

**Barren County Schools
Gifted Education Program
Handbook**



Approved Sept 202

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OVERVIEW

We are delighted with your interest in the services we offer our gifted students. The Barren County Board of Education firmly believes that *all* children should be provided with an educational program that allows each of them to develop to their maximum potential. We realize that gifted children exist throughout our society regardless of sex, race, ethnic origin, socio-economic background, or disability, and we identify them through demonstrations of their outstanding intellectual, academic, creative, leadership, and visual and performing arts abilities. We are proud of the dedication and hard work of those who work diligently to provide these “special people with special needs” with educational experiences commensurate with their abilities.

We understand that gifted children are a unique segment of Barren County’s school population who, because of their advanced abilities for advanced achievement, need educational opportunities different from those available through the regular school program to realize their potential. Through active participation, students from the primary grades through the high school years are encouraged to maximize their abilities and thereby prepare themselves for a wide array of lifetime opportunities.

This handbook contains a compilation of state and local guidelines for gifted education, including identification and placement procedures as well as the appropriate forms for each area of giftedness. We encourage you to take the time to read carefully about the program. We welcome your call should you have any questions. As always, we are ready to give you any necessary assistance.

Thank you for your interest in Barren County Schools and our program for gifted students.

STATE GIFTED POLICY GUIDELINES

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

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

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

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

Section 1. Definitions.

- (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.
- (2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- (3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.
- (4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) "Counseling services" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.
- (8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

- (9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.
- (10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.
- (11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.
- (12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.
- (13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) "General intellectual ability" means possessing:
- (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and
 - (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.
- (17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.
- (20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

- (21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.
- (23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).
- (24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.
- (26) "Psychosocial or leadership ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.
- (27) "Resource services" means a service delivery option that:
- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
 - (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
 - (c) Is provided in a pull-out classroom or other appropriate instructional setting.
- (28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.
- (29) "Special school" means a specialized school designed to:
- (a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
 - (b) Develop specific areas of giftedness such as visual and performing arts.
- (30) "Specific academic aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.
- (31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.
- (32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

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

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

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 to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

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

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

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

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

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

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

- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
- (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
 - 1. A collection of evidence from portfolios demonstrating student performance;
 - 2. Inventory checklists of behaviors specific to gifted categories;
 - 3. Continuous progress data;
 - 4. Anecdotal records;
 - 5. Peer nominations;
 - 6. Formal testing data specific to gifted categories;

7. Parent interview or questionnaire;
8. Primary review committee recommendation for those entering the fourth grade;
9. Self-nomination or petition system;
10. Student awards or critiques of performance or products specific to gifted categories; and
11. Other valid and reliable documentation;

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

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

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

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

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

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

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

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

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

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

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

Section 4. Procedure for Determining Eligibility for Services.

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

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

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

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

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

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

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

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

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

(b) Disadvantaged; or

(c) Underachieving.

Section 5. Program Evaluation.

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

(a) Overall student progress;

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

(c) Community involvement;

(d) Cost effectiveness;

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

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

(g) Future program directions and modifications.

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

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

Section 6. Service Delivery Options.

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

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

(b) Result in educational experiences commensurate with his interests, needs and abilities; and

(c) Facilitate the high level attainment of goals established in KRS 158.6451.

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

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

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

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

- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
- (b) Advanced placement and honors courses;
- (c) Collaborative teaching and consultation services;
- (d) Special counseling services;
- (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
- (f) Distance learning;
- (g) Enrichment services during the school day (not extracurricular);
- (h) Independent study;
- (i) Mentorships;
- (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
- (k) Seminars;
- (l) Travel study options; or
- (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

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

Section 7. Curriculum.

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

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

Section 8. Personnel.

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

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

- (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

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

Section 9. Budget; Funding.

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

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

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

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

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

- (a) Employing properly certified personnel to administer and teach in the program;
- (b) The annual submission of a local district gifted education year-end report;
- (c) A summative evaluation of the program and student progress; and
- (d) Complying with this administrative regulation.

Section 10. Procedural Safeguards.

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

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and

(5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance.

(4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

DISTRICT GIFTED POLICY GUIDELINES

CURRICULUM AND INSTRUCTION

08.132

Gifted and Talented Students

DISTRICT PROVIDES

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

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

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

IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

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

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

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

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

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

CURRICULUM AND INSTRUCTION

08.132

(CONTINUED)

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 grouping and differentiated curriculum experiences commensurate with the student's interests, needs and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

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

- A variety of appropriate options for grouping by ability, interest and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted 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

703 KAR 004:040; 704 KAR 003:285

016 KAR 002:110, 016 KAR 004:010

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

KRS 161.052; KRS 161.095

Adopted/Amended: 08/13/2002

Order #: 11

Gifted and Talented Students

SELECTION FOR SERVICES

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

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 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 to services to under-represented populations.

CURRICULUM

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

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

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

PERSONNEL/FUNDING

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

Gifted and Talented Students

PROGRAM EVALUATION

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

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

PROCEDURAL SAFEGUARDS AND GRIEVANCES

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

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised: 10/12/2004

GENERAL DISTRICT-WIDE GUIDELINES

- ✓ A **school committee** consisting of the principal or assistant principal, counselor, and teachers will have **two** meetings per year for the purpose of identifying students for the **primary talent pool**. The first meeting will be held in **October**. Another meeting will be held during the **spring semester**, if additional nominees have been identified.
- ✓ A **school committee** consisting of the principal or assistant principal, counselor, and teachers will have **two** meetings per year for the purpose of determining eligibility for **formal identification** of students in grades 4 through 12. These meetings will be held in **October -November** and again in the **spring**, when additional students have met qualification requirements.
- ✓ **Parents** will be notified by letter if their child is eligible to participate in the primary talent pool and to receive gifted education services in identified area(s). Parents will also be notified by letter if their child is eligible to be formally identified for participation in the gifted program in grades 4 – 12. A parent permission form must be signed by the parent or guardian **before** services may be provided to the student.
- ✓ If any **additional testing** is required to determine eligibility, parent permission will be requested and must be granted prior to the actual testing.
- ✓ Should a student be nominated but not placed by the school/district committee, parents or guardians may appeal the decision as outlined in the **district appeals policy**.
- ✓ **Criteria for identification** are included in this handbook for each area of giftedness.
- ✓ **Identified students** are served each year at all levels – primary through grade 12.
- ✓ **Transfer students** from other school districts will be admitted to the Barren County Gifted and Talented Program upon receipt of verification of formal identification and placement.
- ✓ **Gifted Student Service Plans (GSSP's)** will be developed by the teacher(s) of each identified student at the beginning of each school year. **Parents will be urged to contribute information related to the interests, needs, and abilities** of their children for use in determining appropriate services. This information will aid teachers in the development of the child's GSSP. Parents will be provided with a copy of their child's GSSP annually after it has been developed.
- ✓ **Gifted Student Reports** will be provided to parents/guardians at the end of each semester in **January and May** in order to report the progress of the child related to the GSSP.
- ✓ Each student will have a **gifted and talented folder** that will follow the student throughout his/her academic career. This folder will be a part of the student's records and will be passed from the elementary/middle schools to the high school. At least one piece of student work should be included per semester by each teacher responsible for providing gifted and talented services.

SCHOOL GUIDELINES FOR GT SCHOOL COMMITTEE

- ✓ **Review teacher/parent/student recommendation forms** for appropriate specialty area – Forms located in Barren County Gifted Education Handbook.
- ✓ **Obtain parent permission** to review the student portfolio and other student data - Form located in Barren County Gifted Education Handbook.
- ✓ The GT School Committee will **review the “Selection Criteria”** for each of the GT specialty areas – Criteria located in Barren County Gifted Education Handbook. The GT School Committee will **review the student portfolio, assessment and other relevant student data** to determine student qualification. **Individual student score sheets** for the specialty areas (Visual and Performing Arts, Creativity, and Leadership – Score sheets located in Barren County Gifted Education Handbook) will be completed for each student and will be filed either in the student’s gifted and talented folder if identified or will be filed in student’s cumulative folder if not identified.
- ✓ The GT School Committee will **submit a list of the students recommended** for formal identification and placement to the District GT Coordinator by the required date.
- ✓ **Recommendations** may cover all specialty areas – General Intellectual Ability, Specific Academic Aptitude (Language Arts, Math, Science, Social Studies), Creativity, Leadership, and Visual & Performing Arts (Visual Art, Dance, Drama, Music). School personnel do not have to make recommendations for each specialty area.
- ✓ **Once a student is identified**, they qualify for services as long as they are in school. Students do not have to be re-identified each year.
- ✓ **If a student qualifies for gifted services**, the school counselor will send parents the appropriate letter of notification with the “Parent Permission/Denial Form” and the Due Process Information attached – All located in Barren County Gifted Education Handbook. The parent must give permission for the child to receive services.
- ✓ After the “Parent Permission/Denial Form” has been returned and permission to receive services has been granted, the GT School Committee will **determine the most appropriate service delivery options** for the identified children in each gifted category. Designated teachers and counselor will be responsible for **writing and implementing the Gifted Student Services Plan (GSSP)** and for **providing Gifted Student Services Reports to parents** at the end of each semester, in **January and May**.
- ✓ A **gifted student services folder** will be created and kept by the teacher/counselor responsible for providing the majority of direct services or as assigned by the principal. The GT School Committee is responsible for maintaining accurate GT student records and data at the school level.

GENERAL TEACHER GUIDELINES

***Who's Responsible for Providing Services?**

Core class teachers are responsible for students gifted in *specific academic subject areas (language arts - reading, language arts - writing, math, science, and social studies)*.

Arts & Humanities Teachers---are responsible for the *Visual & Performing Arts (art, dance, drama, music)*.

All teachers---are responsible for students identified in *Creativity*.

All teachers---are responsible for students identified in *General Intellectual*.

All teachers---are responsible for students identified in *Leadership*.

***What Services are to be Provided?--The Multiple Service Delivery Options**

During the development of the GSSP, service delivery options will be reviewed and selected based on availability and based on student interests, abilities, and needs. Options may include acceleration, AP and honors courses, collaborative teaching and consultation services, special counseling services, differentiated study experiences and cluster groups, distance learning, enrichment services during the school day, independent study, mentorships, resource services in a pull-out classroom, seminars, travel study options, special schools or self-contained classrooms.

***Meetings—Who & When?**

Teachers & an Administrator will meet with parents of identified gifted students in September-October using the GSSP Protocol to develop the GSSP; Give parents a copy of the plan.

***Gifted Student Progress Reports—When?**

Reports will be sent home in **January and May**, should be signed by parents and returned to the child's GT Folder teacher. A copy should be filed in each child's GT folder.

***Documentation of Student Work—Where?**

The student's teacher(s) will keep a folder of student work. The folders should be available for reviewing at any time as requested by valid school personnel and/or parents.

NOMINATION TIMELINE AND PROCEDURES

- ✓ **Nominations** from teachers, administrators, and parents will be accepted in **September and October for primary talent pool** and **August and September for grades 4 through 12**.
- ✓ A second round of **nominations** will be accepted in **December and January** for both primary talent pool students and students in grades 4 through 12.
- ✓ In addition, teachers and administrators are encouraged to nominate students toward the end of the school year, in **April and May**, when they know the students best. These **nominations** will be held until results from spring assessments arrive at the district office in mid to late summer and will then be used to determine eligibility for formal identification and placement in the gifted and talented program.
- ✓ **Supporting evidence** must be included when teachers and administrators nominate students.
- ✓ When spring assessment scores meet or exceed eligibility criteria, a **nomination** from either the current year's teacher or the previous year's teacher will be needed to complete the nomination process.

GT RECORD KEEPING

- ✓ All relevant gifted student information should be placed in one **Gifted and Talented Student Folder** – Including identification data, annual GSSP's, January and May Gifted Student Services Reports, and samples of student work (one piece per semester minimum).
- ✓ The GT School Committee is responsible for **transitioning the GT Student Folders** with a complete **GT student list** (Excel spreadsheet) when a student moves from the elementary/middle schools to the high school.
- ✓ The complete **GT student list** (Excel spreadsheet) will include the student's name, gender, identified areas of giftedness, disability status, disadvantaged status, and other relevant student data.
- ✓ Gifted and talented student information should be entered into Infinite Campus within one month of identification.
- ✓ Information on students participating in the primary talent pool should be entered into **IC** within one month of identification.

SUGGESTED SCREENING TOOLS FOR IDENTIFYING GIFTED STUDENTS

- ✓ Any student meeting any of these minimums should go into the “**consideration**” category.
- ✓ A **selection/placement committee** consisting of the principal or assistant principal, counselor/GT coordinator, and at least two (2) teachers will evaluate assessment data and collection of student work samples of any student who meets at least **three (3)** of these suggested minimums.
- ✓ **If the committee finds that the data supports identification**, the student will begin receiving gifted and talented services after parent permission has been granted.
- ✓ **Original copies of data** supporting identification and parent permission letters will be included in the student’s GT folder.
- ✓ **If the committee does not find that the data supports identification**, the student will be placed in the “consideration-to watch” category and designated for further review. Students in the “consideration” category should be noted at the bottom of the school’s GT listing (Excel spreadsheet) and marked as the “**Watch List.**” The committee would reconvene after further data has been collected, if the data supports identification.

General Intellectual

Kaufman Brief Intelligence Test will be administered to students

Supporting Evidence:

Distinguished scores across the board on state assessment
Anecdotal Records - Jot down
Inventory Checklists of Behaviors
Portfolio of student work samples
Parent Interview or questionnaire
Self-Nomination by student
Outstanding Grade Reports
Other valid and reliable data

Specific Academic Areas

(Language Arts-Reading, Language Arts-Writing, Math, Science, Social Studies)

MAP-Measures of Academic Progress in reading, math and science (95% or higher is automatic qualifier)

Supporting Evidence:

Distinguished scores on state assessment
Anecdotal Records - Jot down
Inventory Checklists of Behaviors
Portfolio of student work samples
Parent Interview or questionnaire
Self-Nomination by student
Outstanding Grade Reports
Student Awards
Other valid and reliable data

Creativity

Williams Creativity Test
Anecdotal Records - Jot down
Inventory Checklists of Behaviors
Portfolio of student work samples – creative writing samples or other samples of original ideas, products, or problem solving
Parent Interview or questionnaire
Self-Nomination by student
Student awards relating to creative productions
Other valid and reliable data

Leadership

Sociograms
Peer Recommendations
Anecdotal Records - Jot down
Inventory Checklists of Behaviors
Portfolio demonstrating leadership qualities
Parent Interview or questionnaire
Self-Nomination by student
Offices held by student in extra-curricular activities, class government, etc.
Other valid and reliable data

Visual & Performing Arts (art, dance, drama, music)

Anecdotal Records - Jot down
Inventory Checklists of Behaviors
Portfolio of student work samples demonstrating visual or performing arts ability
Parent Interview or questionnaire
Self-Nomination by student
Student awards or critiques of performance
Other valid and reliable data

Primary Talent Pool

Anecdotal Records - Jot down
Inventory checklist of gifted behaviors
Diagnostic data
Formal test data
Portfolio of student work samples demonstrating ability
Parent Interview or questionnaire
Self-Nomination by student
Student awards or critiques of performance
Other valid and reliable data

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. (704 KAR 3:285)

Identification and Services

- Everything for nomination and inclusion in the primary talent pool is subjective. Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* A student must show potential and ability as evidenced by documented strengths, abilities, and interests. Three criteria will be used for identification. If the student meets the criteria in **three** areas, the student will be informally identified. The areas are:
 - Three pieces of informal assessment (portfolio entries, anecdotal records).
 - Samples of student work: The criterion is met if evidences of high potential learning are submitted.
 - Teacher Referral Form: The criterion is met if a teacher submits a recommendation form.
 - Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is informally identified, parents will be notified by letter, and a letter of permission form must be signed and returned to the school. This letter will clearly state that this is a Talent Pool and the student exhibits traits and characteristics of a gifted student.
- Students who have permission to participate in the primary talent pool will receive GT services from classroom teachers.
- A GT folder will be created and will become part of the student's permanent records.
- 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

TRAITS COMMONLY FOUND IN GIFTED YOUNG CHILDREN

Advanced Communication Skills

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

Thinking Skills

- ❑ Has excellent memory
- ❑ Retains information easily
- ❑ Understands complex concepts
- ❑ Has keen power of observation
- ❑ Thinks abstractly
- ❑ Academically, often works two grade levels above peers
- ❑ Has vivid imagination
- ❑ Enjoys problem solving

Behavior

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

**BARREN COUNTY SCHOOLS
PRIMARY(K-3) TALENT POOL FORMS**

Referral Forms

Primary Talent Pool Teacher Referral Form	Printable Form (link)	Electronic Form (link)
Primary Talent Pool Parent/Guardian Observation Form	Printable Form (link)	Electronic Form (link)

Primary Talent Pool Letters

Primary Talent Pool Letter to Place	Printable Form (link) <i>(copy text to make your own letter)</i>	Editable Form (link) <i>(will copy form to make letter)</i>
Primary Talent Pool Meeting Letter	Printable Form (link) <i>(copy text to make your own letter)</i>	Editable Form (link) <i>(will copy form to make letter)</i>

Primary Talent Pool Form & Folder -

Primary Talent Pool Student Information Form	Printable Form (link) <i>(copy text to make your own form)</i>
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** Once placed, complete this form for the student's **PTP Folder** and put with all supporting documentation*

Primary Talent Pool Student Folder	GT Folder Requirements (link)
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CREATIVITY

Creative giftedness 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)

Identification and Services

- Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* Several measures will be used to determine eligibility. A student must show potential and ability as evidenced by distinctively different measures. If the student meets the criteria in **three** areas, admission to the gifted education program will be allowed.
 - Score at the 9th stanine of higher on test of creativity (Williams Creativity Test, Torrance Creativity Test, etc.)
 - Recommendation: Recommendations may take the form of a recommendation letter or a “jot down” of specific examples of gifted behavior from classroom or home observations.
 - Samples of student work that reflects exceptional creativity.
 - Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is identified, parents will be notified by letter and a GT program permission form must be signed and returned to the school.
- Within one month of identification, the student’s teachers must complete a GSSP (Gifted Student Service Plan) and a copy must be sent home to parents. A GT folder will be created and will become part of the student’s permanent records.
- A student may be identified in Creativity as well as other areas of identified giftedness.
- Students may be identified at any time during grades 4 – 12.
- GT Progress reports on the GSSP are to be completed and sent home to parents at the end of each semester by the classroom teachers.

Possible Service Options for Students Identified in Creativity

- ❑ Have a student list as many different and unusual uses for a specific item as possible within a certain time limit.
- ❑ Have the student describe as many ways as possible to solve a problem.
- ❑ Ask the student to view partial textures and offer identifications of the objects.
- ❑ Provide opportunities for the student to experiment with and manipulate a variety of materials from which to create new products.
- ❑ Have the student develop an original list of facts concerning a self-chosen subject.
- ❑ Have the student answer analogy questions.
- ❑ Encourage the student to write analogy problems for others to solve.
- ❑ Introduce the student to art works by local artisans.
- ❑ Encourage the student who chooses reading to read fiction to foster imagination.
- ❑ Provide the student with a wide variety of reading materials and topics.
- ❑ Suggest to the student who chooses writing to experiment with a variety of writing forms.
- ❑ Encourage the student to keep a notebook describing thoughts about a possible topic for future investigation.
- ❑ Allow the student to complete learning activities based on topics of interest.
- ❑ Help the student develop a list of resource categories for further exploration in an interest area.
- ❑ Have the student outline a time schedule for completing schoolwork in order to allow time for the pursuit of special interest areas.

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - CREATIVITY**

Referral & Application Evaluation Forms

Creativity - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
Evaluation Form for Creativity Applications	Printable Form (link)	

For Student Placement - Parent Forms, Program Forms & Letters

<i>See GT General Forms Section</i>	page 46
<i>See GSSP Forms Section</i>	page 46

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 and Services

It is very important to differentiate between general intellectual ability and specific academic aptitude.

- Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* Several measures will be used to determine eligibility. If the student meets the criteria in **three** areas, admission to the gifted education program will be allowed.
 - Norm Referenced Test: The criterion is met if the student scores at the **9th stanine** or above on a full-scale comprehensive test of intellectual ability.
 - Students who score in the 9th stanine on a test of mental ability will be considered; if no other criteria validates a score, a second similar mental ability test or individual intelligence test may be given.
 - Recommendation: Recommendations may take the form of a recommendation letter or “jot down” of specific examples of gifted behavior from classroom or home observations.
 - Samples of student work that reflects exceptional intellectual ability.
 - Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is identified, parents will be notified by letter and a GT program permission form must be signed and returned to the school.
- Within one month of identification, the student’s teachers must complete a GSSP (Gifted Student Service Plan) and a copy must be sent home to parents. A GT folder will be created and will become part of the student’s permanent records.
- A student may be identified in General Intellectual Ability as well as other areas of identified giftedness.
- Students may be identified at any time during grades 4 – 12.
- GT Progress reports on the GSSP are to be completed and sent home to parents at the end of each semester by the classroom teachers.

Possible Service Options for Students Identified in General Intellectual Ability

- ❑ Have the student serve as a lab assistant with specific objectives to meet during class time instead of doing work that is already mastered.
- ❑ Compact regular curriculum work for the student when the basic skill has been mastered and the student doesn't need repetitious drill or extended subject explanation in order to provide the student with time to study an area of particular interest.
- ❑ Develop learning centers for the student to quietly explore when free time is available to choose an activity.
- ❑ Provide a variety of reading levels (e.g., in fiction and nonfiction books, diagrams, filmstrips, maps, posters, etc.).
- ❑ Provide the opportunity for the student to debate both sides of an issue (e.g., a school problem, city dispute, moral issue, etc.).
- ❑ Require the student to self-evaluate a project or performance when completed.
- ❑ Provide opportunities for the student to develop new criteria for evaluation purposes (e.g., judging artwork, poetry, ideas, etc.).
- ❑ Ask the student to share opinions on a given topic in an impromptu speaking situation.
- ❑ Provide the student with old photographs of unknown people and request a written or oral description, in dialect, of an imagined event.
- ❑ Have the student write open-ended questions for other classmates to answer after reading a selection.
- ❑ Provide opportunities for the student to utilize the higher order thinking skills of analysis, synthesis, and evaluation in assignments tangent to the regular curriculum.
- ❑ Encourage the student to pursue an independent investigation of a topic of choice.

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - GENERAL INTELLECTUAL**

Referral & Application Evaluation Forms

Gen Intellectual - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
Evaluation Form for Gen Intellectual Applications	Printable Form (link)	

For Student Placement - Parent Forms, Program Forms & Letters

<i>See GT General Forms Section</i>	page 46
<i>See GSSP Forms Section</i>	page 46

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)

Identification and Services

- Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* Several measures will be used to determine eligibility. A student must show potential and ability as evidenced by documented strengths, abilities, and interests. If the student meets the criteria in **three** areas, admission to the gifted education program will be allowed.
 - Gifted Education Evaluation Form for Leadership Applications: The criterion is met if the student scores 85+.
 - Recommendation: Recommendations may take the form of a recommendation letter or a “jot down” of specific examples of high performance and demonstrations of gifted leadership behaviors from classroom or home observations.
 - Portfolio documenting leadership activities that reflect exceptional leadership ability.
 - Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is identified, parents will be notified by letter and a GT program permission form must be signed and returned to the school.
- Within one month of identification, the student’s teachers must complete a GSSP (Gifted Student Service Plan) and a copy must be sent home to parents. A GT folder will be created and will become part of the student’s permanent records.
- A student may be identified in Leadership as well as other areas of identified giftedness.
- Students may be identified at any time during grades 4 – 12.
- GT Progress reports on the GSSP are to be completed and sent home to parents at the end of each semester by the classroom teachers.

Possible Service Options for Students Identified in Leadership

- ❑ Encourage the student to develop an awareness of leadership qualities by reading about the early lives of famous leaders (e.g., Squanto, George Washington, Abraham Lincoln, Napoleon, Eleanor Roosevelt, etc.)
- ❑ Discuss the student's goals and ideals that are promoted in school or the community.
- ❑ Provide opportunities for the student to voice an opinion in public.
- ❑ Allow a student to choose a topic of debate. Have student reverse roles and debate the opposing side.
- ❑ Provide the student with opportunities to lead in projects.
- ❑ Allow the student to lead class discussions.
- ❑ Ask the student to keep a journal about leadership experiences.
- ❑ Have the student organize a panel discussion on a current event topic.
- ❑ Teach the student how to promote teamwork.
- ❑ Provide opportunities for the student to have extra responsibilities as preparation for leadership in the future.
- ❑ Teach the student Robert's Rules of Order and give opportunities to practice.
- ❑ Invite elected officials to speak and serve as role models for the student.
- ❑ Allow the student to be in charge of events as preparation for planning an organized club event.
- ❑ Create a simulation where the student must persuade others to do something and then examine the persuasive technique used.
- ❑ Encourage the student to study philosophy as related to leadership qualities.

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - LEADERSHIP**

Referral & Application Evaluation Forms

Leadership - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
Evaluation Form for Leadership Applications	Printable Form (link)	
Leadership Parent Letter	Printable Form (link)	

Leadership Jot Down	Printable Form (link)	
Leadership Observation Checklist	Printable Form (link)	
Leadership Observation Checklist	Printable Form (link)	
Roets Rating Scale for Leadership (RRSL)	Printable Form (link)	
Sociogram - Student Handout	Printable Form (link)	
Leadership Extra-Curricular & Service Tracking Form	Printable Form (link)	

Portfolio Requirements	Printable Form (link)	
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For Student Placement - Parent Forms, Program Forms & Letters

<i>See GT General Forms Section</i>	page 46
<i>See GSSP Forms Section</i>	page 46

SPECIFIC ACADEMIC APTITUDE

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 intellectual ability, they are often extremely capable of high performance in one or a few related academic areas. (704 KAR 3:285)

Identification and Services

It is very important to differentiate between general intellectual ability and specific academic aptitude.

- Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* Several measures will be used to determine eligibility. If the student meets the criteria in **three** areas, admission to the gifted education program will be allowed.
 - Norm Referenced Test: The criterion is met if the student scores at the **9th stanine** or above (in content area) on achievement test.
 - Explore, PLAN, PSAT, SAT, ACT or other standardized college entrance exams tests taken by the student may be used for identifying the student for services in specific aptitude areas.
 - Recommendation: Recommendations may take the form of a recommendation letter or “jot down” of specific examples of gifted behavior from classroom or home observations.
 - Samples of student work that reflects exceptional ability in one or more content areas.
 - Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is identified, parents will be notified by letter and a GT program permission form must be signed and returned to the school.
- Within one month of identification, the student's teacher(s) must complete a GSSP (Gifted Student Service Plan) and a copy must be sent home to parents. A GT folder will be created and will become part of the student's permanent records.
- A student may be identified in one or more of the academic core content areas.
- Students may be identified at any time during grades 4 – 12.
- GT Progress reports on the GSSP are to be completed and sent home to parents at the end of each semester by the classroom teachers(s).

Possible Service Options for Students Identified in Specific Academic Aptitude

- ❑ Allow the student to take advantage of accelerated math curricula rather than repetitious drill when mastery level achievement on a diagnostic test is shown.
- ❑ Ask the student to compare two objects of the student's own choosing.
- ❑ Ask the student to judge how a particular historical reading represents the life of the people of that era (e.g., English nursery rhymes often criticized the lords and ladies of the days).
- ❑ Ask the student to select and complete a science project.
- ❑ Assist the student in becoming familiar with library research.
- ❑ Encourage the student to communicate and demonstrate ideas or solutions to others as a means of sharing discoveries.
- ❑ Facilitate the student's interest in a specific area by matching an appropriate mentor for a designated amount of time.
- ❑ Have the student compare and contrast ancient number systems.
- ❑ Provide a large variety of supplementary reading materials in the student's interest area and the student's reading ability level.
- ❑ Require the student to analyze survey data and make generalizations about the results.
- ❑ Teach the students how to manipulate written and spoken language by using analogies and euphemisms.
- ❑ Use reading series material with high interest and high vocabulary.

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - SPECIFIC ACADEMIC**

Referral & Application Evaluation Forms

SA Language Arts - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
SA Math - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
SA Science - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
SA Social Studies - Teacher Recommendation Form	Printable Form (link)	Electronic Form (link)
Evaluation Form for Specific Academic Applications	Printable Form (link)	

For Student Placement - Parent Forms, Program Forms & Letters

<i>See GT General Forms Section</i>	page 46
<i>See GSSP Forms Section</i>	page 46

VISUAL AND PERFORMING ARTS

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

Identification and Services

- Identification is based on multiple evidences. *No student will be denied entrance to the program based on only one criterion.* Several measures will be used to determine eligibility. A student must show potential and ability as evidenced by documented strengths, abilities, and interests. If the student meets the criteria in **three** areas, admission to the gifted education program will be allowed. Categories for the specific “talent” are as follows:

Visual Arts

- Gifted Education Evaluation Form for Visual Arts Applications: The criterion is met if the student scores 85+.
- Letter of Recommendation: Recommendations may take the form of recommendation letters or a “jot down” of gifted behavior from classroom observation. The criterion is met if letters are submitted indicating a high interest and ability in the visual arts.
- Portfolio that includes four to six entries. Portfolio criterion is met if sufficient evidence pertaining to creativity and originality, expressive areas of content, skillful use of elements and principles, appropriate techniques with tools or materials, overall quality, and evidence of concentration and personal commitment.
- Student awards or critiques of student performances by certified staff.

Performing Arts

- Gifted Education Evaluation Form for Performing Arts Applications: The criterion is met if the student scores 85+.
- Letter of Recommendation: Recommendations may take the form of recommendation letters or a “jot down” of gifted behavior from classroom observation. The criterion is met if letters are submitted indicating a high interest and ability in the performing arts.
- Evidence of vocal, instrumental, dance, or drama abilities and interest: Candidates must submit a video portfolio that includes **two** contrasting performances. This video is not to exceed 20 minutes. All video portfolios will be evaluated by the GT School Committee.

- Evidence of personal commitment including:
 - Vocal or instrumental: Selected for Governor’s School for the Arts or All District or All State Band or Chorus or has successfully completed (at a high level) a special audition.
 - Dance: Selected, through the auditioning process, to participate in a school/institute for dance or successfully created (at a high level) a videotape or on-demand performance (not to exceed 20 minutes in duration).
 - Drama: Received a superior rating in a state, regional, or district-level performance or successfully completed (at a high level) an on-demand performance.
- Student awards or critiques of student performances by certified staff.

In addition, identification can be done according to special considerations that include environmental, language, cultural, and economic.

- When a student is identified, parents will be notified by letter and a GT program permission form must be signed and returned to the school.
- Within one month of identification, the student’s teachers must complete a GSSP (Gifted Student Service Plan) and a copy must be sent home to parents. A GT folder will be created and will become part of the student’s permanent records.
- A student may be identified in Visual Arts or Performing Arts categories as well as the other areas of identified giftedness.
- Students may be identified at any time during grades 4 – 12.
- GT Progress reports on the GSSP are to be completed and sent home to parents at the end of each semester by the classroom teachers.

Possible Service Options for Students Identified in Visual and Performing Arts

- Have the student study experts in the same interest area.
- Facilitate field trips for the student to observe experts who are engaged in the student’s special interest area.
- Invite local craft artisans, musicians, and athletes to demonstrate specific wares and talents.
- Allow the interested student to demonstrate for others how a particular art tool, musical instrument, or piece of sports equipment is used.
- Facilitate for student to list a specialized extended attendance program in the field of interest.
- Require the student to develop an independent study project in the student’s field of choice.

- ❑ Arrange a mentorship program with a local expert in the student's special interest area for a few hours each week.
- ❑ Provide a variety of art media or musical instruments for the student to explore and use.
- ❑ Ask the student to analyze a particular technique used by an artist.
- ❑ Encourage the student to view artwork or listen to musical pieces and judge those works.
- ❑ Always require the student to do self-evaluations.
- ❑ Have the student to complete an art or music interest center.
- ❑ Share opportunities with the student to listen at and create musical pieces.
- ❑ Introduce the student to the language of music.
- ❑ Ask the student to tell or read stories using appropriate gestures and facial expressions.
- ❑ Have the student role-play a variety of characters.
- ❑ Encourage the student to do imitations.
- ❑ Permit the student to practice a variety of techniques for evoking emotional responses from listeners.
- ❑ Allow the student to create original plays that participate in the directing, producing, and acting.
- ❑ Have the young child act out poems, stories, nursery rhymes, etc.

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - VISUAL & PERFORMING ARTS**

Referral & Application Evaluation Forms

Visual & Performing Arts - Teacher Recommendation Form	Printable Form (link)	Electronic Recommendation Forms Visual Art (link) Music (link) Dance (link) Drama (link)
Evaluation Form for VISUAL ART Applications	Printable Form (link)	
Evaluation Form for MUSIC, DANCE, OR DRAMA Applications	Printable Form (link)	

For Student Placement - Parent Forms, Program Forms & Letters

<i>See GT General Forms Section</i>	page 46
<i>See GSSP Forms Section</i>	page 46

**BARREN COUNTY SCHOOLS
GIFTED PROGRAM FORMS - GENERAL PROGRAM FORMS**

Student & Parent Forms

Parent Nomination Form - A	Printable Form (link)	Electronic Form (link)
Parent Nomination Form - B	Printable Form (link)	Electronic Form (link)
Parent Inventory Form	Printable Form (link)	Electronic Form (link)
Culturally Disadvantaged Form	Printable Form (link) (Spanish Form link)	Electronic Form (link)
Special Considerations Form	Printable Form (link)	Electronic Form (link)
Parent Permission to Test	Printable Form (link)	
Parent Letter to Place/Acceptance or Denial of Services	Printable Form (link)	
Safeguards and Grievance Documentation	Printable Form (link)	Committee Meeting Form Printable Form (link)
Additional Identification Areas Forms	Forms for Additional (link)	

GSSP & Progress Reports

Parent Letter - GSSP Meeting Notice	Printable Form (link) <i>(copy text to make your own form)</i>	GSSP Meeting Protocol	GSSP Example
GSSP Cover Letter when GSSP sent home	Printable Form (link) <i>(copy text to make your own form)</i>		Progress Report Examples

Gifted Student Information Form & Folder -

Gifted & Talented Student Information Form	Printable Form (link) <i>(copy text to make your own form)</i>
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** Once placed, complete this form for the student's GT Folder (burgundy) and put with all supporting documentation*

Gifted & Talented Student Folder	Checklist of Folder Contents
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Abbreviations Often Associated with Gifted and Talented Education

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

01: Creative or Divergent Thinking (CDT) 02: General Intellectual Ability (GIA) 03: Psychosocial Leadership Skills (LEAD) 04: Specific Academic Aptitude-Lang Arts (LA) 05: Specific Academic Aptitude-Math (MATH) 06: Specific Academic Aptitude-Science (SCI)	07: Specific Academic Aptitude-Social Studies (SS) 08: Visual and Performing Arts-Art (ART) 09: Visual and Performing Arts-Dance (DANCE) 10: Visual and Performing Arts-Drama (DRAMA) 11: Visual and Performing Arts-Music (MUSIC) 12: Primary Talent Pool (PTP)
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