal or Central Office Gifted Coordinator

Name of Grievant (person filing Grievance) _____

School/Class _____

Immediate Supervisor to whom this form is directed _____

Policy, rule, or service whose application is at issue _____

State what relief, change, or decision is sought in this grievance procedure* _____

Signed and filed with the above immediate supervisor on this ____ day of _____

20 ____

Signature of Grievant

I acknowledge receipt of this grievance form from _____

on the ____ day of _____ 20 ____.

Decision of immediate supervisor* _____

Signature of supervisor

I herewith note an appeal from the foregoing decision this ____ day of _____ 20 ____.

Grievant

*Attach additional information as desired.

**HENRY COUNTY PUBLIC SCHOOLS
PARENT REQUEST FOR REVIEW FORM**

Student Name _____ Grade Level _____

School _____ Date _____

I have been notified that my child does not meet the eligibility criteria for placement in the Henry County Gifted Education Program. I desire my child's placement in the program, and hereby request a review with the Program Placement Committee to share my views with the members.

If I feel the decision is not accurate, the superintendent will review the case and render a final decision.

Explanation for request: _____

Parent Signature

Address

Phone

Please return to Gifted Program Coordinator, 326 South Main Street, New Castle, KY 40050 within 10 days.

**HENRY COUNTY PUBLIC SCHOOLS
TEACHER REQUEST FOR REVIEW**

Student Name _____ Grade Level _____

School _____ Date _____

I have been notified that this student does not meet the eligibility criteria for placement in the gifted education program. I desire this student's placement, and hereby request a review with the Program Placement Committee to share my views with the members.

If I feel that the decision is not accurate, the superintendent will review the case and render a final decision.

Explanation of request for review: _____

Teacher Signature

**HENRY COUNTY PUBLIC SCHOOLS
REVIEW SUMMARY SHEET**

Student Name _____

Grade Level _____ School _____

Age ____ Name of teacher or parents requesting review _____

Summary of Meeting

Action:

- ☐ Recommend Placement
☐ Do Not Recommend Placement
☐ Referred to Superintendent for Final Decision

Program Placement Committee Members:

Date _____

Primary Talent Pool

Primary 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. 9704 KAR 3:285)

Identification:

1. Nominations for Primary Talent Pool (PTP) may occur at any time throughout the Primary years (Grades K-3). Parents, Teachers, other school personnel may nominate students in the specific areas where the student shows strength. Selection for Primary Talent Pool is an on-going process and nominations may be made at any time. Nomination forms may be obtained from the gifted and talented coordinator, gifted resource teacher, or school principal.

In the primary program, formal, normed measures MAY be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures SHALL NOT be used for the purpose of eliminating eligibility for services to a child in the primary program but MAY be used to discover and include eligible students overlooked by informal assessment. KAR 3:285 Section 7

2. To be included 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:

Formal Test Data

- GRADE Reading
- T-PRO
- PAS Reading
- PAS Math
- Other valid and reliable documentation as outlined in 704 KAR 3:285

Student Work Samples

- Collection of evidence (e.g., Work sample, primary portfolios) demonstrating student performance is 1 – ½ to 2 years above that of age peers
- Continuous progress data (progress report(s)/report card(s))

Checklists/Inventories:

- Anecdotal records/jot downs/diagnostic
- Checklist inventories of behaviors specific to gifted and talented categories
- Teacher interview/questionnaire/referral

3. Once data is collected for PTP the gifted and talented resource teacher will meet with school committee to review data and select qualifying students to be placed in the Primary Talent Pool. The committee shall consider environmental, cultural, and disabling conditions. The membership of the school committee includes 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.

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 PTP the GT coordinator will notify parents/guardians of children include in the PTP by letter.

Services: (KAR 3:285 Section 6, #2)

For a student in a primary program, services SHALL be provided within the framework of primary program requirements and SHALL allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.

- Primary students will receive services through collaboration and a consultative effort on the part of the teacher and the classroom teacher. Collaboration is a situation in which the teacher may model enrichment techniques for the classroom teacher. During collaboration when the teacher is modeling techniques or materials in a whole-class situation (once or twice per semester), the classroom teacher shall remain in the classroom. Consultation means the teacher may provide instructional information and materials to the primary teacher so that the classroom teacher may provide appropriate and adequate services to the informally identified student in the regular classroom setting.

- Service delivery options that may be available to students in the "Primary Pool" are:

- Various acceleration options;
- Collaborative teaching;
- Consultation services;
- Special counseling services;
- Differentiated study experiences in the regular classroom;
- Distance learning;
- Enrichment activities during the school day;
- Independent studies;
- Mentorships;
- Cluster grouping

**Henry County Public Schools
Primary Talent Pool
Referral and Plan**

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach at least 3 pieces of evidence

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

GENERAL INTELLECTUAL ABILITY

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same 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

Evidence of giftedness in this area shall include at least three (3) pieces of evidence:

1. Assessment (704 KAR 3:285 Section 3, 12 (a))

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

- a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:
 1. High performance on additional individual or group intellectual assessment;
 2. Observation of applied advanced reasoning ability; or
 3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

Students must have at least 2 pieces of the following evidence:

2. Inventories Checklist

- Inventory checklist of gifted and talented behaviors completed by teachers indicating consistent behavior
- Collection of evidence from portfolios demonstrating student performance 1-1/2 – 2 years above grade
- Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners
- Anecdotal records reflecting behavioral characteristics specific to General Intellectual Ability
- Inventory checklist of gifted and talented behaviors completed by parent/guardians indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors completed by student indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors completed by peers indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors completed by other interested persons indicating consistent behavior.

3. Recommended Nominations

- Observation of applied advanced reasoning abilities 1-1/2 to 2 years above age peers with documentation
- Referral/Recommendation – teacher
- Referral/Recommendation – parent
- Nominations – Self or petition system
- Nominations – Peer
- Continuous progress data i.e. report cards, learning logs, ect.
- Student Awards or critiques of performance product

4. Student Work

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.

Services: (KAR 3:285 Section 6, # 1, 5, 6)

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent SHALL be provided articulated, primary through grade twelve (12) services which:

- a) Are qualitatively differentiated to meet his individual needs;
- b) Result in educational experiences commensurate with his interests, needs, and abilities; and
- c) Facilitate the high level attainment of goals established in KRS 158.6451

(5) There SHALL be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options SHALL be differentiated to a degree as to be consistent with KRS 157.200 (1). Both grouping for instructional purposes and multiple service delivery options MAY include:

- a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- b) advanced placement and honors courses;
- c) collaborative teaching and consultation services;
- d) special counseling services;
- e) differentiated study experiences for individual and cluster groups in the regular classroom;
- f) distance learning;
- g) enrichment services during the school day (not extra-curricular);
- h) independent study;
- i) mentorships;
- j) resource services delivered in a pull-out classroom or other appropriate instructional setting;
- k) seminars;
- l) travel study options; or
- m) special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) with the exception of an academic competition or optional extracurricular offering, services SHALL be provided during the regular school hours.

**Henry County Public Schools
Gifted Program
Grades 4-12
Teacher Referral**

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach appropriate number of evidence pieces per policy

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
GENERAL INTELLECTUAL**

STUDENT NAME _____ DATE _____

SCHOOL _____ GRADE LEVEL _____

STUDENT AGE _____ DATE OF BIRTH _____

TEACHER/RATER _____

- 1 = Does not demonstrate
2 = Developing skill
3 = Demonstrates inconsistently
4 = Demonstrates most of the time
5 = Demonstrates all the time

1. _____ Superior academic performance
2. _____ Extensive advanced and accurate vocabulary
3. _____ Superior comprehension
4. _____ Independent learner
5. _____ Superior short and long-term memory
6. _____ Maintains concentration to work through difficult problems
7. _____ Expresses thoughts clearly (verbal and written)
8. _____ Superior ability to understand abstract concepts
9. _____ High achiever
10. _____ Applies learned information to new situations
11. _____ Understands complex concepts and perceives relationships
12. _____ Keen and alert observer
13. _____ Quick mastery and recall of factual information
14. _____ Has a large storehouse of information about a variety of topics
15. _____ Has a grasp of underlying principles and can make valid generalizations

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
STUDENT MOTIVATION**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher/Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Becomes absorbed and truly involved in certain topics; persistent to task completion.
(sometimes difficult to get student to move on.)
2. _____ Easily bored with routine
3. _____ Concerned with right and wrong; often passes judgment on events and people.
4. _____ Likes to organize and bring structure to things, people and situations.
5. _____ Is interested in adult problems more than usual for his/her age.
6. _____ Prefers to work independently; requires little direction.
7. _____ Strives for perfection; self critical; not easily satisfied with his/her efforts.
8. _____ Needs little external motivation to complete work.
9. _____ Self assertive; stubborn in beliefs.

GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____
Mo. Day Yr.
Teacher _____
Grade ____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.				
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.				
Sees connections/recognizes patterns, may want to know how what is being taught fits in.	Asks many probing questions, sometimes to the point of driving others up the wall.	Appears to have a deep sense of justice. May correct others when something seems wrong.	Able to work one or more years above others in age group.	
Widely read or likes to read. May prefer to read rather than be with others.	Knows many things that have not been taught.	Has a large vocabulary but may choose when to use it.	Benefits from rapid rate of presentation. May refuse to do work seen as busy work.	
Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study.	Prefers a few close friends with similar intellect to many friends.	Likes to observe before trying new activities. Thinks through ideas before sharing with others.	Has knowledge about things age peers may not be aware of.	
Prefers to work independently with little direction. May be resistant to being leader of a group.	Displays abstract thinking. Requires time to think before responding.	Shows high energy level - physical, intellectual, and psychological.	Appears to have discrepancies between physical, social, and intellectual development.	

SPECIFIC ACADEMIC ABILITY

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

Evidence of giftedness in this area shall include:

Composite scores in the 9th stanine on one or more standardized nationally normed achievement test by subject area – Language Arts, Reading, Math, Science, Social Studies

At least one (1) of the following for each specific area of consideration:

Assessments:

- Achievement within the 9th stanine score on standardized nationally normed test of intellectual ability i.e. Raven, TCS of CTBS battery

At least 2 of the following for each specific area of consideration:

Student Works:

- Collection of evidence from portfolios or work samples demonstrating evidence of 1-1/2 – 2 years above grade level
- Anecdotal records reflecting behavioral characteristics specific to Language Arts, Math, Science, Social Studies
- Student progress data i.e. report cards, learning logs, ect.
- Student awards or critiques of performances or product specific to gifted and talented categories
- Off-level testing

Inventories:

- Inventory checklist of gifted and talented behaviors completed by teachers indicating consistent behavior
- Inventory checklist of gifted and talented behaviors completed by parents/guardians indicating consistent behaviors.
- Inventory checklist of gifted and talented behaviors completed by student indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors completed by peers indicating consistent behaviors.
- Inventory checklist of gifted and talented behaviors completed by other interested persons indicating consistent behavior.
- Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners.

Recommendations:

- Referral/Recommendation – teacher
- Referral/Recommendation – parent
- Nominations –Self or petition system
- Nominations – Peer

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.

Services: (KAR 3:285 Section 6, # 1, 5, 6)

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent SHALL be provided articulated, primary through grade twelve (12) services which:

- a) Are qualitatively differentiated to meet his individual needs;
- b) Result in educational experiences commensurate with his interests, needs, and abilities; and
- c) Facilitate the high level attainment of goals established in KRS 158.6451

(5) There SHALL be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options SHALL be differentiated to a degree as to be consistent with KRS 157.200 (1). Both grouping for instructional purposes and multiple service delivery options MAY include:

- a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- b) advanced placement and honors courses;
- c) collaborative teaching and consultation services;
- d) special counseling services;
- e) differentiated study experiences for individual and cluster groups in the regular classroom;
- f) distance learning;
- g) enrichment services during the school day (not extra-curricular);
- h) independent study;
- i) mentorships;
- j) resource services delivered in a pull-out classroom or other appropriate instructional setting;
- k) seminars;
- l) travel study options; or
- m) special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) with the exception of an academic competition or optional extracurricular offering, services SHALL be provided during the regular school hours.

**Henry County Public Schools
Gifted Program
Grades 4-12
Teacher Referral**

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach appropriate number of evidence pieces per policy

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
SPECIFIC ACADEMIC APTITUDE**

STUDENT NAME _____ DATE _____

SCHOOL _____ GRADE LEVEL _____ SUBJECT _____

STUDENT AGE _____ DATE OF BIRTH _____

TEACHER/RATER _____

- 1 = Does not demonstrate
- 2 = Developing skill
- 3 = Demonstrates inconsistently
- 4 = Demonstrates most of the time
- 5 = Demonstrates all the time

1. _____ Excels in subject
2. _____ Succeeds with little effort in specific subject
3. _____ Asks in-depth questions in subject area
4. _____ Scores high on achievement tests in subject area
5. _____ Demonstrates significant knowledge about subject
6. _____ Enjoys challenging activities in subject area
7. _____ Is disappointed in anything but perfection in subject area

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
STUDENT MOTIVATION**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher/Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Becomes absorbed and truly involved in certain topics; persistent to task completion.
(sometimes difficult to get student to move on.)
2. _____ Easily bored with routine
3. _____ Concerned with right and wrong; often passes judgment on events and people.
4. _____ Likes to organize and bring structure to things, people and situations.
5. _____ Is interested in adult problems more than usual for his/her age.
6. _____ Prefers to work independently; requires little direction.
7. _____ Strives for perfection; self critical; not easily satisfied with his/her efforts.
8. _____ Needs little external motivation to complete work.
9. _____ Self assertive; stubborn in beliefs.

SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity: _____

Check One:

____ Language Arts
 ____ Social Studies
 ____ Math
 ____ Science

Date ____/____/____
 Mo. Day Yr.
 Teacher _____
 Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
 2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she they knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

LEADERSHIP

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)

Evidence of giftedness in this area shall include at least 3 of the following:

- Documentation of student elected to or assumed leadership roles in classroom, student, and/or community activity i.e. Student Council, Junior Board, 4-H Club, youth group
- Self rating scale for Leadership score i.e. Roets, Karnes
- Inventory checklist of gifted and talented behaviors specific to leadership completed by school personnel indicating consistent behavior
- Anecdotal records specific to leadership behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by parents indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by peers indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by other indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged gifted and talented leaders
- Collection of evidence from portfolios displaying leadership qualities
- Nominations-Self or petition system
- Student awards or critiques of performance or product specific to gifted and talented category
- Referrals/Recommendation – Parent
- Referrals/Recommendation – Teacher
- Sociograms/assessments/surveys

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.

Services: (KAR 3:285 Section 6, # 1, 5, 6)

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent SHALL be provided articulated, primary through grade twelve (12) services which:

- a) Are qualitatively differentiated to meet his individual needs;
- b) Result in educational experiences commensurate with his interests, needs, and abilities; and
- c) Facilitate the high level attainment of goals established in KRS 158.6451

(5) There SHALL be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options SHALL be differentiated to a degree as to be consistent with KRS 157.200 (1). Both grouping for instructional purposes and multiple service delivery options MAY include:

- a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- b) advanced placement and honors courses;
- c) collaborative teaching and consultation services;
- d) special counseling services;
- e) differentiated study experiences for individual and cluster groups in the regular classroom;

- f) distance learning;
- g) enrichment services during the school day (not extra-curricular);
- h) independent study;
- i) mentorships;
- j) resource services delivered in a pull-out classroom or other appropriate instructional setting;
- k) seminars;
- l) travel study options; or
- m) special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) with the exception of an academic competition or optional extracurricular offering, services SHALL be provided during the regular school hours.

Henry County Public Schools

Gifted Program

Grades 4-12

Teacher Referral

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach appropriate number of evidence pieces per policy

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
LEADERSHIP**

STUDENT NAME _____ DATE _____

SCHOOL _____ GRADE LEVEL _____

STUDENT AGE _____ DATE OF BIRTH _____

TEACHER/RATER _____

- 1 = Does not demonstrate
- 2 = Developing skill
- 3 = Demonstrates inconsistently
- 4 = Demonstrates most of the time
- 5 = Demonstrates all the time

1. _____ Takes a leadership role in school and/or community activities (does not have to be elected position).
2. _____ Enjoys working towards goals and getting things accomplished
3. _____ Demonstrates character and integrity; insists on fairness and sharing
4. _____ Takes an active role in organizations to which he/she belongs.
5. _____ Facilitates group dynamics
6. _____ Uses speech and language to present ideas and clarify information
7. _____ Facilitates interpersonal relations within a group.
8. _____ Organizes and leads groups
9. _____ Is chosen or elected to leadership positions by peers
10. _____ Naturally assumes leadership roles

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
STUDENT MOTIVATION**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher/Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Becomes absorbed and truly involved in certain topics; persistent to task completion.
(sometimes difficult to get student to move on.)
2. _____ Easily bored with routine
3. _____ Concerned with right and wrong; often passes judgment on events and people.
4. _____ Likes to organize and bring structure to things, people and situations.
5. _____ Is interested in adult problems more than usual for his/her age.
6. _____ Prefers to work independently; requires little direction.
7. _____ Strives for perfection; self critical; not easily satisfied with his/her efforts.
8. _____ Needs little external motivation to complete work.
9. _____ Self assertive; stubborn in beliefs.

Henry County Public Schools

A LEADERSHIP IDENTIFICATION CHECKLIST FOR PARENTS

Derived from the definitions, issues, and characteristics associated with leadership ability and its use, the following list of traits and behaviors may indicate strong leadership potential in your child. They are applicable to all age groups, but also relative to your child's age group. (For example, exceptional communication skills in a 3-year-old will be different, of course, from exceptional communication skills in a 12-year-old.)

The list has not been "statistically validated", but it does include portions of another list which has been for its predictability, as well as the views of several recognized leaders with high credibility on the subject.

This list is in no way exhaustive of leadership characteristics, but includes most of what appear to be the essential ones. And remember, most children – no matter how gifted – will not display all of these traits and behaviors. You may observe them in your child at home or school, at work or play. Check the appropriate column.

From Scales for Rating the Behavioral Characteristics of Superior Students by Joseph Renzulli et al. (The first six items were excerpted from Part IV: Leadership Characteristics. The full scale is available from Creative Learning Press, Mansfield Center, CT 06250)

	Seldom or never	Occasionally	Considerably	Almost always
• Carries responsibility well, can be counted on to do what he has promised and usually does it well.	_____	_____	_____	_____
• Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	_____	_____	_____	_____
• Seems to be well liked by his classmates.	_____	_____	_____	_____
• Can express himself well; has good verbal facility and is usually well understood.	_____	_____	_____	_____
• Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	_____	_____	_____	_____
• Tends to dominate others when they are around; generally directs the activity in which he is involved.	_____	_____	_____	_____
Other Psycho-Social Skills				
• Has strong interpersonal skills; can influence others to adopt some view, course of action, or direction.	_____	_____	_____	_____
• Shows understanding, empathy, and sensitivity to others' needs; expresses ethical or humanitarian concerns.	_____	_____	_____	_____
• Is acknowledged by peers as a role model; sets and demands high standards for self and others.	_____	_____	_____	_____
Other cognitive/Academic Skills				
• Sets goals and priorities; can plan and strategize, organize, and coordinate activities.	_____	_____	_____	_____
• Solves problems creatively, often called on by peers or teachers for ideas or suggestions.	_____	_____	_____	_____
• Shows good judgment, decision-making capacity; able to anticipate consequences of actions.	_____	_____	_____	_____
Other "Personality" Characteristics				
• Is charismatic, magnetic, spontaneous, insightful; others seem to gravitate towards him or her.	_____	_____	_____	_____
• Shows independence, non-conformity of thinking, willingness to take risks.	_____	_____	_____	_____
• Is task-oriented in certain situations; shows discipline, persistence, and commitment in contexts and areas of high interests.	_____	_____	_____	_____

If you observe in your child several of these traits or behaviors marked in the third or fourth columns, there is indication of strong leadership ability, demonstrated or potential. Parents should not push their children to be leaders, however. The object is to provide opportunities and experiences for leadership to emerge.

**HENRY COUNTY PUBLIC SCHOOLS
LEADERSHIP QUESTIONNAIRE**

WHICH THREE STUDENTS IN YOUR CLASS:

1. are the easiest going?

A. _____ B. _____ C. _____

2. always appears relaxed?

A. _____ B. _____ C. _____

3. are the most "bossy"?

A. _____ B. _____ C. _____

4. likes to show their work to others?

A. _____ B. _____ C. _____

5. are the captain of the teams most often?

A. _____ B. _____ C. _____

6. are the surest of him/her self?

A. _____ B. _____ C. _____

7. would you choose as your group leader?

A. _____ B. _____ C. _____

8. do you have the most confidence?

A. _____ B. _____ C. _____

9. do you respect most in your class?

A. _____ B. _____ C. _____

10. would make a good leader?

A. _____ B. _____ C. _____

LEADERSHIP JOT DOWN

Brief description of observed activity: _____

Date ____/____/____
Mo. Day Yr

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.				
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.				
Gets others to work toward desirable or undesirable goals.	Is looked to by others when something must be decided.	Initiates activities that involve peers.	Figures out what is wrong with an activity and shows others how to make better.	
Transmits his/her enthusiasm for a task to others.	Judges abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.	
Is sought out by other students for play/activities.	Displays a sense of justice and fair play.	Organizes ideas and people to reach goal.	Displays self-confidence.	
Is often the captain of teams or leader in the classroom.	Displays charismatic qualities.	Communicates effectively to make things happen.	May be frustrated by lack of organization or progress toward goal.	

CREATIVITY

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

Evidence of giftedness in this area shall include a combination of the following to total three (3) criteria:

- Formal assessment measures scores in the 8th or 9th stanine of creative ability.
 - Torrence, William, or Other tests of creative ability
- Anecdotal observations of creative behavior i.e. originality, fluency, elaboration, and flexibility of thought as reflected in ideas, products, or problem solving.
- Inventory checklist of gifted and talented behaviors specific to creativity completed by teacher indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors specific to creativity completed by parent indicating consistent behavior.
- Samples of student work i.e. Creative Writing, Poetry, etc.
- Collection of evidence from portfolio demonstrating high levels of student performance in originality of thought, fluency, elaboration, and flexibility of thought.
- Informal assessment measures of a student's capacity for originality of thought, fluency, elaboration and flexibility of thought
- Nominations – Self or petition system
- Nominations – Peer
- Student awards or critiques of performance products, etc.
- Referrals/Recommendation – Parent
- Referrals/Recommendation – Teacher
- Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged learners

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.

Services: (KAR 3:285 Section 6, # 1, 5, 6)

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent SHALL be provided articulated, primary through grade twelve (12) services which:

- a) Are qualitatively differentiated to meet his individual needs:
- b) Result in educational experiences commensurate with his interests, needs, and abilities; and
- c) Facilitate the high level attainment of goals established in KRS 158.6451

(5) There SHALL be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options SHALL be differentiated to a degree as to be consistent with KRS 157.200 (1). Both grouping for instructional purposes and multiple service delivery options MAY include:

- a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- b) advanced placement and honors courses;

- c) collaborative teaching and consultation services;
- d) special counseling services;
- e) differentiated study experiences for individual and cluster groups in the regular classroom;
- f) distance learning;
- g) enrichment services during the school day (not extra-curricular);
- h) independent study;
- i) mentorships;
- j) resource services delivered in a pull-out classroom or other appropriate instructional setting;
- k) seminars;
- l) travel study options; or
- m) special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) with the exception of an academic competition or optional extracurricular offering, services SHALL be provided during the regular school hours.

**Henry County Public Schools
Gifted Program
Grades 4-12
Teacher Referral**

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach appropriate number of evidence pieces per policy

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
CREATIVITY**

STUDENT NAME _____ DATE _____

SCHOOL _____ GRADE LEVEL _____

STUDENT AGE _____ DATE OF BIRTH _____

TEACHER/RATER _____

- 1 = Does not demonstrate
2 = Developing skill
3 = Demonstrates inconsistently
4 = Demonstrates most of the time
5 = Demonstrates all the time

1. _____ Combines information or ideas to form unique and original ideas
2. _____ Is curious about many topics
3. _____ Demonstrates a wide variety of interests
4. _____ Is able to view situations or issues from different perspectives
5. _____ Is able to create or produce elaborate detail in activities
6. _____ Has many projects or ideas going on at same time
7. _____ Generates many ideas (often unique, unusual or clever)
8. _____ Is a high risk taker (adventurous)
9. _____ Uninhibited in expressions of opinion
10. _____ Demonstrates intellectual playfulness
11. _____ Uses imagination/fantasy
12. _____ Sensitive to the aesthetic
13. _____ Nonconforming – does not fear being different
14. _____ Unwilling to accept pronouncements without critical examination

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
STUDENT MOTIVATION**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher/Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Becomes absorbed and truly involved in certain topics; persistent to task completion.
(sometimes difficult to get student to move on.)
2. _____ Easily bored with routine
3. _____ Concerned with right and wrong; often passes judgment on events and people.
4. _____ Likes to organize and bring structure to things, people and situations.
5. _____ Is interested in adult problems more than usual for his/her age.
6. _____ Prefers to work independently; requires little direction.
7. _____ Strives for perfection; self critical; not easily satisfied with his/her efforts.
8. _____ Needs little external motivation to complete work.
9. _____ Self assertive; stubborn in beliefs.

CREATIVE THINKING JOT DOWN

Brief description of observed activity: _____

Date ____/____/____
Mo. Day Yr.
Teacher _____
Grade _____ School _____

- As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate boxes.
- When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

Offers many ideas. (fluency)	Displays ability to switch categories or change ideas. (flexibility)	Develops ideas with details. (elaboration)	Offers ideas no one else may have thought of. (originality)
Asks questions about everything and anything. (alert and curious)	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and a strong sense of fantasy.	Appears to be day dreaming at times.
May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.	Is a high-risk taker with an adventurous and speculative spirit.	Has high energy level, which may cause student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).
Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

VISUAL AND PERFORMING ARTS

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

Identification

Visual and performing arts talents shall be determined through evidence of performance which may include auditions, letters of recommendation, product or portfolio assessment and awards or critiques of performances.

Visual Arts - Evidence shall include the following items:

- Teacher referral
- Teacher behavioral checklist of artistic characteristics
- Letter of recommendation
- Portfolio of 4 to 6 entries that obtains a score of at least 24 out of a possible 28 on the visual arts portfolio scoresheet

Performing Arts - Evidence shall include the following items:

- Teacher referral
- Letter of recommendation
- Teacher behavioral checklist of musical ability or drama
- Video portfolio of at least 2 contrasting performances (total of 10 to 20 minutes in length) that obtains a score of at least 15 out of 20 possible points on the appropriate scoresheet.

At least one of the following additional pieces of information is required:

➤ **Vocal or instrumental music:**

- Selected for all district or all state band or chorus
- Successfully completes an audition with a score of at least a 15 on the scoresheet

➤ **Dance:**

- Selected, through an audition process to participate in a school or other institute dance performance.
- Successfully completes an audition with a score of at least 15 on the scoresheet.

➤ **Drama:**

- Received a superior rating in a state, regional or district-level performance
- Successfully completes an audition with a score of at least a 28 on the scoresheet.

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.

Services: (KAR 3:285 Section 6, # 1, 5, 6)

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent SHALL be provided articulated, primary through grade twelve (12) services which:

- a) Are qualitatively differentiated to meet his individual needs;
- b) Result in educational experiences commensurate with his interests, needs, and abilities; and
- c) Facilitate the high level attainment of goals established in KRS 158.6451

(5) There SHALL be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options SHALL be differentiated to a degree as to be consistent with KRS 157.200 (1). Both grouping for instructional purposes and multiple service delivery options MAY include:

- a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- b) advanced placement and honors courses;
- c) collaborative teaching and consultation services;
- d) special counseling services;
- e) differentiated study experiences for individual and cluster groups in the regular classroom;
- f) distance learning;
- g) enrichment services during the school day (not extra-curricular);
- h) independent study;
- i) mentorships;
- j) resource services delivered in a pull-out classroom or other appropriate instructional setting;
- k) seminars;
- l) travel study options; or
- m) special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) with the exception of an academic competition or optional extracurricular offering, services SHALL be provided during the regular school hours.

**Henry County Public Schools
Gifted Program
Grades 4-12
Teacher Referral**

School _____ Date _____

Teacher _____

Student Name: _____

Grade Level: _____

Please check the area(s) of talent and attach appropriate number of evidence pieces per policy

Area		Evidence
General Intellectual		
Specific Academic Math Language Arts Science Social Studies		
Creativity		
Visual/Performing Arts Dance Drama Art Music		
Leadership		

Please check two items below that you use/will use in meeting the needs of the student in our classroom.

_____ flexible grouping and regrouping

_____ enrichment

_____ acceleration

_____ itinerant services

_____ independent Study

_____ collaboration

_____ tiered assignments

_____ learning center

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
STUDENT MOTIVATION**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher/Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Becomes absorbed and truly involved in certain topics; persistent to task completion.
(sometimes difficult to get student to move on.)
2. _____ Easily bored with routine
3. _____ Concerned with right and wrong; often passes judgment on events and people.
4. _____ Likes to organize and bring structure to things, people and situations.
5. _____ Is interested in adult problems more than usual for his/her age.
6. _____ Prefers to work independently; requires little direction.
7. _____ Strives for perfection; self critical; not easily satisfied with his/her efforts.
8. _____ Needs little external motivation to complete work.
9. _____ Self assertive; stubborn in beliefs.

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
ARTISTIC CHARACTERISTICS**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Likes to participate in art activities; eager to visually express ideas.
2. _____ Concentrates for long periods on art activities.
3. _____ Has unique solutions to artistic problems.
4. _____ Uses a large number of elements in art work; varies subject and content of work.
5. _____ Willingly experiments and tries new media and techniques.
6. _____ Selects art during free time or for class projects.
7. _____ Keen observer; sees the unusual and what is overlooked by others.
8. _____ Has balance and order in art work.
9. _____ Self critical of work; sets personal high standards; reworks to refine work.
10. _____ Spends time studying others' art works.
11. _____ "Piggybacks" on others' ideas rather than copying.
12. _____ Personal work displays aesthetic qualities.
13. _____ Work is original.

**Henry County Public Schools
Visual Arts Portfolio
Score Sheet**

Juror Name _____ Date _____ Portfolio ID# _____

Student Name _____ School _____

Score as follows:

- 4 – Exceptional ability in this area
- 3 – Very good ability in this area
- 2 – Average ability in this area
- 1 – Fair ability in this area

CRITERIA

1. **Presentation of Portfolio** Score _____
Appropriate number of pieces (4-6) appropriate use of matting/other enhancements; presented anonymously; collected appropriately in portfolio – not random; professional appearance of works.

2. **Complexity of Ideas** Score _____
Reflects depth/breadth of student interest; apparent investigation of subject; not superficial handling of mundane subject; attention to detail and idea development; personal commitment to a particular artistic concern.

3. **Originality** Score _____
Shows constructive imagination, freshness of design/style; artist's unique approach; innovation.

4. **Design** Score _____
Sensitivity to all artistic elements – space, line, color, texture, etc.; forms a unified whole -all parts form a total relationship; demonstrates understanding of balance, symmetry, a symmetry rhythm, perspective; use of light/shadow.

5. **Use of Art Materials** Score _____
Demonstration of technical skill in use of appropriate medium.

6. **Variety of Genre** Score _____
Talent demonstrated in variety of genre; not limited in technique, interest, approach, Subject or medium.

7. **Overall Appeal of Portfolio** Score _____
Visually appealing; thought-provoking; shows resourcefulness where needed.

COMMENTS:

HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
MUSICAL ABILITY

Student Name _____ Date _____

School _____ Age _____ Grade _____

Teacher Rater _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Shows sustained interest in music; seeks out opportunities to hear and create music.
2. _____ Sensitive to rhythm; responds to changes in tempo.
3. _____ Plays musical instrument (or displays strong desire to)
4. _____ Eagerly participates in musical activities.
5. _____ Can identify a variety of sounds; sensitive to background noises, chords, or instrumentalists; displays a feel for harmony.
6. _____ Easily remembers and can reproduce melodies.
7. _____ Perceives fine differences in musical tone (pitch, loudness, timbre, duration)
8. _____ Student's work displays aesthetic qualities and musical expression.

Student Name _____ Grade Level _____

Instrument	Taken Lessons	If so, how long?
------------	---------------	------------------

4 – Exceptional ability shown in this area
3 – Above average performance in this area
2 – Average ability demonstrated in this area
1 – Inadequate performance in this area

4 – Exceptional ability shown in this area

3 – Above average performance in this area

2 – Average ability demonstrated in this area

1 – Inadequate performance in this area

CRITERIA

I. Mastery of instrument	4	3	2	1
--------------------------	---	---	---	---

Comments:

II. Difficulty of selection	4	3	2	1
------------------------------------	----------	----------	----------	----------

Comments:

III. Musicality (i.e., pedaling, rhythm, dynamics, legatos, ritardandos, etc.)

Comments:

IV. Stage Presence/Poise	4	3	2	1
---------------------------------	----------	----------	----------	----------

Comments:

V. Versatility/Length of Performance (i.e., expression of variety in musical styles; adequate length of time in performance to adequately reveal ability)

4 3 2 1

Comments:

**HENRY COUNTY PUBLIC SCHOOLS
BEHAVIORAL CHECKLIST
DRAMA**

Student Name _____ Date _____

School _____ Grade ____ Age _____

Teacher Rate _____

Directions: Rate 1 through 4 with 1 being "seldom or never" and 4 being "almost always."

1. _____ Volunteers to participate in plays or skits.
2. _____ Is a good "storyteller."
3. _____ Uses gestures and facial expression to communicate feelings.
4. _____ Adept at impromptu role playing, improvising, etc.
5. _____ Can identify with moods and motivations of characters.
6. _____ Handles body with ease and poise.
7. _____ Creates original plays or skits.
8. _____ Holds attention of audience when performing.
9. _____ Evokes emotional response from audience.
10. _____ Able to mimic and imitate the way others talk, walk and gesture.

**Henry County Public Schools
Dramatic Arts Portfolio
Score Sheet**

Juror Name _____ Date _____ Portfolio ID# _____

Student Name _____ School _____

Score as follows:

- 4 – Exceptional ability in this area
- 3 – Very good ability in this area
- 2 – Average ability in this area
- 1 – Fair ability in this area

CRITERIA

1. **Mastery of Performance Elements** Score _____
acting, speaking, non-verbal expression

2. **Originality** Score _____
Shows constructive imagination, freshness of design/style; artist's unique approach;
innovation.

3. **Use of technical elements** Score _____
use of scenery, costumes, props, sound, makeup

4. **Literary Elements/Believability of character** Score _____
character, dialogue, monologue, conflict

5. **Variety of Genre** Score _____
Talent demonstrated in variety of genre; not limited in technique, interest, approach,
subject or medium. (i.e., comedy, drama, musicals)

COMMENTS:

Henry County Public Schools
Drama Audition
Score Sheet

Student Name _____ Grade Level _____

Score as follows:

- 4 – Exceptional ability shown in this area
- 3 – Above average performance in this area
- 2 – Average ability demonstrated in this area
- 1 – Inadequate performance in this area

CRITERIA

1. Performer is able to mimic and imitate the way his/her character talks, walks, gestures:

4	3	2	1
---	---	---	---

2. Performer evokes an emotional response from the audience.

4	3	2	1
---	---	---	---

3. Performer commands and hold the attention of the audience.

4	3	2	1
---	---	---	---

4. Performer conveys the mood and motivation of the character portrayed.

4	3	2	1
---	---	---	---

5. Performer uses gestures and facial expression to communicate feelings.

4	3	2	1
---	---	---	---

6. Performer handles body with ease and poise; comfortable in the spotlight.

4	3	2	1
---	---	---	---

7. Performer is able to convey minute details in performance.

4	3	2	1
---	---	---	---

8. Performer articulates clearly, projects voice well, appropriate volume.

4	3	2	1
---	---	---	---

Henry County Public Schools
Dance
Score Sheet

Student Name _____ Grade Level _____

Score as follows:

4 – Exceptional ability shown in this area
3 – Above average performance in this area
2 – Average ability demonstrated in this area
1 – Inadequate performance in this area

CRITERIA

I. Mastery of dance from (i.e., ballet, tap, jazz, modern, ect.)

4	3	2	1
---	---	---	---

Comments:

II. Difficulty of selection

4	3	2	1
---	---	---	---

Comments:

III. Dance Elements (i.e., space, time, force)

4	3	2	1
---	---	---	---

Comments:

IV. Stage Presence/Poise

4	3	2	1
---	---	---	---

Comments:

V. Versatility/Length of Performance (i.e., expression of variety in musical styles; adequate length of time in performance to adequately reveal ability)

4	3	2	1
---	---	---	---

Comments:

VISUAL ART JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.				
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.				
May be asked by others to do artwork.	Likes to comment on colors, shapes, and structure of things.	May be critical of own art work and work of others.	Enjoys and takes pride in doing visual art well.	
Draws or doodles a lot in school/home.	Does outstanding original art work..	Likes the opportunity to choose to express self through the use of many different materials.	Enjoys talking about art and collecting works of art.	
Masters basic art skills quickly and easily.	Has a keen sense of humor/ makes unusual connections with drawing..	Concentrates on art projects for long periods; may shut out other things going on around them..	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.	
Provides detail art work (elaboration).	Has a sensitive use of line/color/texture.	Enjoys open-ended art activities; shows frustration with art projects that are very specific.	Notifies and shows appreciation for beauty and aesthetic qualities.	

MUSIC JOT DOWN

Brief description of observed activity: _____

Date ____/____/____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

Perceives fine differences in sound.	Remembers melodies and can reproduce them accurately.	Is sensitive to rhythm; may tap fingers or feet while working.	Has sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Displays interest in musical symbols and learns them easily.
Identifies rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Performs musically with a high degree of technical difficulty.
Displays interest in musical instruments and various ways to produce sound.	Enjoys musical performances.	Plays or would like to play a musical instrument.	Prefers to work with music playing.

DANCE JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses body as an instrument of expression.	Enjoys forms of movement and dancing to music.	Uses movement to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at imitating movement of others.	Can change direction, level, and focus of movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of body in space.	Appears to feel the rhythm of music.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.

DRAMA JOT DOWN

Brief description of
 observed activity: _____

Date ____/____/____
 Mo. Day Yr.

Teacher _____
 Grade _____ School _____

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
- When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Eager to participate in classroom plays or skits.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to daydream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques, experiments	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances	Have high sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic.

SECTION 5



HENRY COUNTY PUBLIC SCHOOLS

CHARACTERISTICS OF RURAL GIFTED STUDENTS

Advantaged Rural Gifted Students

Middle class children whose behaviors reflect the traditional values of the dominant culture

Disadvantaged Rural Gifted Students

Economically disadvantaged and/or geographically isolated children whose behaviors reflect traditional Anglo-Appalachian cultural values

1. Speak standard English
2. Are verbal and have good communication skills
3. Are active participants in classroom activities
4. Perform tasks within time limitations
5. Complete classroom assignments and homework
6. Perform well on standardized tests
7. Perform well in all subjects
8. Produce written work in proper grammatical form with good spelling and legible handwriting
9. Demonstrate their strengths within the academic classroom
10. Usually perform equally well on verbal and non-verbal tests.

1. Speak a non-standard regional dialect
2. Are less verbal in oral communication skills
3. Tend to be passive participants in classroom activities
4. Are relatively unaffected by time pressures; work slowly but meticulously
5. Are likely to be lax in completing assignments and homework
6. Are not likely to perform well on standardized tests
7. May show exceptional ability in one subject and average to below average in others
8. Have written products that may be of high quality in content but of poor quality in grammatical form, spelling and handwriting
9. More likely to demonstrate their strengths outside the classroom, i.e., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts
10. Are likely to perform better on non-verbal than verbal tests

HENRY COUNTY PUBLIC SCHOOLS
CHECKLIST FOR OBSERVING SIGNS OF GIFTEDNESS
AMONG THE CULTURALLY DISADVANTAGED

STUDENT'S NAME _____ GRADE _____ DATE _____

SCHOOL _____ TEACHER _____

Combinations of some of the following characteristics are frequently observable in cultural disadvantaged students. Please check as applies to the student.

- _____ 1. Sees things in unusual visual perspective.
- _____ 2. Combines things in unusual ways.
- _____ 3. Influences other children to do things he or she initiates.
- _____ 4. Plans activities for group and/or self.
- _____ 5. Organizes (structures) group to carry out activities (determine who does what).
- _____ 6. Sustains attention for a long time.
- _____ 7. Becomes deeply absorbed in an activity.
- _____ 8. Examines and observes things very thoroughly.
- _____ 9. Sits quietly and produces alternative solutions.
- _____ 10. Makes up and tells fantastic stories/songs/pictures.
- _____ 11. Draws pictures showing movement.
- _____ 12. Sees movement in pictures, inkblots, sculptures, and so forth.
- _____ 13. Does not wait for instructions, goes ahead and explores and tests alternatives.
- _____ 14. Follows instructions without being compulsively conforming (dependent on instructions).
- _____ 15. Possesses strong commitment/love for something; goes into depth about something.
- _____ 16. Makes things "run" (toys, equipment, machines, etc.).
- _____ 17. Questions accepted ways of doing things.
- _____ 18. Considers possibilities of the improbable.
- _____ 19. Makes extensive collections with sustained effort (insects, stamps, flowers, etc.).
- _____ 20. Picks up ideas of others and elaborates or puts them into action.
- _____ 21. Reads voraciously at every opportunity.
- _____ 22. Invents a variety of contrivances, gadgets.
- _____ 23. Writes poems, stories on own initiative.
- _____ 24. Makes drawings tell a story.
- _____ 25. Can tell story in mime.
- _____ 26. Persists in observing something over a period of several days or weeks.
- _____ 27. Constructs ingenious toys.
- _____ 28. Watches natural phenomena (birds, insects, clouds, etc.).
- _____ 29. Has amazing capacity for hard work.
- _____ 30. Makes people laugh, tells humorous stories, and draws humorous pictures.

HENRY COUNTY PUBLIC SCHOOLS SCALE FOR NON-CONFORMING STUDENTS

	Does not apply / not sure	Never	Sometimes	Frequently
1. Quiet, serious, may be withdrawn.	0	1	2	3
2. Disinterested in schools.	0	1	2	3
3. Subtle sense of humor/zany ideas.	0	1	2	3
4. Has an expressive vocabulary.	0	1	2	3
5. Likes independent projects.	0	1	2	3
6. Stubborn or resistant to conforming.	0	1	2	3
7. Achieves highly in areas of interest.	0	1	2	3
8. Doesn't do assignments but sometimes does well on tests.	0	1	2	3
9. Idealistic, sometimes skeptical or cynical.	0	1	2	3
10. Rebellious attitude.	0	1	2	3
11. Reads a wide variety of material.	0	1	2	3
12. Clever in making or repairing things.	0	1	2	3
13. Concerned with social issues.	0	1	2	3
14. Likes to follow maps or read charts.	0	1	2	3
15. Original in approach, may reject traditional.	0	1	2	3
16. Responds to "far out" ideas.	0	1	2	3
17. Has many ideas.	0	1	2	3
18. Alienated from teachers and peers (except for one or two).	0	1	2	3
19. Resistant to drill repetition or "busywork".	0	1	2	3
20. Dislikes regimentation.	0	1	2	3
21. Bored by simplistic explanations.	0	1	2	3
22. Receptive to unusual ideas.	0	1	2	3
23. Persistent or stubborn.	0	1	2	3
24. Generally low self-concept, but may act "cocky".	0	1	2	3
25. Asks "hardnosed" questions.	0	1	2	3
26. Low achiever but could do better.	0	1	2	3
27. Probes to heart or core of a problem.	0	1	2	3
28. Likes new ways of doing things.	0	1	2	3
29. Resists interruptions.	0	1	2	3
30. Interested in brainstorming.	0	1	2	3
31. Invests own systems/methods of improving old ways of doing things.	0	1	2	3
32. Invents schemes or ways of skirting rules or regulations.	0	1	2	3

ADDITIONAL COMMENTS:

SECTION 6



**HENRY COUNTY PUBLIC SCHOOLS
PERMISSION TO TEST STUDENT**

This is to indicate that I have been informed regarding the referral of my child,
_____, as a candidate for Henry County's Gifted Education Program.
I understand that the testing will be administered by personnel of the Henry County
Public Schools in a group and/or individual setting.

Please check:

_____ I do give my permission.

_____ I do not give my permission.

Signature

Relationship to Child

Date

Full Name of Student _____ Age _____ Grade _____

Present School _____

Birthdate of Student _____

Name of Parent or Guardian _____

Address _____

Phone (Home) _____ (Work) _____

*Please return to: Gifted Program Coordinator, 326 South Main Street, New Castle, KY
40050

**HENRY COUNTY PUBLIC SCHOOLS
PARENTAL CONSENT FOR PLACEMENT
GIFTED EDUCATION PROGRAM**

Student Name _____

School _____ Grade Level _____

I have been informed that my child has qualified for placement in the Henry County Gifted Education Program in the area(s) of _____.

I am making the following decision regarding his/her placement in the program.

_____ I am supportive of the gifted program and wish to have my child participate.

_____ I do not wish my child to be placed in the gifted program at this time.

Comments:

Signature of Parent or Guardian

Date

Please complete and return to the gifted program resource teacher/coordinator at your child's school.

HENRY COUNTY PUBLIC SCHOOLS
PARENT/STUDENT REQUEST FOR WITHDRAWAL FROM PROGRAM

Name of Student _____ School _____

Age _____ Grade Level _____

Please briefly state your specific reason (s) for this request:

I understand that once a student withdraws from the gifted program they may not rejoin unless there are special extenuating circumstances for the withdrawal.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Program Coordinator Signature _____ Date _____

Henry County Public Schools
CHANGE IN LEVEL OF GIFTED SERVICES

Student Name _____ Date _____

Grade _____ School _____

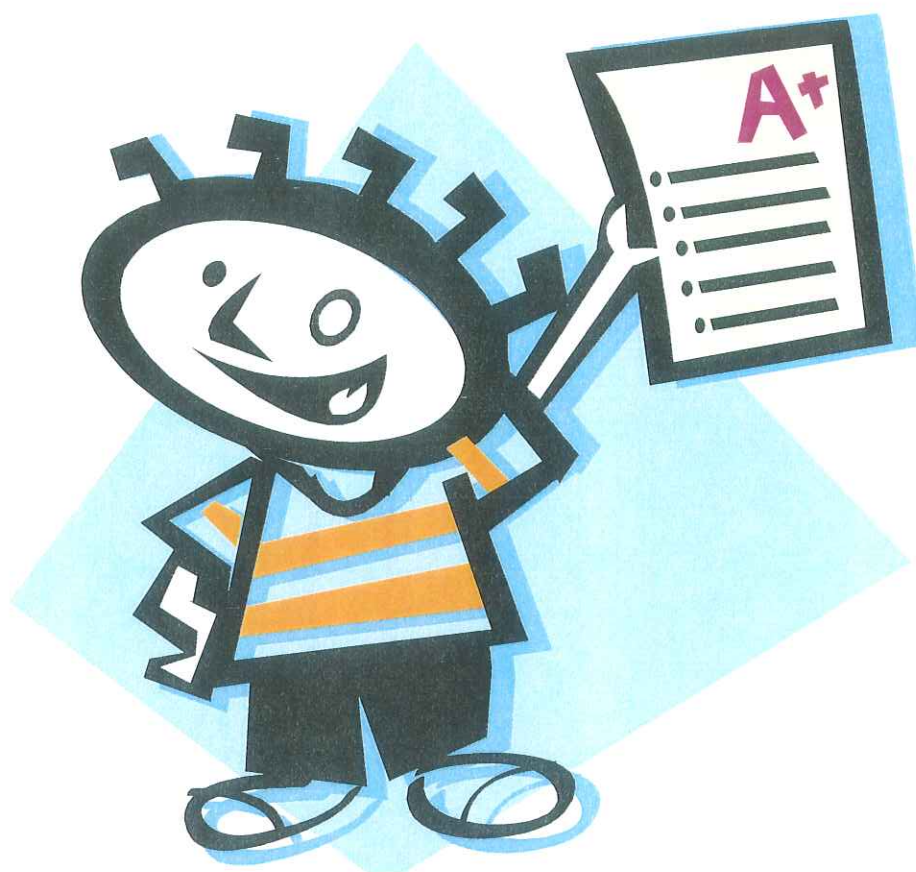
Previous gifted services to student

Present gifted services to student

Reason for change

Parents: You may request a conference to discuss these changes. Please contact the gifted coordinator at your child's school to do this. You also have 10 working days to appeal this decision. If you wish to appeal, please call the Gifted Program Coordinator at 845-8600 to request Form GT 30 – Grievances for Gifted Services Delivery.

SECTION 7



Gifted and Talented Students Services Plan
 Henry County School District
 704 KAR 3:285. Programs for the Gifted and Talented

- ☐ African – American
- ☐ Asian-American/Pacific Islander
- ☐ Caucasian
- ☐ Hispanic
- ☐ Native American/Alaskan Native
- ☐ Other not on the list

Student: _____ School: _____ Grade Level: _____

Gender: Male ☐ Female ☐ Date of Birth: _____ Classroom/Homeroom Teacher _____

Listed below are instructional strategies that collectively contribute to the continuous progress of a formally identified student and encourage that student to construct content connections, explore concepts/themes laterally, and pursue ideas/themes/concepts/topics to intensity.

Section 7. Curriculum (2) "A school shall differentiate, replace, supplement, or modify curricula to facilitate high level of attainment of the learning goals established in KRS 158.6451 and to assist students identified as gifted and talented to further develop their individual interests, needs, and abilities."

The student identified as possessing demonstrated or potential ability to perform at an exceptionally high level in _____ will demonstrate continuous progress in content areas, process skills, goal setting, self-directed learning, and decision making as evidenced by:

Compacting Curriculum Includes the following and will be evidenced as checked:	Independent Inquiry Includes the following and will be evidenced as checked.	Demonstration of Learning Occurs through products (that) and will be evidenced as checked:	Understanding and application of thinking skills Includes these categories and will be evidenced as checked:
<input type="checkbox"/> Acceleration of content <input type="checkbox"/> Horizontally/Laterally <input type="checkbox"/> Vertically <input type="checkbox"/> Modifications <input type="checkbox"/> Content <input type="checkbox"/> Time on task <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Learning Environment <input type="checkbox"/> Pre and post – assessment <input type="checkbox"/> Tiered Assignments	<input type="checkbox"/> Content/Content-related connections <input type="checkbox"/> In-depth exploration using multiple and varied primary and secondary resources <input type="checkbox"/> Student-selected original research <input type="checkbox"/> Engagement to form/solve a problem <input type="checkbox"/> Study of a theme and generalizations <input type="checkbox"/> Student formulation of plan for self-direction	<input type="checkbox"/> Encourage construction content/content-related connections <input type="checkbox"/> Culminate horizontal/lateral or vertical topic exploration <input type="checkbox"/> Result from pursuing to intensity topics of interest or passion <input type="checkbox"/> Student determines is appropriate <input type="checkbox"/> Incorporate multiple intelligences	<input type="checkbox"/> Analytical thinking <input type="checkbox"/> Creative thinking <input type="checkbox"/> Critical thinking <input type="checkbox"/> Organizational thinking

If applicable, this box must be completed:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Physical disability | <input type="checkbox"/> Orthopedic impairment | <input type="checkbox"/> Other health impairment | <input type="checkbox"/> Communication disorder |
| <input type="checkbox"/> Speech/Language impairment | <input type="checkbox"/> Mental disability | <input type="checkbox"/> Specific learning disability | <input type="checkbox"/> Emotional-behavior disability |
| <input type="checkbox"/> Multiple disability | <input type="checkbox"/> Deaf/Hearing impairment | <input type="checkbox"/> Blind/Visual impairment | <input type="checkbox"/> Developmental Delay |
| <input type="checkbox"/> Traumatic brain injury | <input type="checkbox"/> Autism | | |

- ☐ Disadvantaged
☐ Underachieving

Gifted Student Services Plan Committee Meeting Date _____ GSSP Committee Meeting Chairperson _____

Administrator _____	Gifted/Talented Coordinator _____	Classroom/Content Area Teacher _____	Counselor _____
Special Education Teacher (as appropriate) _____	Other personnel (as appropriate) _____	See back of form for multiple delivery service options and personnel responsible.	

- Parent/Guardian information obtained for use in determining appropriate services related to child's interests, needs, and abilities Date: _____ Note: _____
- Parent/Guardian notified regarding specific procedures to follow in requesting a change in services for her/his child Date: _____ Note: _____
- Parent/Guardian notified of progress report once a semester for her/his child related to the gifted and talented student services plan Date: _____ Note: _____

AREAS OF IDENTIFICATION	VACO	VAC	APHO	CT/CS	SCOS	DSTE	DILE	ENSE	INST	MENT	RESE	SEMI	TSTO	SS/SC	PERSONNEL RESPONSIBLE
General Intellectual Ability (GIA)															
Specific Academic Aptitude (SAA)															
Language Arts															
Mathematics															
Science															
Social Studies															
Creativity (CRE)															
Leadership (LEA)															
Visual Arts															
Dance															
Drama															
Instrumental Music															
Vocal Music															

Section 9. Service Delivery Option

(1) A student diagnosed as possessing gifted characteristic, behaviors or talent shall be provided articulated...services which:

(a) Are qualitatively differentiated to meet his individual needs; (b) Result in educational experiences commensurate with his interests, needs, and abilities; and (c) Facilitate the high level of attainment of goals established in KRS 158.6451.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

(5) There shall be multiple services delivery options with no single service option existing alone, district wide, at a grade level. These services delivery options shall be differentiated to a degree as to be consistent with KRS 157.200 (1.) Both grouping for instructional purposes and multiple service delivery options may include.

VACO	Various Acceleration Options Early exit from primary, Grade skipping, Content and curriculum in on (1) or more subjects from a higher grade level.	RESE	Resource services delivered in a pullout classroom or other appropriate instructional setting.
VAC	Various Academic Competitions	SEMI	Seminars
APHO	Advanced placement and honors courses	TSTO	Travel Study Options
CT/CS	Collaborative teaching and consultation services	SS/SC	Special schools or self-contained classrooms, grades four (4) through twelve (12) only
SCOS	Special Counseling services	Dates to distribute student progress report	
DSTE	Differentiated study experiences for individual	1st Semester:	_____
DILE	Distance Learning	2nd Semester:	_____
ENSE	Enrichment services during the school day		
INST	Independent Study		
MENT	Mentorship's		

Documentation
Evidence
Included

For Student Record

- ☐ Student work
☐ Pre/Post-
Assessment
☐ Progress
Reports
☐ Other _____
☐ _____
☐ _____

Documentation
Evidence of Teachers
Delivering Services

- ☐ Lesson Plans
☐ Course Syllabus
☐ Pre/Post –
Assessment
☐ Unit Plans
☐ Other _____
☐ _____
☐ _____

**HENRY COUNTY PUBLIC SCHOOLS
PARENT QUESTIONNAIRE**

Name of Student _____ Date _____

Name of Parents _____ Phone _____

Address _____

Student's Date of Birth _____

Schools Attended

City and State

Dates

_____	_____	_____
_____	_____	_____
_____	_____	_____

Describe any early indication of superior ability. _____

Private lessons taken by child _____

Child's recreational choices _____

How does child get along with playmates? _____

Child's preference of activities when alone _____

Child's hobbies and collections _____

Child's special talents or skills _____

Child's special problems or needs _____

Child's attitude toward school _____

HENRY COUNTY PUBLIC SCHOOLS
PUPIL INTEREST SURVEY

Student Name _____ Date _____

1. What are the best books you've read this year? _____

2. Of what clubs and organizations are you a member? _____

3. Special activities you take part in at school _____

4. What sports do you play? _____

5. What is your favorite type of recreation? _____

6. Hobbies and collections _____

7. Other interests? _____

8. Favorite school subjects _____
9. School subjects you dislike _____
10. If money were no problem, what career would you choose? Why? _____

SECTION 8



Henry County Schools Gifted And Talented Education

Collection of Documentation/Evidence for Formal Identification Grades 4-12

Student Name: _____ Last _____ First _____ Middle _____ (Nickname) _____
 Date of Birth _____ / _____ / _____ School/Grade: _____ School/Grade: _____

Date(s) Reviewed: _____

Area(s) of consideration: (check all that apply)

☐ General Intellectual Ability

Date of identification _____

☐ Specific Academic Aptitude

Reading/Language Arts

Date of Identification _____

Math

Date of Identification _____

Science

Date of Identification _____

Social Studies

Date of identification _____

☐ Leadership

Date of identification _____

☐ Visual/Performing Arts

Art

Date of identification _____

Music – Inst./Vocal

Date of identification _____

Dance

Date of identification _____

Drama

Date of identification _____

☐ Creativity

Date of identification _____

General Intellectual Ability

Evidence (At least three areas must be checked.)

_____ Achievement of 9th stanine (95%) on full scale comprehensive test of intellectual ability.

i.e. WISC, Woodcock-Johnson, Stanford-Binet, ect.

Date administered _____ Score _____ Test Name _____

_____ Achievement of 9th stanine (95%) on individual or group intellectual assessment (non verbal). i.e. Raven, Naglieri

Date administered _____ Score _____ Test Name _____

_____ Achievement of 9th stanine (95%) on individual or group intellectual assessment (verbal). i.e. Otis-Lennon Score _____

_____ Inventory checklist completed by teacher indicating consistent behaviors.

_____ Student portfolio or work samples that show evidence of exceptionally high level compared to peers (Attached)

_____ Checklist inventories of behaviors specific to underachieving or disadvantaged learners.

_____ Recommended by teacher. Evidenced by _____

_____ Checklist inventories of behaviors completed by parent indicating consistent behaviors.

_____ Checklist inventories of behaviors completed by peers indicating consistent behaviors

_____ Checklist inventories of behaviors completed by student indicating consistent behaviors

_____ Checklist inventories of behaviors completed by other indicating consistent behaviors Specify: _____

_____ Observation of applied advanced reasoning ability 1 and 1/2 --2 years above peers. Date documented _____

_____ Evidence of formal identification in another Kentucky district or another state. District _____

State _____ (Records attached)

_____ Continuous progress data. i.e. report card, learning logs, progress reports, etc.

_____ Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) Specify: _____

_____ Academic awards/Honors Specify: _____

The Gifted and Talented Identification and Placement Committee Feels that the evidence _____ meets _____ does not meet the requirements for the formal identification of the above student at this time and supports the need for gifted and talented services.

Committee Members:

Specific Academic Aptitude

Evidence (At least three criteria must be checked for each Specific Academic area.)

Achievement of 9th stanine (95%) on CTBS/5
 Reading _____ Language _____ Math _____ Science _____ Social Studies _____ Total _____ Date: _____
 Reading _____ Language _____ Math _____ Science _____ Social Studies _____ Total _____ Date: _____
 Achievement of 9th stanine (95%) on other normed reference test
 Date administered: _____ Test Name: _____
 Reading _____ Math _____ Science _____ Social Studies _____ Total _____ Date Administered _____ Score _____
 PAS: Reading _____ Date _____ Score _____ Math _____ Date _____ Score _____
 Science _____ Date _____ Score _____
 Student work samples or portfolio that shows evidence of working 1 ½ or 2 years above age peers (Attached)
 Behavior checklist completed by Teacher: _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 Achievement of 95 percentile on KCCT Date administered: _____ Writing Portfolio _____ On Demand _____
 Reading _____ Math _____ Science _____ Social Studies _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 Behavior checklist completed by Parent: _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 Behavior checklist completed by Student: _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 Behavior checklist completed by Peers: _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 Behavior checklist completed by Other: _____ Language Arts _____ Math _____ Science _____ Social Studies _____
 (Specify title/position) _____
 Awards/Honors Specify with dates: _____
 Student progress data i.e., report cards Specify with dates: _____
 Evidence of formal identification in another Kentucky district/another state.
 District _____ State _____
 Area of identification _____ (Records attached)
 Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) i.e. STAR scores
 Specify with dates: _____

Visual and Performing Arts

A minimum of four criteria per area of identification must be checked

Auditions/Adjudications/Portfolio Area(s): _____ Art _____ Music _____ Dance _____ Drama _____ Evidence attached _____
 Behavior Checklists/Surveys completed by parent Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Behavior Checklists/Surveys completed by: (check all that apply) Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Specialty Area Teacher _____ Classroom Teacher _____
 Letters of recommendations or portfolio assessment by a professional outside of school
 Area(s): _____ Art _____ Music _____ Dance _____ Drama _____ (Specify): _____
 Student resume Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Self Surveys/Student interview completed by student Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Anecdotal records Specify Source _____ Area: _____ Art _____ Music _____ Dance _____ Drama _____
 Awards/Critiques Specify Area(s): _____ Evidence attached _____
 Peer Survey/Sociogram Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Formal recommendation or referral Area(s): _____ Art _____ Music _____ Dance _____ Drama _____
 Evidence of formal identification in another Kentucky district/another state.
 District _____ State _____ Area of identification _____
 (Records attached)
 Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) i.e. KCCT Arts and Humanities
 Area: _____ Art _____ Music _____ Dance _____ Drama _____ (Specify): _____

Leadership

Evidence: (A minimum of three criteria)

Self Rating Scale for Leadership
 Score _____ Date administered: _____
 Behavior checklist completed by Teacher
 Assume/elected to leadership roles in the classroom, school, student organization, and/or community activity (Specify) _____
 Behavior checklist completed by Parent
 Behavior checklist completed by Peer
 Behavior checklist completed by Other (Specify) _____
 Survey/Assessment/Sociograms
 Teacher _____ Parent _____ Self _____ Peer _____
 Portfolio entries which display leadership qualities (Specify) _____
 Evidence of formal identification in another Kentucky district/another state.
 District _____ State _____
 (Records attached)
 Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) Specify: _____

Creativity

Evidence: (A minimum of three criteria must be checked)

Standardized Creativity Tests i.e. Torrence, Williams
 Test Name: _____
 Date administered: _____
 Behavior checklist completed by teacher
 Behavior checklist completed by parent
 Behavior checklist completed by self
 Survey/Assessment/Sociograms
 Teacher _____ Parent _____ Self _____ Peer _____
 Samples of student work (i.e. Creative Writing, Poetry, etc.) (Attached)
 Anecdotal records, Observation of original ideas, products, or problem solving.
 (Documentation attached)
 Individual Awards Specify: _____
 Evidence of formal identification in another Kentucky district/another state.
 District _____ State _____
 (Records attached)
 Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) Specify: _____

SECTION 9



Henry County Public Schools

326 SOUTH MAIN STREET
NEW CASTLE, KENTUCKY 40050



TELEPHONE (502) 845-8600
FAX (502) 845-8601

Dear Parent(s):

Your child _____ has qualified to participate in the Henry County Public Schools Primary Talent Pool. The Primary Talent Pool is a group of primary students who have been identified by their teachers as "high potential learners". Various sources of evidence were used to determine your child's participation in the pool.

Please note that participation in the Primary Talent Pool does not guarantee placement in the formal gifted program upon entering fourth grade.

If you have any questions and/or concerns, please feel free to contact me at any time.

Sincerely,

Alysia Wedding
Director of Instructional Support Services
326 South Main Street
New Castle, KY 40050
502-845-8600

HENRY COUNTY PUBLIC SCHOOLS

326 SOUTH MAIN STREET
NEW CASTLE, KENTUCKY 40050



TELEPHONE (502) 845-8600
FAX (502) 845-8601

January 5, 2009

Dear _____,

Your child, _____, has been nominated as a possible candidate for the Henry County Public Schools program for students gifted in the area(s) of _____.

Your child has shown characteristics being above average in this area. From this above average group, we are seeking the small number that are identified as "gifted" using state and national criteria. Generally, this is about 2 - 5% of the number of students in a school.

In order to determine if your child is eligible for this program, we would like to further evaluate your child and need your permission to do so.

Enclosed is a form which we would like for you to sign and return as soon as possible. After an early Fall evaluation, you will be notified by letter of the results of this evaluation and recommendation by the Program Placement Committee. You will also be given the opportunity to discuss this information should you wish to do so.

If you have any questions regarding this program or the need for this testing, please call the Gifted Program Coordinator at (502) 845-8600.

Sincerely,

Alysia Wedding
Director of Instructional Support Services

Enclosure

HENRY COUNTY PUBLIC SCHOOLS

326 SOUTH MAIN STREET
NEW CASTLE, KENTUCKY 40050



TELEPHONE (502) 845-8600
FAX (502) 845-8601

February 12, 2009

Dear Parent(s):

The Gifted & Talented Program Placement Committee met and reviewed the assessment data on your child in reference to gifted criteria in the following area(s):

I am pleased to inform you that your child can be placed in the program for Gifted Children in the Henry County Schools. The objective is to assist children with high potential to achieve at or above their ability levels, and at the same time, to provide a motivational base for present and future learning. This requires careful planning, parental cooperation, and a lot of hard work and determination. Excellence cannot be taken for granted. It must be sought, and once attained, it requires constant vigilance to be maintained.

You are an important factor in the kind of education that is made available to the children of our community. You need us, and we certainly need you. We ask you to be **PARTNERS** in education as we strive for the best for your Gifted/Talented child.

Sincerely,

Alysia Wedding
Director of Instructional Support Services

P.S. Please return the enclosed forms in the envelope provided.

HENRY COUNTY PUBLIC SCHOOLS

326 SOUTH MAIN STREET
NEW CASTLE, KENTUCKY 40050



TELEPHONE (502) 845-8600
FAX (502) 845-8601

September 19, 2008

Dear Parent(s):

The Gifted Program Placement Committee met and checked all the records and data on your child who has been nominated as a candidate for the Gifted/Talented program.

The objective of the committee was to identify youth in grades 4-12 who are eligible for gifted services using the rigorous criteria outlined by our state and district guidelines, including formal test data and collections of evidence. In a normal population, only two to five percent are identified as gifted.

Even though your child did not meet the criteria, it was confirmed that your child has demonstrated many abilities and achievements which lead to success in school and life. The counselors and administration will work closely with you and your child to ensure this potential is developed.

Should you have any questions or wish to discuss the data or criteria, or initiate an appeal, you may make an appointment with me by calling Amy Poe at 845-8614, within 10 days of this letter.

Sincerely,

Alysia Wedding
Director of Instructional Support Services

HENRY COUNTY PUBLIC SCHOOLS

326 SOUTH MAIN STREET
NEW CASTLE, KENTUCKY 40050



TELEPHONE (502) 845-8600
FAX (502) 845-8601

February 23, 2009

Dear Parent(s):

Enclosed you will find a copy of your child's Gifted and Talented Student Services Plan for the 2009-2010 school year. This plan includes the area(s) in which your child has been identified as gifted as well as the service delivery options that your child will receive throughout the school year. An explanation of each service delivery option is listed at the bottom of the page. Please take some time to review your child's plan. If you should have any questions regarding their identified area or the service delivery option they are receiving, please call me at the number listed below. I would be happy to answer any questions or discuss any concerns.

Sincerely,

Alysia Wedding
Director of Instructional Support Services
326 South Main Street
New Castle, KY 40050
(502) 845-8600