

Gifted and Talented Students

SELECTION PROCEDURES FOR PARTICIPATION IN PRIMARY TALENT POOL GRADES K – 3

In accordance with 704 KAR 3:285, the Cloverport Independent Schools utilizes the following procedures and instruments for the selection of high potential learners for participation in the primary talent pool.

“High potential learners” refers to those students who typically represent the top quartile (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.

A minimum of three (3) assessment options is required to measure the degree of demonstrated gifted characteristics and behaviors and to determine the level of need and most appropriate service options.

1. Diagnostic Data (Screening Measure)
2. Available Formal Test Data
3. Checklist Inventories of Behaviors Specific to Gifted Categories
4. Continuous Progress Data
5. Parent Interview or Questionnaire
6. Anecdotal Records
7. Collection of Evidence from Portfolios
8. Petition System
9. Other valid and reliable documentation

The district will conduct a screening of all kindergarten students each spring semester utilizing SAGES-II, MAP, and informal assessment measures. All other primary students are eligible for screening at any time during the school year with a teacher or parent request/referral. Once completed, the assessment results and teacher recommendations are presented to the Primary Review Committee. The Primary Review Committee will evaluate all the documentation to determine if a student meets the selection criteria for participation in Primary Talent Pool. Once a student has been selected for the Primary Talent Pool, the designation remains in place until the student exits primary at the end of third grade.

For a student in the Primary Talent Pool, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based upon the **individual** interests, needs, and abilities, including social and emotional, 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 704 KAR 3:285. A recommendation for a service shall be made on an **individual** basis.

Gifted and Talented Students**IDENTIFICATION AND DIAGNOSIS PROCEDURES FOR GIFTED AND TALENTED STUDENTS
GRADES 4 – 12**

In accordance with 704 KAR 3:285 the Cloverport Independent Schools utilize the following procedures and instruments for the identification and diagnosis of gifted and talented students in grades 4-12.

1. General Intellectual Ability - possessing 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 a consistently outstanding mental capacity as compared to children of one's age, experience, or environment

At least three (3) assessment measures are required for identification and diagnosis. Students must score within the ninth stanine on a comprehensive test of intellectual ability as one of the three evidence options.

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| *Anecdotal records | *Behavioral Checklist Inventories |
| *Checklist Inventories (Underachieving or Disadvantaged) | *Collection of Evidence from Portfolios |
| *Continuous Progress Data | *High Performance on Intellectual Assessment |
| *Informal Assessment | *Nominations-Peer |
| *Nominations-Self or Petition | *Observation of Applied Advanced Reasoning Ability |
| *Primary Review Committee Recommendation | *Referrals/Recommendation-Parent |
| *Referrals/Recommendation-Teacher | *Student Awards or Critiques |
| *9 th Stanine on Comp. Test of Intellectual Ability | *Other valid and reliable documentation |

2. Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in one, or very few related, specific academic areas significantly beyond the age, experience, or environment of one's chronological peers

At least three (3) assessment measures are required for identification and diagnosis in the areas of Mathematics, Language Arts, Science, and/or Social Studies. Students must have a composite score within the ninth stanine on one or more subject test scores of a standardized normed achievement test as one of the three evidence options)

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| *Anecdotal Records | *Checklist Inventories |
| *Checklist Inventories (Underachieving or Disadvantaged) | *Collection of Evidence from Portfolios |
| *Within the 9 th Stanine on One Subject Test Score of an Achievement Test | *Continuous Progress Data |
| *Formal Testing Data | *High performance on Test of Academic Achievement |
| *Informal Assessments | *Nominations-Peer |
| *Nominations-Self or Petition | *Off-level Testing |
| *Portfolio of High Academic Performance | *Primary Review Committee Recommendation |

Gifted and Talented Students**IDENTIFICATION AND DIAGNOSIS PROCEDURES FOR GIFTED AND TALENTED STUDENTS
GRADES 4 – 12 (CONT.)****Specific Academic Aptitude (CONT. Assessment Options)**

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| *Referrals/Recommendations-Parent | *Referrals/Recommendations-Teacher |
| *Student Awards or Critiques | *Student Progress Data |
| *Other valid and reliable documentation | |

3. Creativity/Divergent Thinking – 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

At least three (3) assessment measures are required for identification.

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| *Anecdotal Observation | *Behavioral Checklists Specific to Creative Behavior |
| *Checklist Inventories (Underachieving or Disadvantaged) | *Collection of Evidence from Portfolios |
| *Continuous Progress Data | *Creative Work Samples |
| *Formal Assessment Measures | *Informal Assessment Measures |
| *Nominations-Peer | *Nominations-Self or Petition |
| *Primary Review Committee Recommendation | *Referrals/Recommendations-Parent |
| *Referrals/Recommendations-Teacher | *Student Awards or Critiques |
| *Other valid and reliable documentation | |

4. Leadership – 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 reach those goals

At least three (3) assessment measures are required for identification.

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| *Behavioral Observations | *Checklist Inventories |
| *Checklist Inventories (Underachieving or Disadvantaged) | *Collection of Evidence from Portfolios |
| *Continuous Progress Data | *Documentation of Student Leadership in Class |
| *Documentation of Student Leadership in Community | *Documentation of Student Leadership in Student Organization |
| *Nominations-Peer | *Informal Testing |
| *Primary Review Committee Recommendation | *Nominations-Self or Petition |
| *Referrals/Recommendations-Teacher | *Referrals/Recommendations-Parent |
| *Student Awards or Critiques | *Sociograms |
| *Formal Testing | *Other valid and reliable documentation |

Gifted and Talented Students**IDENTIFICATION AND DIAGNOSIS PROCEDURES FOR GIFTED AND TALENTED STUDENTS
GRADES 4 – 12 (CONT.)**

5. Visual and Performing Arts – 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

At least three (3) assessment measures are required for identification.

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| *Auditions | *Awards or Critiques of Performance |
| *Checklist of Behaviors Specific to Gifted Category | *Letters of Recommendation |
| *Peer Recommendations | *Portfolio Assessment by Specialists or Professional Artists |
| *Portfolio of Visual or Performing Arts Ability | *Products (Paper, Video, Audio, Pictures) |
| *Questionnaires | *Referrals/Recommendations-Parent |
| *Referrals/Recommendations-Teacher | *Nominations-Self or Petition |
| *Other valid and reliable documentation | |

CISD GT staff in collaboration with the regular classroom teacher(s) administer screenings for all third grade students each spring semester. The following assessment tools are utilized: MAP (Reading, Language Arts, and Math); SAGES-II (Math/Science, Language Arts/Social Studies, Reasoning); CogAt (Full Battery); Khatena-Morse Multitalent Perception Inventory; Leadership Self-Assessment; and teacher behavior checklists for all five areas of giftedness. Students who meet the required cut scores during the screening process participate in further evaluation with appropriate assessments (as listed in the above sections 1-5) for that specific area of giftedness.

To promote identification of students with special considerations, CISD employs the following for ALL students:

- *80% cut score on all teacher checklists
- *80% cut score on self-assessments
- *80% cut score on SAGES-II
- *Evaluation of all CogAt subtest scores not just the composite score and stanine
- *115-130 cut score on SIGS
- *Use of the Kaufman Brief Intelligence II for GI Identification

Gifted and Talented Students**IDENTIFICATION AND DIAGNOSIS PROCEDURES FOR GIFTED AND TALENTED STUDENTS
GRADES 4 – 12 (CONT.)**

A student diagnosed as possessing gifted characteristics, behaviors, or talent is provided articulated primary through grade twelve services which are qualitatively differentiated to meet his/her individual needs, result in educational experiences commensurate with his/her interests, needs, and abilities and facilitate the high level attainment of goals established in KRS 158:6451. Service delivery options may include any of the following but must include at least two of the options.

Service Delivery Options:
(At least 2 Service Delivery Option checkboxes must be selected)

<input type="checkbox"/> Various Acceleration Options		
<input type="checkbox"/> Early Exit from Primary	<input type="checkbox"/> Grade Skipping	<input type="checkbox"/> Subject Area Higher Grade Level
<input type="checkbox"/> Dual Enrollment Courses	<input type="checkbox"/> Dual Credit Courses	<input type="checkbox"/> Early Exit from High School
<input type="checkbox"/> Advanced Placement and Honors Courses		
<input type="checkbox"/> Collaborative Teaching and Consultation Services		
<input type="checkbox"/> Special Counseling Services		
<input type="checkbox"/> Differentiated Study Experiences in the Classroom		
<input type="checkbox"/> Differentiated Individual Study	<input type="checkbox"/> Differentiated for Cluster Groups	
<input type="checkbox"/> Distance Learning		
<input type="checkbox"/> KVHS Courses	<input type="checkbox"/> Video Courses	<input type="checkbox"/> Other Online Course
<input type="checkbox"/> Enrichment Services (School Day)		
<input type="checkbox"/> Independent Study		
<input type="checkbox"/> Mentorships		
<input type="checkbox"/> Resources Services		
<input type="checkbox"/> Pull-out Setting	<input type="checkbox"/> Appropriate Instructional Setting	<input type="checkbox"/> Consortium
<input type="checkbox"/> Seminars		
<input type="checkbox"/> Travel Study Options		
<input type="checkbox"/> Special Schools (4-12)		
<input type="checkbox"/> Self-Contained Classrooms (4-12)		

Gifted and Talented Students**IDENTIFICATION AND DIAGNOSIS PROCEDURES FOR GIFTED AND TALENTED STUDENTS
GRADES 4 – 12 (CONT.)**

A Gifted Student Services Plan (GSSP) is required for each student in grades 4 – 12. The purpose of this educational plan is to match a formally identified gifted student's interests, needs, and abilities to differentiated service options and to serve as the communication vehicle between the parent/guardian and school personnel. A Progress Report is completed and disseminated to the parent/guardian once each semester for areas of identification the student is currently pursuing.

Note: Students who have been previously identified as Gifted and Talented in another Kentucky public school district or in another state are eligible for services at Cloverport subject to appropriate documentation and the review or creation of a Gifted Student Services Plan. Students new to the Cloverport Independent Schools from out of state, parochial, private, or home school are administered the assessments during the semester they enroll.

CURRICULUM

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

Curricular materials shall be those designed to challenge:

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

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

PERSONNEL/FUNDING

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

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

Gifted and Talented Students**PROGRAM EVALUATION**

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

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

PROCEDURAL SAFEGUARDS AND GRIEVANCES

A Cloverport Independent School District parent, guardian or student may address appropriate and adequate provision of talent pool services or services addressed in a formally identified student's Gifted Student Service Plan (GSSP) through the following procedure.

1. A parent, guardian, or student may present in a written statement to the school principal or principal designee, his/her reason for concern regarding appropriate and adequate provision of multiple service options as stated in the law 704 KAR 3:285 - Programs for the Gifted and Talented in the Primary Talent Pool (PTP) or any formally identified gifted and talented area.

The statement should include the student name, parent/guardian name, school, grade level, and narrative of the specific concern(s).

2. The school principal or principal designee will review the student's Gifted Student Service Plan (GSSP).
3. The principal or principal designee will address the concerns of the grievant by completing the following steps.
 - a. Consult with the appropriate teachers providing service options and then conference with the grievant to resolve any concern(s) or call a conference of the principal or principal designee, parent/guardian and/or student, appropriate teachers, guidance counselor, and a gifted education teacher to resolve any concern(s). Agreed revision(s) of the Gifted Student Service Plan (GSSP) will take place in a timely manner if the student's differentiated service options are not aligned with his/her needs, interest and abilities and/or if the student's continuous progress is impeded by course placement or acceleration options.
 - b. Provide a written statement of explanation to the grievant regarding continued or revised service options after completing Step A. The Gifted Student Service Plan (GSSP) will reflect any revision(s).
4. The district will have in place a gifted/ talented school committee to monitor the identification process and Gifted Student Service Plan (GSSP) of each primary talent pool student and/or formally identified student.

Review/Revised: 6/14/16