

# Gallatin County Schools



## Gifted & Talented Program Handbook

Revised 2023

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# Identification Process

1. Students that have been in the PTP (Primary Talent Pool) will automatically be tested for the GT program. Teachers will also be asked for additional recommendations of students that they think fit the characteristics of a gifted student. Parents are also able to nominate their students for testing. These students will be tested (if given permission from parents) and then notified if they are invited to join the GT program or not.

(See testing timeline and overviews for each area of identification for specifics.)

2. In order for formal identification to occur, there must be at least ***three*** pieces of evidence including the screening tool.
  - The GT teacher will give the classroom teacher a teacher checklist and anecdotal records sheet to complete.
  - The GT teacher will send a letter to the student's parents/guardians notifying them of the recommendation along with a parent checklist to complete.
  - The GT teacher, principal, and school committee will determine if more evidence is needed and will collect it if necessary. (e.g. student work samples, recommendations, other screening tools)
3. The school's Gifted and Talented Identification committee will meet to review the evidence. The committee shall consist of the following members:
  - Principal
  - Recommended Classroom Teachers
  - Teacher with Gifted and Talented Certification (if available at the school)
  - Any other members deemed necessary by the committee (e.g. art teacher for an art recommendation, counselor, assistant principal)
4. If the committee determines that the recommended student should be identified as Gifted and Talented, the following steps shall occur:
  - The committee will discuss and complete a paper copy of the Gifted Student Service Plan (GSSP). The GSSP will be completed as a component of the students ILP from the fifth grade through high school.
  - The GT teacher will send a letter to the student's parents/guardians notifying them of the identification along with a copy of the GSSP that they must sign and return to school. (Once the GSSP is returned to school, the GT teacher will make a copy and send it to the parents/guardians.)

- The GSSP immediately goes into effect upon return.
  - The GT teacher will enter the identification and GSSP information into Infinite Campus. (see Infinite Campus Directions for details.)
  - The GT teacher with the committee will create a Gifted and Talented for each identified student. (see GT Folder Directions for details.)
  - The IC will provide resources for the classroom teacher to ensure that the GSSP is being implemented effectively.
  - Gifted and Talented progress reports will be sent home once each semester (December and May).
  - Once a student is identified as Gifted and Talented in a certain area, he/ she will receive services until he or she graduates from Gallatin County High School or transfers out of the district. (If a student transfers out of the district, his or her Gifted and Talented folder shall be sent along with the cumulative records.)
5. If the committee determines that more evidence is needed before a decision regarding identification be made, the following steps shall occur:
- The GT teacher will send a letter to the student's parents/guardians notifying them that more documentation is needed and the referral will be reviewed after the next round of I-Ready testing (for identification in specific academic areas) or the following school year (for each area).
  - The evidence will be kept in a folder and reviewed by the committee after the next round of I-ready testing (for identification in specific academic areas) or the following year (for other areas.)
6. Students identified as Gifted and Talented will receive a new Gifted Student Service Plan each year. The GT teacher will complete the GSSP with the student's current teacher(s), send a copy to be signed by the parents/guardians, and the GT teacher will enter the services in Infinite Campus.

# SCREENING TIMELINE

August/September	Test 4th graders with the COgAT for general intellect. Iowa Assessments for Language Arts, Math, Science and Social Studies.
September	I-Ready testing-check for possible recommendations in Math and Language arts, and Primary Talent Pool.
October	Creativity Jot Down
November	Leadership Jot Down Talent Pool Jot Down
December	Send progress reports home with identified students (4th -12th grades)
January	I-Ready testing- check for possible recommendations in math, Language Arts and Primary Talent Pool.
February	Visual and performing arts Jot Downs (Art, music, drama and dance) Followed by auditions for those who are recommended.
March	By the end of March, all identified students' data must be entered into infinite campus.
April	I-Ready testing-check for possible recommendations in math and language arts, and Primary Talent Pool.
May	Send progress reports home with identified students (4th -12th grades).
June	Enter an end date (last day of school for third grade Primary Talent Pool Students.

# GIFTED AND TALENTED AND PTP FOLDER DIRECTIONS

A folder of documentation will be kept for every student identified as Gifted and Talented or PTP. The directions for maintaining the folders are as follows:

1. Students selected for the Primary Talent Pool will have a folder.
2. Students identified as Gifted and Talented will have a folder.
3. The student's name will be written on the folder, (Last, First)
4. Area (s) of identification will be marked visibly on the front of the folder with the school year that the student was identified.
5. The folder contents will include:
  - Identification Cover sheet (n/a for Primary Talent Pool)
  - Identification Documentation (at least 3 pieces of evidence)- ORIGINALS
  - Gifted Student Service Plans (N/A for Primary Talent Pool)
  - Progress Reports (N/A for Primary Talent Pool)
6. Primary Talent pool folders will be placed in a student's GT folder if they qualify or stored if not identified for the GT program until the student enters middle school. At this time, the PTP folders will be destroyed.

# INFINITE CAMPUS DIRECTIONS

It is very important that the student information in Infinite Campus be kept up-to-date and accurate. The steps for entering Gifted and Talented information is as follows:

1. Log-on to Infinite Campus.
2. Search for the student.
3. Click on the “Gifted & Talented” tab.
4. To add a new identification area, click on “Add Gifted & Talented.”
5. Use the dropdown box under “Gifted Category” to choose the identified area.
6. Enter the “Year Identified” and the “Start Date,” (for example, if a student is identified on 2/10/2023, the “start date” should be 2/10/2023, and the year identified should be 2023)
7. In grades 4-12, an “End Date” is NOT marked until the student graduates from high school or transfers out of the public school system.
8. For Primary Talent Pool students, the “End Date” is marked as the LAST DAY OF THIRD GRADE after the student has completed third grade.
9. At least two service delivery options must be marked and should match the options marked on the Gifted Student Service Plan.
10. At least three pieces of evidence must be marked. (For identification in a specific academic area or in general intellectual ability, one piece of evidence must be that the student scored within the ninth stanine on a norm-referenced achievement test, such as I-Ready or COG AT)
11. Choose “SAVE” at the top of the page.
12. The service options should be revisited each year to match the student’s annual Gifted Student Services Plan. (The start date and evidence will remain the same from the original identification.)

# Creative/Divergent Thinking

(4th -12th)

## Creativity Quotes

The important aspect of creativity is: seeing the same thing as everybody else, but thinking of something different.

A.P.J. Abdul Kalam



## Definition:

(As defined in 704 KAR 3:285 -Gifted and Talented Services)

Possessing either **demonstrated** or **potential** ability to perform at an exceptionally high level of 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.

## Screening Tool: Creativity Jot Down

Classroom teachers will complete the Creative Thinking Jot Down tool in October.

## Identification

Students **listed in 14 out of the 16 boxes on the Jot Down** are considered for identification in the area of Creativity/Divergent thinking. At **least two other pieces** of evidence must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist
- The Williams Scale (Parent & Teacher Rating Scale)
- Peer Identification Sheet
- Student Work Samples
- Creative Writing Samples/Awards/Published Works
- Observations Targeting Creative Behavior/Problem Solving

# Gallatin County Schools Gifted and Talented Program Creative/Divergent Thinking Jot Down Form

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Fluency- many ideas.	Flexibility-able to change ideas	Elaboration-able to add to ideas	Originality-has ideas no one else may have thought of
Alert and curious, constantly asking questions about everything and anything	May be bored with routine tasks	Imaginative-has a strong sense of fantasy	May daydream at times
May be uninhibited in expressions or opinions, is sometimes radical/tenacious	High risk taker, adventurous, speculative	High energy level may at times cause student to get in trouble	Sense of humor—sees humor in situations others do not see
Has low interest for providing details	May not read rules or may question the rules	Enjoys spontaneous activities	Appears reflective or idealistic.

# Gallatin County Schools Gifted and Talented Program Nomination Form-Creative/Divergent Thinking

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## CREATIVE/DIVERGENT THINKING

### A. Indications (check all that apply):

- Creativity Jot-Down (at least 14 out of 16 areas marked)
- Expression of creative ideas- creative thinking activity products, creative writing, production of ideas, inventions (picture or narrative attached)
- Other (e.g., Williams Scale Scores): \_\_\_\_\_

### B. Anecdotal: Please use attachment to comment on student's:

- Level of performance
- Special strength and weaknesses
- Needs caused by giftedness
- Additional information that you believe is relevant. (Attachment)
- Creative Checklist (Below)

### ***(MUST BE COMPLETED FOR RECOMMENDED STUDENT)***

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Fluency -many ideas
- Flexibility- able to change ideas
- Elaboration - able to add to their ideas
- Originality- has ideas no one else may have thought of
- Alert and curious, constantly asking questions about everything and anything.
- May be bored with routine tasks
- Imaginative-has a strong sense of fantasy, vivid imagination
- May daydream at times
- May be uninhibited in expressions or opinions, is sometimes radical/tenacious
- High risk taker, adventurous, speculative
- High energy level that may at times cause student to get in trouble
- Sense of humor-sees humor in situations others do not see
- Has low interest for providing details
- May not read rules/instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

# Gallatin County Schools Gifted and Talented Program Anecdotal Notes

## Creative/Divergent Thinking

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Please Comment on the following:

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

# Gallatin County Schools Gifted and Talented Program Parent Notification-Student Referral

## Creative/Divergent Thinking

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of ***Creative/Divergent Thinking***. *Creative or divergent thinking ability (as defined in 704 KAR 3:285- Gifted & talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional 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.*

According to Kentucky regulations, at least three pieces of informal or formal measures are required in order to identify a student for Gifted & Talented services. In addition to a teacher checklist of indicators, other measures may include creative writing samples/awards/published works, observations targeting creative behavior or problem-solving and anecdotal records. As a partner with us in your child's education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

# Gallatin County Schools Gifted and Talented Program Parent Checklist

## ***Creative/Divergent Thinking***

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_

Signature: \_\_\_\_\_

### CREATIVE/DIVERGENT THINKING

Please check the characteristics that accurately describe your child's TYPICAL behaviors.

- Fluency- thinks of many ideas
- Flexibility- able to change ideas
- Elaboration- able to add to their ideas
- Originality- has ideas no one else may have thought of
- Alert and curious, constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative-has a strong sense of fantasy, vivid imagination
- May daydream at times
- May be opinionated
- High risk taker, adventurous, speculative
- Likes things that are difficult or complicated
- High energy level which may at times cause student to get in trouble
- Sense of humor-sees humor in situations others do not see
- Has low interest for providing details
- May not read rules/instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

Additional Comments:

# Gallatin County Schools Gifted and Talented Program

## The Williams Scale

A Parent and Teacher Rating Scale of Children's Divergent Thinking and Feeling Related to Creativity

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Age: \_\_\_\_\_ Years \_\_\_\_\_ Months \_\_\_\_\_

Person Completing the Scale: \_\_\_\_\_ Relationship to Child: \_\_\_\_\_

How long have you known the child? \_\_\_\_\_

***Directions for Using the Scale:*** Check the appropriate box beside each item which best describes the child's behavior.

Fluency	Often	Sometime s	Seldom
The child thinks of several answers when a question is asked.			
The child draws several pictures when asked to draw one.			
The child has several ideas about something instead of just one.			
The child asks many questions.			
The child uses a large number of words when expressing ideas.			
The child works rapidly and produces a great idea.			

Flexibility	Often	Sometimes	Seldom
The child thinks of many ways to use an object rather than its common use.			
The child expresses more than one meaning for a picture, story, poem, or problem.			
The child can transfer meaning in one subject to another subject.			
The child shifts his point of view to another point of view.			
The child exhibits a variety of ideas and explores many of them.			
The child thinks of numerous possibilities for solving a problem.			

Imagination	Often	Sometimes	Seldom
The child makes up stories about places never seen.			
The child imagines how others would deal with a problem.			
The child daydreams about things or places.			
The child likes to imagine things he has never experienced.			
The child sees things in pictures or drawings other than the obvious.			
The child can wander freely about things and ideas.			

Complexity	Often	Sometimes	Seldom
The child is interested in intricate things and ideas.			
The child likes to involve himself in complicated tasks.			
The child wants to figure things out without assistance.			
The child enjoys tasks that are difficult.			
The child thrives on trying again and again in order to succeed.			
The child produces more complex solutions to problems than seem necessary.			

Risk-Taking	Often	Sometimes	Seldom
The child will defend ideas regardless of the reactions of others.			
The child sets high goals of accomplishment and is not afraid to try to achieve them.			
The child admits to mistakes or failures.			
The child likes trying new things or ideas and is not easily influenced by friends.			
The child is not overly concerned with disapproval by classmates, teachers and parents.			
The child prefers taking chances or “dares” just to learn of the outcomes.			

# Gallatin County Schools Gifted and Talented Program Peer Identification

## Creativity (Elementary)

Pretend our class found a puppy on the playground.

Which three students would be the most likely to think up lots of names for the puppy?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three would make up the most **unusual** names?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three would think of names no one else would think of?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three probably would come up with the name we would finally decide on?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three students would be the most likely to write a story about the puppy?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three students would probably think up **different** ways to teach the puppy a trick?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

If we design a collar for our puppy, which three students would probably come up with the **most** designs for a collar?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three students would come up with the **fanciest** collar?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three students would come up with the most **unusual** collar?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three students would make the most suggestions of what could be done with the puppy?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Which three would give the teacher the most reasons for allowing the dog to come into the classroom?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

# Gallatin County Schools Gifted and Talented Program Parent Notification - Student Participation

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **Creative/Divergent Thinking**. Based on the teacher's recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I'm sure that you are very proud of your child's accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child's Gifted/Talented Student Services Plan is attached. Please review it, sign the bottom, and return it to school as soon as possible. I will make a copy of the signed form and send it home for you to keep for your records. Please don't hesitate to contact me with any questions.

Again, congratulations on your child's success!

Thank you,

# Gallatin County Schools Gifted and Talented Program Identification Process

Student: \_\_\_\_\_ School: \_\_\_\_\_

Identification Area: Creative/Divergent Thinking

Date: \_\_\_\_\_

Evidences:

<p>Creative or Divergent Thinker Evidence:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Anecdotal Observation</li><li><input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)</li><li><input type="checkbox"/> Continuous progress data</li><li><input type="checkbox"/> Formal assessment measures</li><li><input type="checkbox"/> Nomination-Peer</li><li><input type="checkbox"/> Primary review committee recommendation</li><li><input type="checkbox"/> Referrals/Recommendations-Teacher</li><li><input type="checkbox"/> Other, specific _____</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Behavioral checklists specific to creative behavior</li><li><input type="checkbox"/> Collection of evidence from portfolio</li><li><input type="checkbox"/> Creative work samples</li><li><input type="checkbox"/> Informal assessment measures</li><li><input type="checkbox"/> Nominations-Self or petition</li><li><input type="checkbox"/> Referrals/Recommendations-Parent</li><li><input type="checkbox"/> Student awards or critiques</li></ul>
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Notes:

Signatures:

# General Intellectual Ability



## Definition

(as defined in 704 KAR 3:285 - Gifted and Talented Services):

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

## Screening Tool

Cognitive Abilities Test (Cog AT)

All 4th grade students are administered the Cognitive Abilities Test (CogAT). This test measures general thinking and problem-solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns and analogies.

## Identification

Students who earn a **composite score at the 96th percentile or above on the COG AT** are considered for identification in the area of General Intellectual Ability. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist (Silverman/Waters Checklist)
- Student Work Samples

# Gallatin County Schools Gifted and Talented Program Nomination Form-General Intellectual Ability

Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## General Intellectual Ability

### A. Indication (check all that apply)

National Normed mental ability scores- Cognitive Abilities Test (Cog-AT)

Cog-AT: Date: \_\_\_\_\_ Composite Score: m \_\_\_\_\_ %

Other National normed tests: (I-Ready, etc)

Test Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score \_\_\_\_\_ %

### B. Anecdotal: Please use attachment to comment on student's"

Level of performance

Special Strength and weakness

Needs caused by giftedness

Ability to work independently and focus responsibly

### C. Student's work that substantiates giftedness in general intellectual ability. (attachment)

### D. Additional Information that you believe is relevant. (Attachment)

### E. General Intellectual Ability Checklist (Below)

## (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

Sees connections/recognizes patterns, may want to know how what is being taught "fits in"

Asks many probing questions, sometimes to the point of driving others "up the wall".

Appears to have a deep sense of justice. May correct others seen as wrong.

Able to work one or two years above others in age group.

Widely read or likes to read. May prefer to read rather than be with others.

Seems to know many things that have not been taught.

- Has a large vocabulary but may choose when to display it.
- Benefits from rapid rate of presentation. May refuse to do work seen as “busy work”
- Displays intensity for learning. Preoccupied and hard to move on to new areas.
- Prefers a few close friends to many friends.
- Likes to observe before trying new activities. Think through ideas before sharing with others.
- Knowledgeable about things age peers may not be aware of.
- Prefers to work independently with little direction. May be resistant to being a leader of a group.
- Displays abstract thinking. Requires time to think before responding.
- High energy level-physical, intellectual, and psychological.
- May have discrepancies between physical, social, and intellectual development.

Gallatin County Schools Gifted and Talented Program  
Anecdotal Notes  
*General Intellectual Ability*

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Anecdotal Notes

**Gifted/Talented Area: General Intellectual Ability**

Please comment on the following:

Level of performance:

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Special Strengths and weaknesses:

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Needs caused by giftedness:

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Ability to work independently and focus responsibility on specific area:

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# Gallatin County Schools Gifted and Talented Program Parent Notification-Student Referral

## *General Intellectual Ability*

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_, has been referred as a possible candidate for the Gifted and Talented education program in the area of **General Intellectual Ability**. *General Intellectual Ability (as defined in 704 KAR 3:285-Gifted and Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's own age, experiences, 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.*

According to Kentucky regulations, at least three pieces of evidence are required in order to identify a student for Gifted & Talented services. During the first semester of fourth grade, all students are administered the Cognitive Abilities Test (Cog AT). Your child has been referred to the program due to earning a score in the 96th percentile or above on the Cog AT. Along with your child's test score, his/her classroom teacher will be completing a checklist and anecdotal notes. As a partner with us in your child's education, your input is valuable. Please complete the attached checklist and return it to school by \_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

### Silverman/Waters Checklist

Compared to other children your child's age, please check each of the descriptions below which fit your child well:

- Good problem-solving abilities
- Rapid learning ability
- Extensive vocabulary
- Good memory
- Long attention span
- Sensitivity
- Compassion for others
- Perfectionism
- High degree of energy
- Preference for older companions
- Wide range of interests
- Excellent sense of humor
- Early or avid reading ability
- Good ability with puzzles, mazes, or numbers
- At times, mature for age
- Perseverance in areas of interest

Please return this form to your child's classroom/homeroom teacher by the end of the week.

Gallatin County Schools Gifted and Talented Program  
Parent Notification-Student Participation

*General Intellectual Ability*

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_.

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **General Intellectual Ability**. Based on your child's Cognitive Abilities Test (Cog AT) scores, the teacher's recommendation, the parent checklist, and other documentation, the recommendation has been approved. I am sure that you are very proud of your child's accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child's Gifted/Talented Student Services Plan is attached. Please review it, sign the bottom and return it to school as soon as possible. I will make a copy of the signed form and send it home for you to keep for your records. Please do not hesitate to contact me with any questions.

Again, congratulations on your child's success!

Thank you,

# Gallatin County Schools

## Gifted and Talented Identification Process

Student: \_\_\_\_\_ School: \_\_\_\_\_

Identification Area: General Intellectual Ability Date: \_\_\_\_\_

Evidence:

<p>General Intellectual Ability Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Checklist inventories (Underachieving or disadvantaged)</li> <li><input type="checkbox"/> Continuous progress data</li> <li><input type="checkbox"/> Informal assessment</li> <li><input type="checkbox"/> Nominations-self or petition</li> <li><input type="checkbox"/> Primary review committee recommendation</li> <li><input type="checkbox"/> referrals/recommendation-teacher</li> <li><input type="checkbox"/> 9th stanine on comp. Test of intellectual ability</li> </ul> <p>Intellectual Ability Test</p> <div style="border: 1px solid black; height: 25px; width: 100%; margin-bottom: 5px;"></div> <p>Achievement Test</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavioral checklist inventories</li> <li><input type="checkbox"/> Collection of evidence from portfolios</li> <li><input type="checkbox"/> High performance on intellectual assessment</li> <li><input type="checkbox"/> Nominations-peer</li> <li><input type="checkbox"/> Observation of applied advanced reasoning ability.</li> <li><input type="checkbox"/> Referrals/Recommendation-Parent</li> <li><input type="checkbox"/> Student awards or critiques</li> <li><input type="checkbox"/> Other, Specify,</li> </ul> <div style="border: 1px solid black; height: 25px; width: 100%; margin-top: 5px;"></div>
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Notes:

Signatures:

# Leadership



## **Definition**

(as defined in 704 KAR 3:285-Gifted and Talented Services)

Possessing either demonstrated or potential 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.

## **Screening Tool: Leadership Jot Down**

Classroom teachers will complete the Leadership Jot Down tool in November.

## **Identification**

Students ***listed in 14 out of the 16 boxes on the Jot Down*** are considered for identification in the area of Leadership Ability. At least ***two other pieces of evidence*** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist
- Recommendation Form
- Peer Identification Sheet
- Renzulli's Leadership Qualities Checklist
- Roets' Self-Rating Scale

# Gallatin County Schools Gifted and Talented Program Leadership Jot Down

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Gets others to work toward desirable/undesirable goals	Looked to by others when something must be decided	Initiates activities that involve peers	Able to figure out what is wrong with an activity and show others how to do it better
Transmits his/her enthusiasm for a task to others	Judges abilities of others and finds a place for them	May appear "bossy" at times	Interacts easily with both children and adults
Sought out by other students for play/activities	Sense of justice and fair play	Can be counted on to do what he/she promised	Self-confident
Is often the captain of teams	Helps settle differences	Makes things happen	May be frustrated by lack of organization or progress

Gallatin County School  
Gifted and Talented Educational Services  
Leadership Teacher Referral Form

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Student's Current Grade: \_\_\_\_\_ Person completing referral \_\_\_\_\_

Grade in which you taught this student: \_\_\_\_\_

Indicate your level of recommendation for this student: (Check one)

\_\_\_\_ Highly recommend

\_\_\_\_ Recommend

\_\_\_\_ Recommend with reservation

\_\_\_\_ Do not recommend

"Psychosocial or leadership ability"- possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise; effective oral and written expression; managerial ability and the ability or vision to set goals and organize others to successfully reach those goal

A. Indications (check all that apply):

Leadership Jot-Down (at least 14 of the 16 areas are marked)

Elected to office (in or out of school)

Office: \_\_\_\_\_ Organization \_\_\_\_\_

Office: \_\_\_\_\_ Organization \_\_\_\_\_

Anecdotal: Please complete the attachment.

Additional information that you believe is relevant. (attachment)

Leadership Checklist (Below)

Portfolio

Peer Checklist

Essay

Resume

Leadership Checklist: Must be completed for recommended student

- Influences others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Tends to dominate peers or situations
- Initiates activities that involve peers
- Transmits his/her enthusiasm for a task to others
- Judges the abilities of others and finds a place for them in a group setting
- May appear “bossy” at times
- Interacts easily with both peers and adults
- Sought out by other students for play/activities
- Appears to have a deep sense of justice and fair play
- Can be counted on to do what he/she promised
- Is sensitive to feelings of others or to situations
- May correct others seen as doing the wrong thing
- May be frustrated by lack of organization or progress
- Makes things happen
- Is often the captain of teams
- Self-confident with others and comfortable about sharing strengths
- Cooperative with others
- Communicates effectively
- Can easily adapt to new environments

# Gallatin County Schools Gifted and Talented Program Anecdotal Notes

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

## ***Gifted/Talented Area: Leadership***

Please comment on the following:

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus on specific area:

## Leadership Portfolio Checklist

- Peer referral form- (friend or classmate)
- Student Organization Referral Form (Coach or Club Sponsor)
- Teacher Referral Form (Current year or previous year teacher)
- Community Member Referral Form (an adult that works with you from a community organization such as church, girl/boy scouts, community theater, 4-H etc.)
- Leadership Essay
- Student Resume

**Gallatin County Public Schools  
Gifted and Talented Education Services  
Leadership Peer Referral Form**

Name of Student Being Referred: \_\_\_\_\_

Grade: \_\_\_\_\_ Name of Student completing Referral: \_\_\_\_\_

Indicate your Level of recommendation for this student: (check one)

- \_\_\_\_\_ Highly recommend
- \_\_\_\_\_ Recommend
- \_\_\_\_\_ Recommend with reservation
- \_\_\_\_\_ Do not recommend

Leadership Checklist: Must be completed for recommended students

- Influences others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Tends to dominate peers or situations
- Initiates activities that involve peers
- Transmits his/her enthusiasm for a task to others
- Judges the abilities of others and finds a place for them in a group setting
- May appear "bossy" at times
- Interacts easily with both peers and adults
- Sought out by other students for play/activities
- Appears to have a deep sense of justice and fair play
- Can be counted on to do what he/she promised
- Is sensitive to feelings of others or to situations
- May correct others seen as doing the wrong thing
- May be frustrated by lack of organization or progress
- Makes things happen
- Is often the captain of teams
- Self-confident with others and comfortable about sharing strengths
- Cooperative with others
- Communicates effectively
- Can easily adapt to new environments

**Please give specific reasons for why you feel this student is gifted and talented in the area of leadership (you may use the back of this paper for additional space):**

**Return this form directly to the Gifted and Talented Teacher. Thank you!**

Gifted and Talented Service  
Gallatin County Schools  
Leadership Portfolio  
Scoring Summary

Recommendations

Maximum 25 Points each

\_\_\_\_\_ Teacher Recommendations  
\_\_\_\_\_ Leadership Community Referral  
\_\_\_\_\_ Peer Referral  
\_\_\_\_\_ School Student Organization

Resume

10 points maximum

\_\_\_\_\_

Parent Recommendation

15 points maximum

\_\_\_\_\_

Essays

10 points maximum

\_\_\_\_\_

Total Points \_\_\_\_\_/135

## Scoring Guidelines For Referral Forms

Peer, Student organization, Teacher, and Community Referral Forms  
25 point maximum per referral

Please use the following point system to tabulate the score for each of the four recommendations

### Level of Recommendation

5 points for highly recommend

3 points for recommend

1 point for recommend with reservation

0 points for do not recommend

### \*Leadership Checklist

20 point maximum

Award 1 point for each check under the checklist

## Scoring of Student Resume

10 points maximum

Award the points based on the following:

(9-10 points)

- \*wide range of varied involvement—inside and outside of school
- \*serious and consistent effort and commitment
- \*shows initiative and specific involvement
- \*detailed explanation of leadership

(7-8 points)

- \*moderate range of varied involvement—inside and outside of school
- \*generally consistent effort and commitment
- \*show some initiative and indication of specific involvement
- \*some leadership responsibility in activities

(5-6 points)

- \*limited range of variety of extracurricular activities—inside and outside of school
- \*inconsistent effort and commitment
- \*little initiative and indication of specific involvement
- \*few details
- \*minimum leadership responsibilities

(1-4 points)

- \*narrow range and little variety of extracurricular—inside and outside of school
- \*little consistency in effort and commitment
- \*no initiative and minimal indication of specific involvement
- \*boxes left blank
- \*no leadership documented in activities

# Scoring of Student Essays

## On Leadership

10 points maximum

(7-10 points)

- \*clear focus in writing
- \*depth and complexity of ideas supported by rich, engaging and pertinent details
- \*well-crafted, skillful organization
- \*precise and rich language

(3-6 points)

- \*some evidence of a focus
- \*logical, coherent development
- \*evidence of organization
- \*correct language, but sentences are not varied and rich

(0-2 points)

- \*unanswered essay questions
- \*limited purpose
- \*minimal idea development
- \*random and/or weak organization
- \*incorrect sentence structure
- \*frequent errors



# Gallatin County Gifted and Talented Leadership Resume

Student Name: \_\_\_\_\_

Describe your extracurricular involvement at school:

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Describe your extracurricular involvement outside of school:

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Volunteer experience:

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---

Describe your leadership skills/abilities in your extracurricular activities:

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Gallatin County School Gifted and Talented  
Leadership Writing tasks

Student Name: \_\_\_\_\_

You may answer on this sheet or on a separate sheet of paper. You must complete all 3 writing tasks. The first two are short answers and the last prompt is an essay.

1. There are several qualities one must have to become a great leader. Some of those include the ability to inspire, the ability to delegate, commitment, and confidence. Which of these qualities do you think is the most important one for a leader? Explain:

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2. A leader is defined as a person who guides or directs other people. He/she is a person who influences people. Yet many celebrities and music makers influence people in ways that are not good and which can actually be harmful. Are they still leaders? Explain. What do you think the definition of a leader should be? Explain your answer:

---



# Gallatin County Schools Gifted and Talented Parent Checklist

## Leadership

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian Completing Checklist: \_\_\_\_\_

A. Indication (check all that apply):

- Active in youth groups (in or out of school)

Organization: \_\_\_\_\_

Responsibilities (assumed or assigned) \_\_\_\_\_

Organization: \_\_\_\_\_

Responsibilities (assumed or assigned): \_\_\_\_\_

B. Leadership Checklist

Please see the characteristics which accurately describe the TYPICAL behavior of this student.

- Ability to set goals
- Influences others to work toward desirable/undesirable goals.
- Looked to by others when something must be decided.
- Initiates activities that involve peers.
- Tends to dominate peers or situations.
- Judges the abilities of others and finds a place for them.
- May appear "bossy" at times.
- Interacts easily with both children and adults
- Sought out by other students for play/activities
- Sense of justice and fair play.
- Can be counted on to do what he/she promised.
- Self-confident.
- Is often the captain of teams.
- Is sensitive to feelings of others or to situations.
- Makes things happen
- May be frustrated by lack of others or to situations.
- Motivate others.
- Expresses negative feelings appropriately.

C. Additional Comments: (Use back)

# Gallatin County Schools Gifted & Talented Program

## Recommendation Form

### *Leadership Ability*

Nominee's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_

Name of Person Making Recommendation: \_\_\_\_\_

List school/community activities nominee is or has been involved in (Includes volunteer work, clubs, church, activities, etc.):

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Offices held and awards earned in these activities:

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Read the following statements carefully and circle the appropriate number according to the following:

1. Seldom or never demonstrates the behavior
2. Occasionally demonstrates the behavior
3. Demonstrates the behavior inconsistently
4. Demonstrates the behavior most of the time
5. Demonstrates the behavior consistently

1 2 3 4 5 Facilitates friendly and positive relations within a group.

Comments:

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1 2 3 4 5 Is chosen or elected to leadership positions by peers:

Comments:

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1 2 3 4 5 Naturally assumes leadership roles in school and in the community.

Comments:

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TEACHER NARRATIVE: (recommendation)

RECOMMENDATION:

Without reservation \_\_\_\_\_

With reservation \_\_\_\_\_

Questionable \_\_\_\_\_

Do not recommend \_\_\_\_\_

# Gallatin County Schools Gifted & Talented Program

## Peer Identification

### *Leadership*

Students: Please use first and last names. Write one name only (from your class) use each line. You may use the same person's name for more than one question.

- A. If your teacher became ill and had to leave the room, which one of your classmates would take charge and the afternoon would run smoothly?

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- B. If you had to plan a party, but you did not have time to plan it, which one of your classmates would you ask to plan the party and you know that the party would be a success?

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- C. A group of students in your class think a rule is unfair. Which of your classmates would you nominate to go talk to the principal about this?

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## Runzulli's Leadership Qualities

	Seldom/ Never	Occasionally	Considerably	Almost Always
1. Carries responsibilities well: can be counted on to do what he/she has promised and usually does it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self-confident with children his/her own age as well as adults:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well liked by his classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates: tends to avoid bickering and is generally easy to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express himself/herself well; has good verbal facility and is usually well understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapts easily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ADD COLUMN TOTAL</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>MULTIPLY BY WEIGHT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ADD WEIGHTED COLUMN TOTALS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Gallatin County Schools Gifted & Talented Program

## Rating Scale for Leadership

A Self-rating Scale by: Dr. Lois Roets

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read each statement. Mark with the number of your choice.

1-Almost always 2 -quite often 3-sometimes 4-not very often 5-never

- \_\_\_\_\_ I have strong convictions about things.
- \_\_\_\_\_ When I believe in something, I work to promote it.
- \_\_\_\_\_ I listen to both sides of the issue before I make up my mind.
- \_\_\_\_\_ I have self-confidence.
- \_\_\_\_\_ I am able to say my opinions in public.
- \_\_\_\_\_ I usually am satisfied with the decisions I make.
- \_\_\_\_\_ When I am criticized for some action I have taken, I can usually go about my work.
- \_\_\_\_\_ I like to be in charge of events.
- \_\_\_\_\_ I am able to see the sequence of steps necessary to complete a project.
- \_\_\_\_\_ When I am convinced of something, I have the courage to act for it.
- \_\_\_\_\_ I often lead in projects.
- \_\_\_\_\_ When I see somebody who is a leader, I think that I could do as well as that leader.
- \_\_\_\_\_ I can speak to persons in authority.
- \_\_\_\_\_ I have energy to complete projects that I am interested in completing.
- \_\_\_\_\_ I can understand the viewpoints of others.
- \_\_\_\_\_ I am willing to change my mind if new facts suggest that I should change my mind.
- \_\_\_\_\_ I get anxious and excited and am able to use this energy to complete a task.
- \_\_\_\_\_ I am able to work with many types of persons and personalities.
- \_\_\_\_\_ I usually understand the plot of a story or play or the main point in a conversation.
- \_\_\_\_\_ I am willing to try new experiences when these seem wise.
- \_\_\_\_\_ I know when to lead, to follow, and to get out of the way.
- \_\_\_\_\_ I admire people who have achieved great things.
- \_\_\_\_\_ I dream of the day and time when I am able to lead others or myself to great accomplishments.
- \_\_\_\_\_ I feel at ease asking people for help or information.
- \_\_\_\_\_ I can be a "peacemaker" if I want to be.

Gallatin County Schools Gifted & Talented Program  
Parent Notification-Student Participation  
*Leadership*

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_:

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of ***Leadership***. Based on the teacher's recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I am sure that you are very proud of your child's accomplishments.

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child's Gifted/Talented Student Service Plan is attached. Please review it, sign the bottom, and return it to school as soon as possible. I will make a copy of the signed form and send it home for you to keep for your records. Please do not hesitate to contact me with any questions.

Again Congratulations on your child's success!

Thank you,

# Gallatin County Schools

## Identification Process

### *Psychosocial/Leadership Skills*

Student: \_\_\_\_\_ School: \_\_\_\_\_

Identification Area: PSYCHOSOCIAL/LEADERSHIP SKILLS Date: \_\_\_\_\_

#### Evidence:

<p>Psychosocial &amp; Leadership Skills Evidence:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Behavioral observations</li><li><input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)</li><li><input type="checkbox"/> Continuous progress data</li><li><input type="checkbox"/> Documentation of student leadership in the community.</li><li><input type="checkbox"/> Formal Testing</li></ul> <p>_____</p> <p>Other,</p> <p>_____</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Nominations-Peer</li><li><input type="checkbox"/> Primary review committee</li><li><input type="checkbox"/> Referrals/Recommendations-Teacher</li><li><input type="checkbox"/> Student awards or critiques</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Checklist inventories</li><li><input type="checkbox"/> Collection of evidence from portfolios</li><li><input type="checkbox"/> Documentation of student leadership in class</li><li><input type="checkbox"/> Documentation of student leadership in student organization</li><li><input type="checkbox"/> Informal testing</li></ul> <p>Specify:</p> <p>_____</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Nominations-self or Petition</li><li><input type="checkbox"/> Referrals/Recommendations-parent</li><li><input type="checkbox"/> Sociograms</li><li><input type="checkbox"/> Other, Specify</li></ul>
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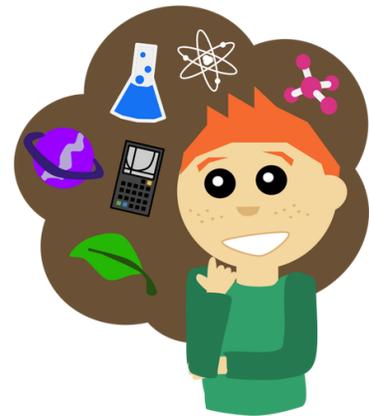
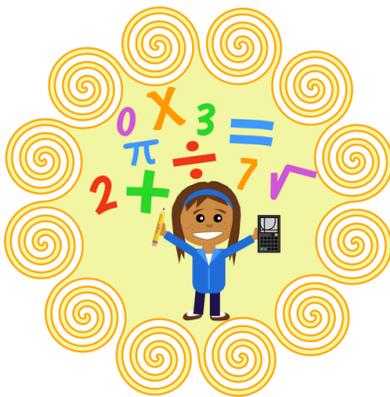
Notes:

Signatures:

\_\_\_\_\_



# Specific Academic Aptitude



## Specific Academic Aptitude (4th -12th)

### Definition:

(as defined by 704 KAR 3:285-Gifted and Talented Services):

Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one's chronological peers.

### Possible areas of identification:

- Language Arts
- Mathematics
- Science
- Social Studies

### Screening Tools

Nationally norm-referenced tests such as I-Ready Test,

Achieve Literacy-(9-12)

Math Assessments- (9-12)

K-Prep: Students in 3rd-8th grades take the K-PREP state assessment in the spring. Part A of each content area test is norm referenced and can be used as a screener for Gifted & Talented Identification.

ACT: Students can take the ACT at any time.

IOWA Assessment - Given to all 4th grade students in the beginning of their fourth grade year. They are tested in Math, Language Arts, Science and Social Studies.

COGAT- Cognitive Abilities test is given to 4th grade students in the fall for overall General Intelligence.

## Identification

### Language Arts:

Students who earn two scores at or above the 96% percentile on Reading or Language usage on I-Ready within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Students who score at or above the 96% percentile on Reading or Language Arts sections of the EXPLORE, I-READY, K-Prep, or ACT and have at or above the 96% percentile on the Reading or Language Usage I-Ready test will also be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

### Mathematics:

Students who earn two scores at or above the 96% percentile in Math on I-Ready within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Students who score at or above the 96% percentile on Reading or Language Arts sections of the EXPLORE, I-READY, K-Prep, or ACT and have at or above the 96% percentile on the Reading or Language Usage I-Ready test will also be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

### Science:

There is currently no I-Ready science test available.

Students who score at or above the 96th percentile on the science sections of the K-Prep, ACT, or IOWA assessment, and have at least two other pieces of evidence must be considered by the identification committee before a student receives services.

### Social Studies:

There is currently no I-Ready Social Studies test available.

5th grade Students who score at or above the 96% percentile on Part A of the K-PREP Social Studies test or are recommended by a teacher or principal will take the IOWA Social Studies test. Students who score at or above the 96th percentile on the IOWA Social Studies will be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

8th grade: Students who score at or above the 96th percentile on Part A of the K-PREP Social Studies test or are recommended by a teacher or principal will take the IOWA Social Studies test. Students who score at or above the 96th percentile on the IOWA Social Studies test will be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Other evidence May include:

- Teacher nomination/checklist
- Anecdotal notes
- Parent Checklist
- Student Work Samples

# Gallatin County Schools Gifted & Talented Program

## Nomination Form-Specific Academic

### Aptitude-Language/Reading

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

#### A. Indications (check all that apply):

- National normed Language/Reading Scores

I-Ready Date: \_\_\_\_\_ Reading Score: \_\_\_\_\_ %ile Language Score: \_\_\_\_\_ %ile

K-Prep Date: \_\_\_\_\_ Reading Score: \_\_\_\_\_ %ile Language Score: \_\_\_\_\_ %ile

- Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: \_\_\_\_\_ Date: \_\_\_\_\_ Score \_\_\_\_\_ %ile

#### B. Anecdotal: Please use attachment to comment on student's:

- Level of Performance
- Special Strength and weakness
- Needs caused by giftedness
- Ability to work independently and focus responsibly on academic tasks related to language/reading.

#### C. Student's work that substantiates giftedness in Language/Reading. (attachment)

#### D. Additional information that you believe is relevant. (Attachment)

#### E. Language Arts Checklist (Below)

### **(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Is an avid reader
- Has a large, advanced and/or rich vocabulary
- Expresses feelings of characters to make them seem real
- Writes more than other students (quantity)
- Writes for fun
- Introduces, develops and concludes a story interestingly and elaborately
- Enjoys composing poems, original stories, plays, or keeping a journal
- Exhibits great desire to excel
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is very alert: supplies rapid answers
- Enjoys talking with experts in this subject.

# Gallatin County Schools Gifted & Talented Program Nomination Form-Specific Academic Aptitude-Math

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Indications (check all that apply):

- National normed Math Scores

I-Ready Date: \_\_\_\_\_ Math Score: \_\_\_\_\_ %ile Math Score: \_\_\_\_\_ %ile

K-Prep Date: \_\_\_\_\_ Math Score: \_\_\_\_\_ %ile Math Score: \_\_\_\_\_ %ile

- Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: \_\_\_\_\_ Date: \_\_\_\_\_ Score \_\_\_\_\_ %ile

Anecdotal: Please use attachment to comment on student's:

- Level of Performance  
 Special Strength and weakness  
 Needs caused by giftedness  
 Ability to work independently and focus responsibly on academic tasks related to math.

Student's work that substantiates giftedness in Math. (attachment)

Additional information that you believe is relevant. (Attachment)

Math Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Gets the answer correct, but may find it difficult to tell you how  
 Events new, obscure systems and codes  
 Reasons effectively, likes logic problems and puzzles  
 Grasps the abstract nature of mathematics easily  
 Enjoys trying to solve difficult problems  
 Likes to solve problems through discovery  
 Intuitive: has the ability to do deductive and inductive reasoning  
 Is eager to tell others about discoveries and shows excitement in voice when talking about this subject.  
 Prefers to work individually  
 Is eager to complete tasks  
 Is inquisitive  
 Is very alert; supplies rapid answers in math  
 Enjoys talking with experts in this subject.

# Gallatin County Schools Gifted & Talented Program Nomination Form-Specific Academic Aptitude-Science

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Indications (check all that apply):

- National normed Science Scores

I-Ready Date: \_\_\_\_ Science Score: \_\_\_\_\_ %ile Science Score: \_\_\_\_ %ile

K-Prep Date: \_\_\_\_ Science Score: \_\_\_\_\_ %ile Science Score: \_\_\_\_ %ile

- Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: \_\_\_\_\_ Date: \_\_\_\_\_ Score \_\_\_\_\_ %ile

Anecdotal: Please use attachment to comment on student's:

- Level of Performance  
 Special Strength and weakness  
 Needs caused by giftedness  
 Ability to work independently and focus responsibly on academic tasks related to science.

Student's work that substantiates giftedness in Science. (attachment)

Additional information that you believe is relevant. (Attachment)

Science Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Interested in Science books and/or science programs on TV  
 Has Science related hobbies or collections  
 Likes gadgets  
 Learns Science concepts quickly, curious about natural relationships and wants to understand how things work.  
 Comes up with good questions or ideas for experiments.  
 Persistent; sticks with investigations in spite of difficulties.  
 Exhibits great desire to be a scientist.  
 Is eager to tell others about discoveries and shows excitement in voice when talking about the subject.  
 Prefers to work individually  
 Is inquisitive  
 Is very alert; supplies rapid answers in Science  
 Enjoys talking with experts in this subject  
 Enjoys science, museums, Discovery Channel., etc.

# Gallatin County Schools Gifted & Talented Program Nomination Form-Specific Academic Aptitude-Social Studies

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Indications (check all that apply):

- National normed Social Studies Scores  
I-Ready Date: \_\_\_\_ Social Studies Score: \_\_\_\_%ile Social Studies Score: \_\_\_\_%ile  
K-Prep Date: \_\_\_\_ Social Studies Score: \_\_\_\_%ile Social Studies Score: \_\_\_\_%ile
- Other nationally normed tests such as PLAN, EXPLORE, ACT, or others  
Test name: \_\_\_\_\_ Date: \_\_\_\_\_ Score \_\_\_\_%ile

Anecdotal: Please use attachment to comment on student's:

- Level of Performance
- Special Strength and weakness
- Needs caused by giftedness
- Ability to work independently and focus responsibly on academic tasks related to Social Studies.

Student's work that substantiates giftedness in Social Studies. (attachment)

Additional information that you believe is relevant. (Attachment)

Social Studies Checklist (Below)

### ***(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)***

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Sensitive to social issues, concerned with moral and ethical questions
- Knowledgeable about current events
- Reads or watches TV programs dealing with global awareness
- Shows interest in learning a foreign language
- Has a high interest level in global issues of environment, endangered species, etc.
- Enjoys learning about the past, present, and future
- Exhibits great desire to earn high grades
- Is eager to tell others about discoveries and shows excitement in voice when talking about subject
- Usually prefers to work individually
- Is eager to complete tasks
- Is very alert; supplies rapid answers in subject
- Is inquisitive
- Enjoys talking with experts in this subject
- Enjoys discovery channel
- Understands cause and effect
- Can apply knowledge to a variety of Social Science related issues
- Interest in people

# Gallatin County Schools Gifted & Talented Program Anecdotal Notes

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Gifted/Talented Area (circle one): Language Arts  
Math  
Science  
Social Studies

Please comment on the following:  
Level of performance:

Special strengths and weaknesses:

Need caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Gallatin County Schools Gifted & Talented Program  
Parent Notification-Student Referral  
***Specific Academic Aptitude***

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

We are pleased to inform you that you child, \_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education in the specific academic area(s) of \_\_\_\_\_.

Specific Academic Aptitude (as defined in 704 KAR 3:285 - Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional high level in specific academic areas significantly beyond the age, experiences, or environment of one's chronological peers.

According to Kentucky regulations, at least three pieces of evidence in order to identify a student for Gifted & Talented services. Your child has been referred to the program due to earning two or more scores at the 96th percentile or above in one or more subject areas on a norm-referenced test (e.g., I-Ready). Along with your child's test score, his/her classroom teacher will be completing a checklist and anecdotal notes. As a partner with us in your child's education, your input is valuable. Please complete the attached checklist(s) and return then to school by \_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented and in what areas. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working with us to provide your child with the best education possible!

Thank you,

# Gallatin County Schools Gifted & Talented Program

## Parent Checklist-Specific Academic Aptitude -Language/Reading

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_

Signature: \_\_\_\_\_

### SPECIFIC ACADEMIC APTITUDE IN LANGUAGE/READING

Please check the characteristics that accurately describe your child's typical behaviors.

- Is an avid reader
- Enjoys reading for pleasure and/or information
- Has a large, advanced and/or rich vocabulary
- Shares books with others
- Writes for fun
- Writes effectively
- Enjoys composing poems, original stories, plays, keeping a journal, or writing information pieces
- Shares writing with others
- Exhibits great desire to excel
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is very alert: supplies rapid answers
- Enjoys talking with others

Additional Comments:

# Gallatin County Schools Gifted & Talented Parent Checklist-Specific Academic Aptitude - Math

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_

Signature: \_\_\_\_\_

## SPECIFIC ACADEMIC APTITUDE IN Math

Please check the characteristics that accurately describe your child's typical behaviors.

- Gets the answer correct, but may find it difficult to tell you how
- Reasons effectively, likes logic problems and puzzles
- Grasps the abstract nature of mathematics easily
- Enjoys trying to solve difficult problems
- Likes to solve problems through discovery
- Intuitive: has the ability to do deductive and inductive reasoning
- Exhibits great desire to excel in math, as a mathematician or in math-related fields
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject.
- Invents new, obscure systems and codes
- Prefers to work individually
- Is eager to complete tasks
- Is inquisitive, asks questions
- Is very alert; supplies rapid answers in math
- Enjoys talking with experts in this subject.

Additional Comments:

# Gallatin County Schools Gifted & Talented Parent Checklist-Specific Academic Aptitude - Science

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_

Signature: \_\_\_\_\_

## SPECIFIC ACADEMIC APTITUDE IN Science

Please check the characteristics that accurately describe your child's typical behaviors.

- Interested in Science books and/or science programs on TV
- Has Science related hobbies or collections
- Likes gadgets
- Learns Science concepts quickly
- Is curious about natural relationships and wants to understand how things work.
- Comes up with good questions or ideas for experiments.
- Is Persistent; sticks with investigations in spite of difficulties.
- Exhibits great desire to be a scientist.
- Is eager to tell others about discoveries and shows excitement in voice when talking about the subject.
- Enjoys science museums
- Prefers to work individually
- Is inquisitive, asks questions
- Is very alert; supplies rapid answers in Science
- Enjoys talking with experts in this subject
- Enjoys science, museums, Discovery Channel., etc.

Additional Comments:

# Gallatin County Schools Gifted & Talented

## Parent Checklist-Specific Academic Aptitude - Social Studies

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Name of parent/guardian completing checklist: \_\_\_\_\_

Signature: \_\_\_\_\_

### SPECIFIC ACADEMIC APTITUDE IN Social Studies

Please check the characteristics that accurately describe your child's typical behaviors.

- Is Sensitive to social issues, concerned with moral and ethical questions
- Knowledgeable about current events
- Reads or watches TV programs dealing with global awareness
- Shows interest in learning a foreign language
- Has a high interest level in global issues of environment, endangered species, etc.
- Enjoys learning about the past, present, and future
- Exhibits great desire to earn high grades
- Is eager to tell others about discoveries and shows excitement in voice when talking about subject
- Usually prefers to work individually
- Is eager to complete tasks
- Is inquisitive, asks questions
- Enjoys talking with experts in this subject
- Enjoys discovery channel
- Understands cause and effect
- Can apply knowledge to a variety of Social Science related issues
- Interest in people
- Enjoys informational programs

Additional Comments:

# Gallatin County Schools Gifted and Talented Program Parent Notification-Student Participation

## Specific Academic Aptitude

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the specific academic area(s) of \_\_\_\_\_. We have reviewed the referrals and documentation to support them. Based on your child's I-Ready scores, IOWA, the teacher checklist, and the parent checklist, the recommendation has been approved. I am sure that you are very proud of your child's accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time if there is evidence to support the referral.

Your child's Gifted/Talented Student Services Plan is attached. Please review it, sign the bottom, and return it to school as soon as possible. I will make a copy of the signed form and send it home for you to keep for your records. Please do not hesitate to contact me with any questions.

Again congratulations on your child's success!

Thank you,

# Gallatin County Schools Identification Process

Student \_\_\_\_\_ School \_\_\_\_\_

Identification Area: Specific Academic Area      Date: \_\_\_\_\_

\_\_\_\_\_ Reading/Language Arts

\_\_\_\_\_ Mathematics

\_\_\_\_\_ Science

\_\_\_\_\_ Social Studies

Evidence:

<ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)</li> <li><input type="checkbox"/> Within the ninth stanine on one subject test score of an achievement test</li> <li><input type="checkbox"/> Formal testing data</li> <li><input type="checkbox"/> Informal assessments</li> <li><input type="checkbox"/> Nominations-self or petition</li> <li><input type="checkbox"/> Portfolio of high academic performance</li> <li><input type="checkbox"/> referrals/recommendations-Parent</li> <li><input type="checkbox"/> Student awards or critiques</li> <li><input type="checkbox"/> Other, specify <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div></li> <li><input type="checkbox"/> Achievement test: I-ready, K-prep, Plan Explore ACT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist inventories</li> <li><input type="checkbox"/> Collection of evidence from portfolio</li> <li><input type="checkbox"/> Continuous progress data</li> <li><input type="checkbox"/> High performance on test of academic achievement</li> <li><input type="checkbox"/> Nominations-peer</li> <li><input type="checkbox"/> Off-level testing</li> <li><input type="checkbox"/> Primary review committee</li> <li><input type="checkbox"/> Referrals/Recommendations-Teacher</li> <li><input type="checkbox"/> Student progress data</li> </ul>
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Notes:

Signatures:

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# Visual & Performing Arts



# Visual and Performing Arts

## Definition

(as defined in 704 KAR 3:285 -Gifted & Talented Services):

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

Possible Areas of Identification

- Art
- Music
- Drama
- Dance

## ***Screening Tool***

Jot Downs (separate jot down for each area)

Classroom teachers or parent/guardian, along with teacher most responsible for delivering the specific area of visual or performing arts curriculum, will complete the Jot Down for each area in February.

## Identification

Students listed in 14 out of the 16 boxes on the Jot Down will be invited to audition (at the district level) in front of a committee of “experts.” They will perform or present a showcase of their work in the area(s) of recommendation. At least two other pieces of evidence (including the audition) must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist
- Letter of Recommendation from a Professional Art, Music, Drama, or Dance Teacher
- Portfolio of Visual or Performing Abilities
- Awards or critiques of Performance

# Gallatin County Schools Gifted & Talented Program

## Visual Arts Jot Down

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_

May be asked by others to do art work.	Likes to comment on colors, shapes, and structures of things.	Enjoys and appreciates or may be critical of own art work and work of others.	Takes pride in doing things well.
Draws or doodles a lot in school/home	Does outstanding original artwork.	Likes to use many different materials.	Enjoys talking about art and collecting works of art.
Masters basic art skills quickly and easily	Has a keen sense of humor/makes unusual connections with drawing	Concentrates on art projects for long periods/may shut out other things going on around them	Creates exceptional charts, graphs, models, or other visuals when given the opportunity
Demonstrates elaboration in art work	Has a sensitive use of line/color/texture	Enjoys open-ended art activities	Has an appreciation of beautiful objects

# Gallatin County Schools Gifted & Talented Program

## Music Jot Down

Teacher : \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_

Perceives fine differences in sound	Easily remembers melodies and can reproduce them accurately	Sensitive to rhythm/may tap fingers or feet while working	Sustained interest in musical activities
Expresses feelings or emotions through music	Makes up original tunes	May hum or sing to break the silence	Interested in musical symbols
Can identify short rhythmic patterns as same or different	Likes to perform musically	Sings on pitch	Able to perform musically with a high degree of technical difficulties
Interested in musical instruments	Enjoys musical performances	Can play or would like to play a musical instrument	Is interested in and learns musical symbols quickly

# Gallatin County Schools Gifted & Talented Program

## Drama Jot Down

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_

Eager to participate in classroom plays or skits	Effectively uses voice, gestures, and facial expressions to communicate feelings	Commands and holds the attention of a group when speaking	Able to evoke emotional responses from listeners/can get people to laugh, frown, feel tense, etc.
Can imitate others- is able to mimic the way people talk, gesture, etc.	Readily shifts into the role of another character	Imaginative- has a strong sense of fantasy	May daydream at times
Sensitive to beauty-attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques/ experiments	Sense of humor=sees humor in situations others do not see
Sees minute details in performance	High in sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic

# Gallatin County Schools Gifted & Talented Program

## Dance Jot Down

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_

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

# Gallatin County Schools Gifted & Talented Program Nomination Form-Visual Arts

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## Visual and Performing Arts: Visual Arts

### A. Indications (Check all that apply)

Observed strengths in the area of visual arts  
(attach an explanation or description)

Has won an award in visual arts (in or out of school)  
Award: \_\_\_\_\_

Other: \_\_\_\_\_

### B. Anecdotal (attachment)

### C. Additional information that you believe is relevant. (attachment)

### D. Visual Arts Checklist (Below)

(Must be complete for recommended students)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- May be asked by others to do artwork
- Likes to comment on colors, shapes, and structure of things
- Enjoys and appreciates or may be critical of own artwork and work of others
- Takes pride in doing things well
- Draws or doodles a lot in school/home
- Does outstanding original artwork
- Likes to use many different materials
- Enjoys talking about, collecting, and/or looking at works of art
- Masters basic art skills quickly and easily
- Has a keen sense of humor/makes unusual connections with drawing
- Concentrates on art projects for long periods of time
- May shut out other things going on around him/her
- Creates exceptional charts, graphs, models, or other visuals when given the opportunity
- Demonstrates elaboration in artwork
- Has a sensitive use of line/color/texture
- Enjoys open-ended art activities
- Has an appreciation of beautiful objects
- Capable of "finding" or "making" art

## Gallatin County Schools Gifted & Talented Program Nomination Form - Music

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

### VISUAL AND PERFORMING ARTS: MUSIC

A. Indication (check all that apply):

Observed strengths in the area of music

(Attach an explanation or description)

Has won an award in music (in or out of school)

Award: \_\_\_\_\_

Other: \_\_\_\_\_

B. Anecdotal (attachment)

C. Additional information that you believe is relevant (attachment)

D. Music Checklist (Below)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Perceives fine differences in sound
- Easily remembers melodies and can reproduce them accurately
- Sensitive to rhythm- may tap fingers or feet while working
- Sustained interest in musical activities
- Expresses feelings or emotions through music or sound
- Makes up original tunes
- May hum or sing to break the silence
- Interested in musical symbols
- Can identify short rhythmic patterns as same or different
- Likes to perform musically
- Sings on pitch
- Able to perform musically with a high degree of technical difficulty
- Interested in musical instruments
- Enjoys musical performances
- Can play or would like to play a musical instrument
- Is interested in and learns musical symbols quickly

# Gallatin County Schools Gifted and Talented Program Nomination Form -Drama

Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

## VISUAL AND PERFORMING ARTS: DRAMA

### A. Indications (check all that apply)

- Observed strengths in the area of drama  
(attach an explanation or description)
- Has won an award in drama (in or out of school)  
Award: \_\_\_\_\_
- Has had a part in a play (in or out of school)  
Part (s): \_\_\_\_\_  
Other: \_\_\_\_\_

### B. Anecdotal (attachment)

### C. Additional information that you believe is relevant. (attachment)

### D. Drama Checklist (Below)

## (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Eager to participate in classroom plays or skits
- Effectively uses voice, gestures, and facial expressions to communicate feelings
- Commands and holds the attention of a group while speaking
- Able to evoke emotional responses from listeners-can get people to laugh, frown, feel tense, etc.
- Can imitate others is able to mimic the way people speak, talk, gesture
- Readily shifts into the role of another character
- Imaginative-has a strong sense of fantasy
- May daydream at times
- Sensitive to beauty-attends to aesthetic attributes of things
- Seems to pick up skills in drama without instruction
- Invents new techniques, experiments
- Sense of humor -sees humor in situations others do not see
- Sees minute details in performances
- High in sensory sensitivity
- Uses drama to express experiences or feelings
- Appears reflective or idealistic

# Gallatin County Schools Gifted and Talented Program Nomination Form -Dance

Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

## VISUAL AND PERFORMING ARTS: Dance

### E. Indications (check all that apply)

- Observed strengths in the area of dance  
(attach an explanation or description)
- Has won an award in dance (in or out of school)  
Award: \_\_\_\_\_
- Has had a part in a dance production (in or out of school)  
Part (s): \_\_\_\_\_  
Other: \_\_\_\_\_

### F. Anecdotal (attachment)

### G. Additional information that you believe is relevant. (attachment)

### H. Dance Checklist (Below)

## (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

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

# Gallatin County Schools Gifted & Talented Program Anecdotal Notes

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Gifted/Talented Area (circle one): visual arts  
Music  
Drama  
Dance

Please comment on the following:  
Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Gallatin County Schools Gifted and Talented Program  
Parent Notification - Student Referral  
*Visual and Performing Arts*

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

We are pleased to inform you that your child, \_\_\_\_\_, has been referred as a possible candidate for the Gifted & Talented education program in the area of **Visual and Performing Arts** with a focus in \_\_\_\_\_. Visual or performing arts ability (as defined in 704 KAR 3:285- Gifted & Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptional high level in visual or performing arts and demonstrating the potential for outstanding production, accomplishment, or creativity in areas such as art, dance, music, drama, speech and in activities requiring gross or fine motor skills.

Your child has also been invited to audition in front of a committee of “experts”. He or she may perform or present a showcase of his or her work. The auditions will be held:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Transportation to and from the audition must be provided by the parent/guardian or other designee.

According to Kentucky regulations, at least three pieces of informal or formal measures are required in order to identify a student for Gifted & Talented services. In addition to a teacher checklist of indicators and the audition process, other measures may include a letter of recommendation from a professional art, drama, music, or dance teacher, a portfolio of visual or performing ability, or awards or critiques of performance. As a partner with us in your child’s education, your input is valuable. Please complete the attached checklist(s) and return them to school by \_\_\_\_\_.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented and in what area. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

# Gallatin County Schools Gifted and Talented Program

## Parent Checklist- Visual Arts

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_

### VISUAL AND PERFORMING ARTS: VISUAL ARTS

Indications (check all that apply):

- Has won an award in any area of visual arts (in or out of school)  
Explain: \_\_\_\_\_
- Observed strengths in the area of visual arts  
Explain: \_\_\_\_\_
- Has taken lessons or classes outside of the school setting  
Explain: \_\_\_\_\_
- Letter of recommendation attached

Please check the characteristics that accurately describe your child's typical behaviors.

- May be asked by others to do artwork
- Likes to comment on colors, shapes, and structure of things
- Enjoys and appreciates or may be critical of own artwork and work of others
- Takes pride in doing things well
- Draws or doodles a lot in school/home
- Does outstanding original artwork
- Likes to use many different materials
- Enjoys talking about, collecting, and/or looking at works of art
- Masters basic art skills quickly and easily
- Has a keen sense of humor/makes unusual connections with drawing
- Concentrates on art projects for long periods of time
- May shut out other things going on around him/her
- Creates exceptional charts, graphs, models, or other visuals when given the opportunity
- Demonstrates elaboration in artwork
- Has a sensitive use of line/color/texture
- Enjoys open-ended art activities
- Has an appreciation of beautiful objects
- Capable of "finding" or "making" art

## Gallatin County Schools Gifted & Talented Program Parent Checklist - Music

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_

### VISUAL AND PERFORMING ARTS: MUSIC

Indication (check all that apply):

- Has won an award in music (in or out of school)  
Award: \_\_\_\_\_
- Observed strengths in the area of music  
Explain: \_\_\_\_\_
- Has taken lessons or classes outside of the school setting  
Explain: \_\_\_\_\_
- Letter of recommendation attached

### (MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Perceives fine differences in sound
- Easily remembers melodies and can reproduce them accurately
- Sensitive to rhythm- may tap fingers or feet while working
- Sustained interest in musical activities
- Expresses feelings or emotions through music or sound
- Makes up original tunes
- May hum or sing to break the silence
- Interested in musical symbols
- Can identify short rhythmic patterns as same or different
- Likes to perform musically
- Sings on pitch
- Able to perform musically with a high degree of technical difficulty
- Interested in musical instruments
- Enjoys musical performances
- Can play or would like to play a musical instrument
- Is interested in and learns musical symbols quickly

Additional Comments: (Use back)

# Gallatin County Schools Gifted and Talented Program

## Parent Checklist -Drama

Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_

### VISUAL AND PERFORMING ARTS: DRAMA

Indication (check all that apply):

- Has won an award in any area of drama (in or out of school)  
Explain: \_\_\_\_\_
- Observed strengths in the area of drama  
Explain: \_\_\_\_\_
- Has taken lessons or classes outside of the school setting  
Explain: \_\_\_\_\_
- Has had a part in a play (in or out of school)  
Explain: \_\_\_\_\_
- Letter of recommendation attached

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Eager to participate in classroom plays or skits
- Effectively uses voice, gestures, and facial expressions to communicate feelings
- Commands and holds the attention of a group while speaking
- Able to evoke emotional responses from listeners-can get people to laugh, frown, feel tense, etc.
- Can imitate others is able to mimic the way people speak, talk, gesture
- Readily shifts into the role of another character
- Imaginative-has a strong sense of fantasy
- May daydream at times
- Sensitive to beauty-attends to aesthetic attributes of things
- Seems to pick up skills in drama without instruction
- Invents new techniques, experiments
- Sense of humor -sees humor in situations others do not see
- Sees minute details in performances
- High in sensory sensitivity
- Uses drama to express experiences or feelings
- Appears reflective or idealistic

Additional Comments: (Use back)

# Gallatin County Schools Gifted and Talented Program Parent Checklist -Dance

Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/guardian signature \_\_\_\_\_

## VISUAL AND PERFORMING ARTS: Dance

Indication (check all that apply):

- Has won an award in any area of Dance (in or out of school)  
Explain: \_\_\_\_\_
- Observed strengths in the area of dance  
Explain: \_\_\_\_\_
- Has taken lessons or classes outside of the school setting  
Explain: \_\_\_\_\_
- Letter of recommendation attached

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

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

Additional Comments: (Use back)

Gallatin County Schools Gifted & Talented Program  
Parent Notification- Student Participation  
*Visual and Performing Arts*

Date: \_\_\_\_\_

To the Parent(s)/Guardian(s) of  
\_\_\_\_\_,

As you know, your child was referred as a possible candidate for the Gifted & Talented education program in the area of **Visual or Performing Arts**: \_\_\_\_\_, Based on the teacher's recommendation, the parent checklist, and other documentation, the committee has approved the recommendation. I am sure that you are very proud of your child's accomplishments!

Once a student is formally identified as Gifted & Talented in an area, he or she remains identified and receives gifted services in that area until he or she graduates from high school. However, a student can be referred for additional areas of identification at any time there is evidence to support the referral.

Your child's Gifted/Talented Student Services Plan is attached. Please review it, sign the bottom, and return it to school as soon as possible. I will make a copy of the signed form and send it home for you to keep for your records. Please do not hesitate to contact me with any questions.

Again, congratulations on your child's success!

Thank you,



# Gallatin County Schools Gifted and Talented Program Decline of Services Document

Student Name: \_\_\_\_\_  
Student School: \_\_\_\_\_  
Student Grade: \_\_\_\_\_

Once identified as Gifted and Talented (GT) in Kentucky, students retain this status until graduation. However, parents/guardians may choose for their child not to receive services.

Currently, your child has indicated he/she would like to decline GT services this year. Please discuss this decision and return this form to your student's teacher/school.

Area(s) of Identification for which decline of services is requested:

- General Intellectual Ability \_\_\_\_\_
- Specific Academic Ability (specify: ) \_\_\_\_\_
- Creativity Leadership \_\_\_\_\_
- Visual and Performing Arts (specify: ) \_\_\_\_\_

All areas if multiple identification exists

My signature below indicates my request for decline of services as outlined above. I am requesting this for the following reason(s):

*This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.*

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Primary Talent Pool

(K-3rd)



# Primary Talent Pool (K-3rd grade)

Definition:

(as defined is 704 KAR 3:285 - Gifted and Talented Services

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.

Screening Tools

Measure of Academic Progress (I-Ready Test)

Students in Gallatin County Schools are administered the Measure of Academic Progress (I-Ready) test three times per year (fall, winter and spring). I-Ready is a norm-referenced test. At this time, the areas tested in the primary grades are reading and math.

Primary Talent Pool Jot Down

Classroom teachers will complete the Talent Pool Jot Down Tool in November.

Identification:

I-Ready Students who earn two scores at or above the 90th percentile on the Reading or Math I-Ready tests within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Jot Down- Students listed in 15 out of the 17 boxes on the Jot Down are considered for Primary Talent Pool identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Other evidences may include:

- Teacher nomination/checklist
- Anecdotal Notes
- Parent Checklist
- Student Work Samples

# Gallatin County Schools: Gifted and Talented Program

## Primary Talent Pool Jot Down

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student: \_\_\_\_\_

Shows evidence of an advanced vocabulary	Is reading at least one year above grade level	Is eager to explore patterns and puzzles	Reason/ Responds quickly
Enjoys problem-solving situations	Questions: "what if" or "why" frequently	Is resistant to drill and practice.	Displays a developed sense of fairness
Becomes bored easily	Keenly observant of environment/ activities	Has an unusually good memory	Shows talent in visual and performing arts
Demonstrates persistence	Displays a good sense of humor	Creates new ways to bridge unrelated ideas	Displays leadership with class activities
Is knowledgeable of things not yet taught			

**Gallatin County Schools Gifted and Talented Program  
Nomination Form- Primary Talent Pool**

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

A. Indications (check all that apply):

- National norm scores I-Ready  
Date: \_\_\_\_\_ Reading Score \_\_\_\_\_ %ile  
Math Score \_\_\_\_\_ %ile
- Date: \_\_\_\_\_ Reading Score \_\_\_\_\_ %ile  
Math Score \_\_\_\_\_ %ile

B. Anecdotal: Please use attachment to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibly

C. Student's work that substantiates in science (attachment)

D. Additional information that you believe is relevant. (attachment)

E. Primary Talent Pool Checklist (below)

**Must Be completed for recommended students**

Please check the characteristics which actually describe the TYPICAL behavior of this student.

- Demonstrates evidence of advanced vocabulary
- Is reading above grade level
- Is eager to explore patterns and puzzles
- Reason /Responds quickly
- Enjoys problem-solving situations
- Questions "what if" or Why" frequently
- Is resistant to drill and practice
- Displays a developed sense of fairness
- Becomes bored easily
- Keenly observant of the environment/activities
- Has an unusually good memory
- Shows talent in visual and performing arts
- Demonstrates persistence
- Displays a good sense of humor
- Creates new ways to bridge unrelated ideas
- Displays leadership with class activities
- Is knowledgeable of things not yet taught

Gallatin County Schools Gifted & Talented Program  
Anecdotal Notes

Gifted/Talented Area: Primary Talent Pool

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Please comment on the following:  
Level of Performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Gallatin County School  
Parent Notification

To the parent(s)/guardian(s) of \_\_\_\_\_

We are pleased to inform you that your child, \_\_\_\_\_, has been referred for Primary Talent Pool. The Primary Talent Pool includes students in kindergarten through third grade who possess demonstrated or potential ability to perform at exceptionally high levels. The purpose of selecting students for the Primary Talent Pool is to provide enrichment in order to fully develop the student's talents and abilities.

According to Kentucky regulations, at least three pieces of evidence are required in order to place a student in the Primary Talent Pool. These may include norm-referenced tests. (I-Ready) scores, work samples, teacher checklist, or parent checklists. Also, with your permission (sign and return the lower portion), I need to test them with an additional assessment. The evidence is then reviewed by the school committee, and a decision is made.

As a partner with us in your child's education, your input is valuable. Please complete the attached checklist with the testing permission slip at the bottom of this page and return it to school.

A committee will be reviewing the evidence, and you will be notified as to whether your child has been selected. Please note: FORMAL IDENTIFICATION FOR THE GIFTED AND TALENTED PROGRAM BEGINS IN FOURTH GRADE. STUDENTS PLACED IN THE PRIMARY TALENT POOL ARE NOT AUTOMATICALLY IDENTIFIED AS GIFTED IN FOURTH GRADE. They must go through the formal identification process and meet certain criteria.

Please do not hesitate to contact the school at (859-567-6340). Thank you for working together with us to provide your child with the best education possible!

Thank you,

K-12 Primary Talent Pool/Gifted and Talented Teacher

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I do \_\_\_\_\_ or do not \_\_\_\_\_ give permission for my student  
\_\_\_\_\_ to be tested in order to help determine eligibility  
for the Talent Pool Program.

Parent/Guardian's Signature: \_\_\_\_\_

# Gallatin County Schools Gifted & Talented Program

## Parent Checklist-Primary Talent Pool

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Name of parent/guardian completing checklist: \_\_\_\_\_  
Signature of parent/guardian completing checklist: \_\_\_\_\_

Please check the characteristics that accurately describe your child's typical behaviors.

- Abstract reasoning and problem solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain, or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Perfection
- Unusual alertness in infancy
- Vivid imagination (for example, imaginary companions)
- Enjoys problem-solving situations
- Creates new ways to connect unrelated ideas
- Demonstrates talent in visual and performing arts
- Demonstrates unusual or unconventional social skills
- Becomes bored easily
- Demonstrates persistence
- Uses and understands an advanced vocabulary

Parent/guardian comments/additional information- Please use the back of this form.

# Primary Talent Pool Recommendation Form

## K-3

Please complete all the information requested

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Person's name making the referral and relationship to student: \_\_\_\_\_

Please give specific reasons and examples of talent in this student:

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Indicate your recommendation for the applicant (Please check one)

- Highly recommended
- Recommended with reservations

Referring Person's signature \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

### Selection for PTP Students:

Students in grades K-3 are informally selected for the PTP. Referrals for the PTP can be made by a parent, teacher, other school staff or a student themselves. Selection involves a process of gathering evidence to support potential giftedness and school-level committee meetings to decide on the selection of students.

Students must have at least three pieces of evidence which support their unique gifts and show GT characteristics and behaviors. Appropriate evidence include a collection of evidence (e.g. primary portfolios) demonstrating student performance. Such evidence includes:

- Inventory checklist of behaviors specific to GT categories
- Diagnostic data
- Continuous progress data
- Anecdotal records
- Available formal test data
- Parent interview or questionnaire
- Primary review committee recommendation
- Other valid and reliable documentation

### Service Delivery options:

- Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district GT education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.
- There shall be multiple service delivery options with no single option existing alone, districtwide, at a grade level. These service options shall be differentiated to a degree, to be consistent with KRA 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:
  - ❖ Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum differentiation in one (1) or more subjects from a higher grade level.)
  - ❖ Collaborative teaching and consultation services
  - ❖ Special counseling services
  - ❖ Differentiated study experiences for individuals and cluster groups in the regular classroom
  - ❖ Distance learning
  - ❖ Enrichment services during the school day (not extracurricular)
  - ❖ Independent study
  - ❖ Mentorship
  - ❖ Resource services delivered in a pull-out classroom or other appropriate instructional setting

# Gallatin County Primary Talent Pool

## Welcome to Primary Talent Pool

Dear Parent/Guardian:

Students placed in the Primary Talent Pool (PTP) receive early enrichment for strengths in one or more of the following areas: general intellectual ability, specific subject aptitude, creativity, leadership and the visual and performing arts. Students who demonstrate potential in any one or more of these areas need experiences which mature their talent, so they may fully develop their specific strengths.

Students in PTP receive instruction which enriches their day-to-day curriculum and is appropriate for their learning rate and style. Service delivery options may vary by grade, depending on the needs, abilities and interests of students.

PTP students will remain in the program throughout the primary years until the end of third grade. Beginning in the fourth grade, students will be screened and can be formally identified in five different areas, including general intellectual, specific subject areas, creativity, leadership and the visual and performing arts.

Thank you for your continued support in our effort to provide opportunities for continuous growth in talent areas for our PTP students.

Sincerely,

# Gallatin County Schools Gifted & Talented Program Parent Notification-Student Participation

## Primary Talent Pool

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

As you know, your child was referred as a possible candidate for the Primary Talent Pool. Based on the evidence collected, the recommendation has been approved. I'm sure that you are very proud of your child's accomplishments!

The Primary Talent Pool includes students in kindergarten through third grade who possess demonstrated or potential ability to perform at exceptionally high levels. The purpose of selecting students for the Primary Talent Pool is to provide enrichment in order to fully develop the students' talents and abilities. Students in the Primary Talent Pool should receive differentiated instruction in the classroom when appropriate. This means that teachers may extend content or provide enrichment activities that are matched to the students' needs, interests, and abilities. ***Please note: Formal identification for the Gifted and Talented program begins in fourth grade. Students placed in the Primary Talent Pool are not automatically identified as gifted in the fourth grade. They must go through the formal identification process and meet certain criteria.***

I'm sure that you are very proud of your child's success! Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

# Gallatin County Schools Gifted & Talented Program Identification Process

Student \_\_\_\_\_ School \_\_\_\_\_

Identification Area Primary Talent Pool Date: \_\_\_\_\_

Evidence:

<p>Primary Talent Pool Evidence</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Available formal test data</li><li><input type="checkbox"/> Checklist inventories of behaviors specific to gifted categories</li><li><input type="checkbox"/> Continuous progress data</li><li><input type="checkbox"/> Parent interview or questionnaire</li><li><input type="checkbox"/> Primary review committee recommendation</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Anecdotal records</li><li><input type="checkbox"/> Collection of evidence demonstrating student performance</li><li><input type="checkbox"/> Diagnostic data (screening measure)</li><li><input type="checkbox"/> Petition System</li><li><input type="checkbox"/> Other, specify</li></ul>
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Notes:

Signatures: \_\_\_\_\_

Gifted & Talented Status

Gifted & Talented Status			
★ Gifted	Category	Year Identified	Start Date    End Date
Gifted	Declined	Service Gifted	Underachieving
Service Delivery Options:			
<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 courses			
<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			
Visual/performing arts type:			
<input type="checkbox"/> Instrumental			
<input type="checkbox"/> Vocal			

Visual/Performing Arts Evidence

- Auditions
- Checklist of behaviors specific to gifted category
- Peer recommendations
- Portfolio of visual or performing arts ability
- Questionnaires
- Referrals/Recommendations-Teacher
- Other, Specify

Creative or divergent Thinking Evidence:

- Anecdotal observation
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Formal assessment measures
- nominations-Peer
- Primary Review committee recommendation
- Referrals/Recommendations - Teacher
- Other, specify

General Intellectual Ability Evidence:

- Anecdotal records
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Informal assessment
- Nominations-self or petition
- Primary review committee recommendation

- Awards or critiques of performance
- Letters of recommendations
- Portfolio assessment by specialist or professional artists
- Products (paper, video, audio, pictures)
- referrals/recommendations- parent
- Nominations-self or petition

- Behavioral checklists specific to creative behavior
- Collection of evidence from portfolios
- Creative work samples
- Informal assessment measures
- Nominations-self or petition
- referrals/recommendations- parent
- Student awards or critiques

- Behavioral checklist inventories
- Collection of evidence from portfolios
- High performance on intellectual assessment
- Nominations-peer
- Observation of applied advanced reasoning ability
- referrals/recommendation- Parent

<ul style="list-style-type: none"> <li><input type="checkbox"/> Referrals/recommendation - teacher</li> <li><input type="checkbox"/> 9th stanine on comp. Test of intellectual ability</li> </ul> <p>Primary Talent Pool Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Available formal test data</li> <li><input type="checkbox"/> Checklist inventories of behaviors specific to gifted categories</li> <li><input type="checkbox"/> Continuous progress data</li> <li><input type="checkbox"/> Parent interview or questionnaire</li> <li><input type="checkbox"/> Primary review committee recommendation</li> </ul> <p>Psychosocial &amp; leadership skills evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Behavioral observation</li> <li><input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)</li> <li><input type="checkbox"/> Continuous progress data</li> <li><input type="checkbox"/> Documentation of student leadership in community</li> <li><input type="checkbox"/> Formal testing</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Other,</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nominations-Peer</li> <li><input type="checkbox"/> Primary review committee</li> <li><input type="checkbox"/> Referrals/recommendations-teacher</li> <li><input type="checkbox"/> Student awards critiques</li> </ul> <p>Specific Academic Aptitude Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Checklist inventories (underachieving or disadvantaged)</li> <li><input type="checkbox"/> Within the ninth stanine on one subject test score of an achievement test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student awards or critiques</li> <li><input type="checkbox"/> Other, specify</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Collection of evidence demonstrating student performance</li> <li><input type="checkbox"/> Diagnostic data (screening measure)</li> <li><input type="checkbox"/> Petition system</li> <li><input type="checkbox"/> Other, specify</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist inventories</li> <li><input type="checkbox"/> Collection of evidence from portfolios</li> <li><input type="checkbox"/> Documentation of student leadership in class</li> <li><input type="checkbox"/> Documentation of student leadership in student organization</li> <li><input type="checkbox"/> Informal testing</li> </ul> <p>Specify:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nominations-Self or Petition</li> <li><input type="checkbox"/> Referrals/recommendations - parent</li> <li><input type="checkbox"/> Sociograms</li> <li><input type="checkbox"/> Other, Specify</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklist inventories</li> <li><input type="checkbox"/> Collection of evidence from portfolios</li> <li><input type="checkbox"/> Continuous progress data</li> </ul>
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- Formal testing data
- Informal assessment
- Nominations-self or petition
- Portfolio of high academic performance
- Referrals/recommendations-parent
- Student awards or critiques
- Other, specify

Formal Assessment Measures

Intellectual Ability Test

Formal Testing

Achievement test

- High performance on test of academic achievement
- Nominations- peer
- Off-level testing
- Primary review committee
- Referrals /recommendations - teacher
- Student progress data

# Appendix

Gallatin County Schools Gifted & Talented Program  
Parent Notification-Student Reconsideration

Date: \_\_\_\_\_

To the parent(s)/guardian(s) of \_\_\_\_\_,

As you know, your child was referred as a possible candidate for the Gifted & Talented program in the area of \_\_\_\_\_. The Gifted & Talented committee met on \_\_\_\_\_, to review the referrals and documentation to support them. At this time, the committee members decided that more documentation was needed in order to make a well-informed decision. Therefore, the committee will consider the referral next school year. The committee will meet again, and you will be notified of their decision. Please don't hesitate to contact me with any questions about this process.

Thank you,

## Gallatin County Schools Gifted & Talented Program Gifted/Talented Student Service Plan (GSSP)

Student: \_\_\_\_\_ School/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

The Gallatin County School District has developed guidelines for the identification of gifted/talented students. (These guidelines are provided in our online Gifted & Talented Handbook or by request through your child's teacher/principal.) Through this process, your child has been identified as having demonstrated or potential ability in the following areas:

Area(s) of Giftedness: \_\_\_\_\_

The services your child will receive are checked below:

Check if provided	Service Delivery Options:	Teacher Providing Service(s)
	Various Accelerations (Circle all that apply.) <ul style="list-style-type: none"> <li>● Early Exit from Primary</li> <li>● Grade Skipping</li> <li>● Subject Area Higher Grade Level</li> <li>● Dual Enrollment Courses</li> <li>● Dual Credit Courses</li> <li>● Early Exit from High School</li> </ul>	
	Advanced Placement and Honors Courses	
	Collaborative Teaching and Consultation Services	
	Special Counseling Services	
	Differentiated Study Experiences in the Classroom Circle: Individual or Cluster Groups	
	Distance Learning (Circle all that apply.) JCTC Classes   KVHS Courses   Video Courses   Online Course	
	Enrichment Services (school day)	

	Independent Study	
	Mentorships	
	Resource Services (Circle all that apply.) <ul style="list-style-type: none"> <li>● Pull-out setting</li> <li>● Appropriate instructional setting</li> <li>● consortium</li> </ul>	
	Seminars	
	Travel Study Options	
	Special Schools (4-12)	
	Self-contained Classrooms (4-12)	

Please sign below to signify that you have read and reviewed your child's service delivery plan.

\_\_\_\_\_

(Parent/Guardian Signature)

\_\_\_\_\_

(Date)

For additional information and further input on your child's services, please contact your child's gifted/talented teacher.

\_\_\_\_\_ Please check here if you **Do NOT** want your child to receive GT services.

# Gallatin County Schools Gifted & Talented Services Individual Progress Report

Student Name \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

## Area of Identification

<input type="checkbox"/> General Intellectual Ability <input type="checkbox"/> Creativity <input type="checkbox"/> Leadership  Service Options:  <input type="checkbox"/> Acceleration <input type="checkbox"/> Special Counseling <input type="checkbox"/> Enrichment Services <input type="checkbox"/> Seminars <input type="checkbox"/> Self-Contained Classrooms	<input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies   <input type="checkbox"/> AP/Honors <input type="checkbox"/> Differentiated Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Travel Study <input type="checkbox"/> Collaboration /Consultation	<input type="checkbox"/> Visual Arts <input type="checkbox"/> Dance <input type="checkbox"/> Music <input type="checkbox"/> Drama   <input type="checkbox"/> Special Schools <input type="checkbox"/> Distance Learning <input type="checkbox"/> Mentorship
--	---	---

Other:

**Skill Attainment:** Indicate level of attainment for each skill.

1-made progress

2-Did not make progress

N/A- Not applicable to the area of identification or service

____ Enhanced knowledge/performance ____ Developed Problem Solving ____ Enhanced Interpersonal Skills ____ Improved Learning/Study skills ____ Enhanced Stage Presence	____ Enriched Understanding ____ Advanced Leadership ____ Enriched Technology Skills ____ Developed Self-Sufficiency ____ Participated in Community Activities
--	--

Comments/Suggestions: (Use the Back)

Reviewer: \_\_\_\_\_ Date of Review \_\_\_\_\_ Semester \_\_\_\_\_

Gallatin County Schools Gifted & Talented Program  
Parent Notification of Participation in Talent Search Program

Date: \_\_\_\_\_

To the parent(s)/Guardian(s) of \_\_\_\_\_,

I am pleased to inform you that your child has been identified as one of the select group of students qualified to participate in the 4th/5th Grade Talent Search sponsored by the Duke University Talent Identification Program (Duke TIP). This opportunity offers recognition of a student's outstanding academic abilities and motivational and informational resources through publications and online opportunities. Your child's excellent performance on one or more area of the I-Ready test qualifies him or her to participate in this highly selective program:

Please see the DUKE TIP 4th/5th Grade Talent Search brochure for details and instructions on enrollment and deadline information. If you choose to enroll, you may do so easily at [www.tip.duck.edu/45enroll](http://www.tip.duck.edu/45enroll). Online enrollments receive faster processing. Alternatively, you may complete the paper application that has been included with this letter. (The qualifying test section has already been completed for you.) Use the following School ID code when applying online or by paper: \_\_\_\_\_. The deadline for registration is \_\_\_\_\_.

This letter is NOT an application: it is a notice that you qualify. You must enroll or submit a paper application to enroll in the 4th/5th Grade Talent Search. If you have questions, please feel free to contact me or call DUKE TIP directly at (919)668-9100.

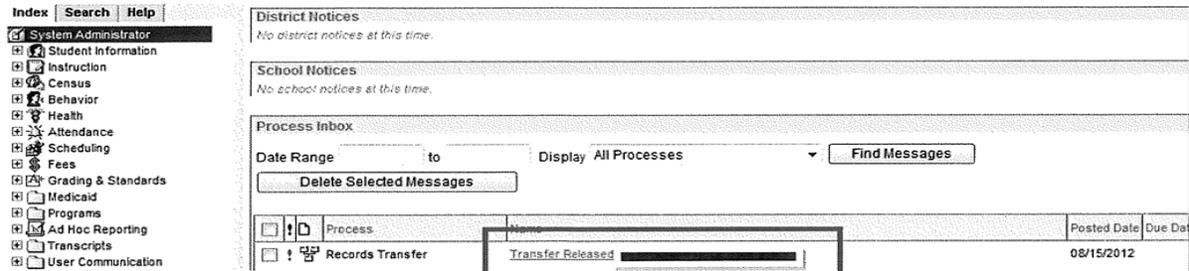
Congratulations on this honor!

Thank you,

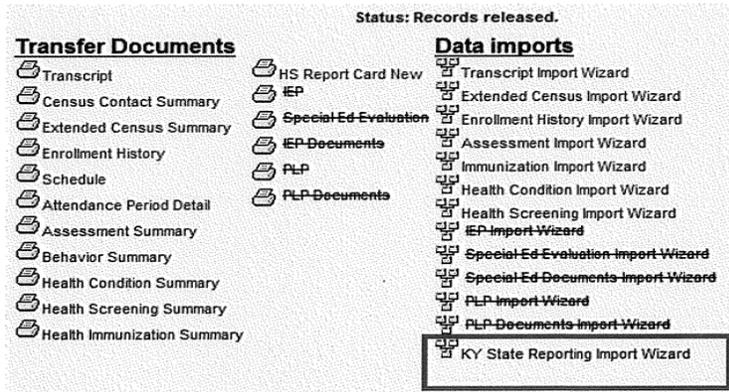
## Gifted & Talented Records Transfer

12	Gifted & Talented Records Transfer for Student new to District
KDE Contact (Data Steward)	Kathie Anderson
Description	As new students enrolled in the school, the process referenced below should be followed to ensure that if a student has been identified as Gifted & Talented in a previous district that their Gifted & Talented records are imported to the student's new district.
Data Standard Reg sites, data use, etc.	<ul style="list-style-type: none"> <li>● <u>Student identification</u>- identifying students and being able to track students as they transfer one district or another is important for tracking a student's progress.</li> <li>● <u>Student Records Transfer</u>- the locator function allows Kentucky districts to transfer education records with the students. This helps teachers see the student's background to better meet the student's educational needs.</li> <li>● <u>Prevents Duplicate Students</u>- failure to link prior education records to new enrollment creates duplicate students in Infinite Campus. Fixing these duplicates is much more difficult than setting the student up correctly initially: there can also be costs associated with the clean-up.</li> <li>● Programs for the Gifted &amp; Talented 704KAR3:285</li> </ul>
How is data used	<ul style="list-style-type: none"> <li>● National Reporting</li> <li>● State Reporting</li> <li>● School District Funding</li> <li>● Data sharing between systems: CIITS: P20</li> </ul>
Noted changes for current year	None
Available Ad-Hoc & Reports	None
Available Training	Campus Community WebEx on the Gifted webpage on the Kentucky Department of Education website
12A	Records Transfer
Campus Path:	System Administrator/Transfer released link

Step 1: These directions are for the person who is responsible for enrolling new students. The responsible person will receive a notice through Infinite Campus that there are records for the new student. To import the student's records, click on System Administrator (will show as the user's name). Next, they will click on the "Transfer Released" link.



Step 2: Click on the *KY State Reporting Import Wizard* to import Gifted and Talented Records



After clicking on the *KY State Reporting Import Wizard*, you will see the following screen on the next page and you must click the Save button at the bottom of the page.

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
05: Specific Academic Aptitude-Math	2007	08/01/2007	
Gifted Declined Services		Gifted Underachieving	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>Service Delivery Options:</b>			
<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 checked="" 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 checked="" type="checkbox"/> Enrichment services (school day)			
<input type="checkbox"/> Independent study			
<input type="checkbox"/> Mentorships			
<input checked="" type="checkbox"/> Resources services			
<input type="checkbox"/> Pull-out setting <input checked="" 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			
Attendance Transferred Summary From Last Enrolled District			
<u>Present</u>	<u>Absences</u>	<u>Unexcused Absences</u>	<u>Excused Absences</u>
88.00	2.0	0.0	2.0
<u>Tardies</u>	<u>Unexcused Tardies</u>	<u>Excused Tardies</u>	
1	1	0	
<u>Absent Events Unexcused</u>	<u>Absent Events Excused</u>		
0	2		
<u>EHO Absence</u>	<u>AFD Absence</u>	<u>AFR Absence</u>	<u>ATA Absence</u>
0.00	0.00	0.00	0.00

**Save**

Step 3: By clicking on the *KY State Reporting Import Wizard*, the GT tab and records may be imported. Districts will not know if the student has a GT tab until they open the student's record and view the tabs.

and Talented (GT) Record. If there is no tab, the student has not been identified as GT.



Step 5: Notify the Gifted Education Coordinator, so that they can review the student's GT record and appropriate services can be offered to the student through the Gifted Student Service Plan.

# Infinite Campus Documentation

## SERVICE DELIVERY OPTIONS & EVIDENCES

\*Gifted Category  
01: Creative or Divergent Thinking Ability ▼

\*Year Identified  
2018

\*Start Date  
[ ] [ # ]

End Date  
[ ] [ # ]

Gifted Declined Services

Gifted Underachieving

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

Various Acceleration Options

Early Exit from Primary  Grade Skipping  Subject Area Higher Grade Level

Dual Enrollment Courses  Dual Credit Courses  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom

Differentiated Individual Study  Differentiated for Cluster Groups

Distance Learning

KVHS Courses  Video Courses  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services

Pull-out Setting  Appropriate Instructional Setting  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Creative or Divergent Thinker Evidence:**  
(At least 3 Evidence checkboxes must be selected)

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, Specify [ ]

\*Gifted Category

02: General Intellectual Ability

\*Year Identified

2018

\*Start Date

End Date

Gifted Declined Services

Gifted Underachieving

**Service Delivery Options:**

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

Various Acceleration Options

Early Exit from Primary

Grade Skipping

Subject Area Higher Grade Level

Dual Enrollment Courses

Dual Credit Courses

Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom

Differentiated Individual Study

Differentiated for Cluster Groups

Distance Learning

KVHS Courses

Video Courses

Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services

Pull-out Setting

Appropriate Instructional Setting

Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**General Intellectual Ability Evidence:**

(At least 3 Evidence checkboxes must be selected)

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

9th Stanine on Comp. Test of Intellectual Ability

Other, Specify

\*Gifted Category  
 ▼

\*Year Identified  \*Start Date  End Date

Gifted Declined Services  Gifted Underachieving

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

Various Acceleration Options  
 Early Exit from Primary  Grade Skipping  Subject Area Higher Grade Level  
 Dual Enrollment Courses  Dual Credit Courses  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom  
 Differentiated Individual Study  Differentiated for Cluster Groups

Distance Learning  
 KVHS Courses  Video Courses  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services  
 Pull-out Setting  Appropriate Instructional Setting  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Psychosocial & Leadership Skills Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

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  Nominations-Self or Petition  
 Referrals/Recommendations-Teacher  Referrals/Recommendations-Parent  
 Student Awards or Critiques  Sociograms  
 Formal Testing   Other, Specify

Specify Other Test

Gifted Category <input type="text" value="04: Specific Academic Aptitude"/>	Year Identified <input type="text" value="2018"/>	Start Date <input type="text"/>	End Date <input type="text"/>
--	--	------------------------------------	----------------------------------

Gifted Declined Services
  Gifted Underachieving

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

Various Acceleration Options
  Early Exit from Primary
  Grade Skipping
  Subject Area Higher Grade Level
  Dual Enrollment Courses
  Dual Credit Courses
  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom
  Differentiated Individual Study
  Differentiated for Cluster Groups

Distance Learning
  KVHS Courses
  Video Courses
  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services
  Pull-out Setting
  Appropriate Instructional Setting
  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Specific Academic Aptitude Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged) <input type="checkbox"/> Within the 9th Stanine on One Subject Test Score of an Achievement Test <input type="checkbox"/> Formal Testing Data <input type="checkbox"/> Informal Assessments <input type="checkbox"/> Nominations-Self or Petition <input type="checkbox"/> Portfolio of High Academic Performance <input type="checkbox"/> Referrals/Recommendations-Parent <input type="checkbox"/> Student Awards or Critiques <input type="checkbox"/> Other, Specify <input type="text"/>	<input type="checkbox"/> Checklist Inventories <input type="checkbox"/> Collection of Evidence from Portfolios <input type="checkbox"/> Continuous Progress Data <input type="checkbox"/> High performance on Test of Academic Achievement <input type="checkbox"/> Nominations-Peer <input type="checkbox"/> Off-level Testing <input type="checkbox"/> Primary Review Committee <input type="checkbox"/> Referrals/Recommendations-Teacher <input type="checkbox"/> Student Progress Data
---	---

\*Gifted Category  
 ▼

\*Year Identified  \*Start Date  End Date

Gifted Declined Services  Gifted Underachieving

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

Various Acceleration Options  
 Early Exit from Primary  Grade Skipping  Subject Area Higher Grade Level  
 Dual Enrollment Courses  Dual Credit Courses  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom  
 Differentiated Individual Study  Differentiated for Cluster Groups

Distance Learning  
 KVHS Courses  Video Courses  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services  
 Pull-out Setting  Appropriate Instructional Setting  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Specific Academic Aptitude Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

Anecdotal Records  Checklist Inventories  
 Checklist Inventories (Underachieving or Disadvantaged)  Collection of Evidence from Portfolios  
 Within the 9th 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  
 Referrals/Recommendations-Parent  Referrals/Recommendations-Teacher  
 Student Awards or Critiques  Student Progress Data  
 Other, Specify

\*Gifted Category

08: Visual or Performing Arts Ability-Art ▼

\*Year Identified

2018

\*Start Date

End Date

Gifted Declined Services

Gifted Underachieving

**Service Delivery Options:**

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

Various Acceleration Options

Early Exit from Primary

Grade Skipping

Subject Area Higher Grade Level

Dual Enrollment Courses

Dual Credit Courses

Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom

Differentiated Individual Study

Differentiated for Cluster Groups

Distance Learning

KVHS Courses

Video Courses

Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services

Pull-out Setting

Appropriate Instructional Setting

Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Visual/Performing Arts Evidence:**

(At least 3 Evidence checkboxes must be selected)

Auditions

Checklist of Behaviors Specific to Gifted Category

Peer Recommendations

Portfolio of Visual or Performing Arts Ability

Questionnaires

Referrals/Recommendations-Teacher

Other. Specify

Awards or Critiques of Performance

Letters of Recommendations

Portfolio Assessment by Specialists or Professional Artists

Products (Paper, Video, Audio, Pictures)

Referrals/Recommendations-Parent

Nominations-Self or Petition

**Gifted & Talented Status**

\*Gifted Category

11: Visual or Performing Arts Ability-Music ▼

\*Year Identified

2018

\*Start Date

##

End Date

##

Gifted Declined Services

Gifted Underachieving

**Service Delivery Options:**

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

Various Acceleration Options

Early Exit from Primary  Grade Skipping  Subject Area Higher Grade Level

Dual Enrollment Courses  Dual Credit Courses  Early Exit from High School

Advanced Placement and Honors Courses

Collaborative Teaching and Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom

Differentiated Individual Study  Differentiated for Cluster Groups

Distance Learning

KVHS Courses  Video Courses  Other Online Course

Enrichment Services (School Day)

Independent Study

Mentorships

Resources Services

Pull-out Setting  Appropriate Instructional Setting  Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

**Visual/Performing Arts Type:**

(At least 1 Visual/Performing Arts Type checkbox must be selected)

Instrumental

Vocal

**Visual/Performing Arts Evidence:**

(At least 3 Evidence checkboxes must be selected)

Auditions

Checklist of Behaviors Specific to Gifted Category

Peer Recommendations

Portfolio of Visual or Performing Arts Ability

Questionnaires

Referrals/Recommendations-Teacher

Other, Specify

Awards or Critiques of Performance

Letters of Recommendations

Portfolio Assessment by Specialists or Professional Artists

Products (Paper, Video, Audio, Pictures)

Referrals/Recommendations-Parent

Nominations-Self or Petition

**Gifted & Talented Status**

\*Gifted Category: 12: Primary Talent Pool  
\*Year Identified: 2018  
\*Start Date:   
End Date:

- Gifted Declined Services  Gifted Underachieving

**Service Delivery Options:**

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

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

**Primary Talent Pool Evidence:**

(At least 3 Evidence checkboxes must be selected)

- Available Formal Test Data
- Checklist Inventories of Behaviors Specific to Gifted Categories
- Continuous Progress Data
- Parent Interview or Questionnaire
- Primary Review Committee Recommendation
- Anecdotal Records
- Collection of Evidence from Portfolios
- Diagnostic Data (Screening Measure)
- Petition System
- Other, Specify

## Frequently Used Terms in Gifted Education

### **Ability Grouping**

Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.

### **Accelerated Learning**

A strategy of progressing through education at rates faster or ages younger than the norm.

### **Accountability**

Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes

### **Advanced Placement (AP)**

A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)

### **Affective Curriculum**

Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.

### **Aptitude**

An inclination to excel in the performance of a certain skill.

### **Asynchrony**

A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

### **At-Risk**

A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.

### **Authentic Assessment**

Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.

### **Bloom's Taxonomy**

Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation..

### **Brainstorming**

An activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

### **Cluster Grouping**

A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are clustered in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

### **Concurrent or Dual Enrollment**

Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of

learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.

### **Cooperative Learning**

An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles.

This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.

### **Creativity**

The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.

### **Criterion-Referenced Testing**

An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students

### **Curriculum Compacting**

After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.

### **Differentiation**

Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

### **Enrichment**

Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.

### **Flexible Grouping**

An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content.

Grouping can be determined by ability, size, and/or interest.

### **Gifted and Talented Students**

The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."• [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition

### **Heterogeneous Grouping**

Grouping students by mixed ability or readiness levels in a heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels

### **Homogeneous Grouping**

Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.

### **Independent Study**

A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

### **Individual Education Plan (IEP)**

An IEP is a document that delineates special education services for special needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. A Federal law and the majority of states do not require IEPs for gifted learners..

**Intelligence**

The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.

**Intelligence Quotient (IQ)**

A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

**Learning Styles**

Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.

**Magnet Schools**

A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

**Mentor**

A community member who shares his or her expertise with a student of similar career or field of study aspirations

**Norm-Referenced Testing**

An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the norming group). Examples include the SAT and Iowa Tests of Basic Skills.

**Parallel Curriculum Model**

A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum of Practice, and the Curriculum of Identify.

**Portfolio Assessment**

An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

**Pull-out Program**

A program, which takes a student out of the regular classroom during the school day for special programming.

**Rubric**

A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.

**Social-Emotional Needs**

Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism.

Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.

**Talent Development**

Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents..

**Telescope**

To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

**Tiered Assignments**

A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.

**Twice Exceptional**

A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.

**Underachieving or Underachievement**

A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

*From National Association for Gifted Children, 2008*

# Data Standard Gifted and Talented

## Rev. 8/25/2022

### Ownership and History

**Standard prepared by:**

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**Data steward(s)**

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**Office(s)**

Office of Special Education and Early Learning (OSEEL)

**Revision history****August 25, 2022:**

- *Section A - Year Identified – updated*
- *Section A - Visual and Performing Arts - Evidence box updated*
- *Section B – Step 7 added*
- *Section C – Step 14 added*
- *Section L - Military Compact - Directions and screenshot updated*

**October 19, 2021:**

- *Deleted how to generate KY Gifted and Talented Detail Report*
- *Added how to generate QA Gifted and Talented Report*
- *Added link to Infinite Campus Gifted and Talented (Kentucky)*
- *Section M – Transfer of GSSP and Progress Report section added*
- *Section N - Copying a GSSP or Progress Report section added*

**January 8, 2021:**

- *Section G - Batch Printing section added*
- *Section I -Transfer of Student Records removed and replaced with Locking and Unlocking GSSPs and Progress Reports*

**August 11, 2020:**

- *Addition of Special Considerations checkbox and drop-down menu*
- *Other/Specify and line for additional notes deleted from Evidence box*
- *Other added to assessment drop-down menu*
- *Local Norms added as check box*
- *Directions on how to publish the Gifted Student Service Plan and Progress Report to the Parent Portal*

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**January 9, 2020:**

- *Updated Infinite Campus screenshots and information on Special Considerations*

**April 25, 2019:**

- *Addition of Local Norms, Military Compact, and Assessment Abbreviations*

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**Overview**

Gifted and Talented (GT) data standards should be used to enter and update GT records, correct and enter missing records and evidence, transfer GT records and create/complete Gifted Student Service Plans and Progress Reports.

Regulation citation(s)

**704 KAR 3:285**

**Data use**

- GT records are reported as data and entered into the School Report Card
- GT records are reported annually in the School Report Card
- Missing records and evidence are reported monthly to districts for districts to correct and update GT records
- Data is used to create Gifted Student Service Plans and Progress Reports

**Related ad-hoc filters and reports**

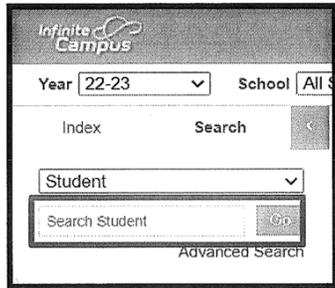
- To validate GT local and state records  
Path: *Index | Data Integrity | Data Validation | Reports | Definition Group Extract | Local Data Set | State Data Set*
- To generate the district GT student list  
Path: *Index | Data Export | State Published | G&T Student List*
- To generate a list of students and their categories or a report comparing GT to Total Enrollment  
Path: *Index | KY State Reporting | KDE Reports | QA Gifted and Talented*

**Documents and PowerPoints will be posted on KSIS Data Standards and GT Resources webpage.**

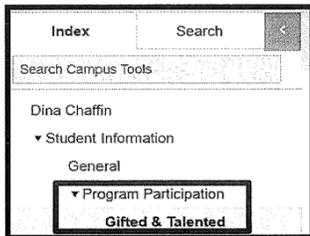
**Section A - Entering a Gifted and Talented Record**

Campus Path: *Student Information | General | Program Participation*

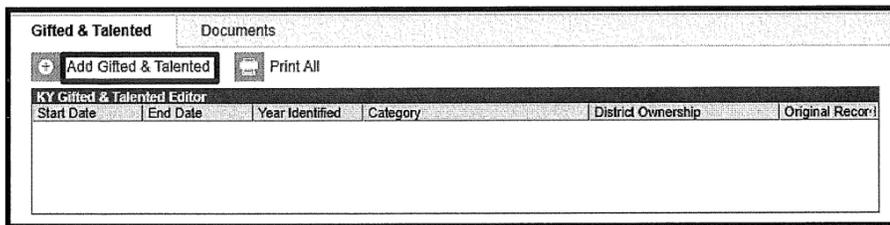
**Step 1:** Search Student - Look up student using Search tab. Enter student name and click “Go”



**Step 2:** Program Participation - Once student is found, under the Index tab, click the following path: *Student Information / Program Participation / Gifted & Talented*



**Step 3:** New GT Record - For a new record, click *Add Gifted and Talented*



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**Gifted & Talented Status**

The screenshot shows a form titled "Gifted & Talented Status". It contains a dropdown menu for "Gifted Category", a text input field for "\*Year Identified" containing "2014", and two date pickers for "\*Start Date" and "End Date". Below these fields are two checkboxes: "Gifted Declined Services" and "Gifted Underachieving".

**Gifted Category:** Select from the drop-down list the appropriate gifted category:

- 01: *Creative or Divergent Thinking*
- 02: *General Intellectual Ability*
- 03: *Psychosocial Leadership Skills*
- 04: *Specific Academic Aptitude-Language Arts*
- 05: *Specific Academic Aptitude-Math*
- 06: *Specific Academic Aptitude-Science*
- 07: *Specific Academic Aptitude-Social Studies*
- 08: *Visual and Performing Arts-Art*
- 09: *Visual and Performing Arts-Dance*
- 10: *Visual and Performing Arts-Drama*
- 11: *Visual and Performing Arts-Music*
- 12: *Primary Talent Pool*

**Year Identified:** Enter the last part of the school year in which the student is identified as gifted. **Example:** If a student is identified on May 30, 2018, of the 2017-2018 school year, enter "2018" for Year Identified.

**Start Date:** Enter the date services for specified category begins.

**Note:** For Primary Talent Pool (PTP) students exiting Grade 03, the start date of the formal identified gifted category will be the first day of school of the following school year.

**Note:** If services will begin in the summer, enter June 1 and the correct year. However, if services will not begin until the following school year, enter the first day of school and the correct year.

**End Date:** When entering a PTP student, the district will also enter the projected end date of the student's PTP participation. Students exit PTP at the end of grade 3. **Please do not delete the PTP record** even if the student is not formally identified at the 4<sup>th</sup> grade level for gifted and talented services but verify the record has been given an end date.

**Gifted Underachieving:** Select if student is identified as PTP or GT but have a significant gap between potential ability and demonstrated achievement.

**Gifted Declined Services:** If a parent or student declines gifted services, check the box. Make sure to document this preference in the student's GT folder.

**Service Delivery Options:** Select appropriate service delivery options. Select at least **two** options per gifted category.

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**Note:** Service Delivery Options should be updated in a student's GT Record to reflect the yearly Gifted Student Service Plan (GSSP).

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

- Various Acceleration Options
  - Early Exit from Primary
  - Grade Skipping
  - Subject Area Higher Grade Level
  - Early Entry to Kindergarten
  - Dual Enrollment Courses
  - Dual Credit Courses
  - Early Exit from High School
- Academic Competition or Optional Extracurricular Offering
- Advanced Placement and Honors Courses
- Collaborative Teaching
- Consultation Services
- Special Counseling Services
- Differentiated Study Experiences in the Classroom
  - Differentiated Individual Study
  - Differentiated for Cluster Groups
- Distance Learning
  - Video Courses
  - Other Online Course
- Enrichment Services (School Day)
- Independent Study
- Mentorships
- Resources Services
  - Pull-out Setting
  - Appropriate Instructional Setting
  - Consortium
- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)

**Evidence:** Depending on the gifted category selected, choose the appropriate evidence options. Select at least three evidences for each identified area.

**NOTE:** If the district is considering purchasing or administering an assessment that is not listed in the GT Coordinator Sample Handbook, contact the GT Program Consultant at KDE to ensure the assessment meets the gifted regulation criteria.

**Creative or Divergent Thinker Evidence:** Creativity must be determined using informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. When choosing an evidence below, ensure there is documentation in the folder for the above criteria. For example, if "Anecdotal Observation" is selected there must be a short narrative that describes a significant incident that has been observed where the child demonstrates capacity for originality of thought, fluency, elaboration and flexibility. This anecdotal record should be placed in the student's GT folder as evidence.

Documented evidence of creative thinking ability may also include:

1. Creative writing samples

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

**Creative or Divergent Thinker Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Observation	<input type="checkbox"/> Behavioral Checklists Specific to Creative Behavior
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Creative Work Samples
<input type="checkbox"/> Formal Assessment Measures	<input type="checkbox"/> Informal Assessment Measures
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	<input type="checkbox"/> Military Compact

**General Intellectual Ability Evidence (GIA):** For GIA, you must select *9<sup>th</sup> Stanine on a Comprehensive Test of Intellectual Ability* as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, the 9<sup>th</sup> stanine would not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. From the drop-down menu, select one an option:

- Special Ed
- Disadvantaged
- Underachieving

Example:

**General Intellectual Ability Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input checked="" type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input checked="" type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input checked="" type="checkbox"/> Special Considerations <input type="text" value=""/>

Special Ed

Disadvantaged

Underachieving

If the assessment selection is not on the dropdown box, click **Other** on the assessment drop-down menu.

Evidence of GIA also may include:

1. High performance on additional individual or group intellectual assessment
2. Observation of applied advanced reasoning ability

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3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

**Specific Academic Aptitude Evidence (SAA):** For SAA, you must select *9<sup>th</sup> Stanine on a Comprehensive Test of Intellectual Ability* as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, the *9<sup>th</sup> stanine* would not be selected. Instead, select *Checklist of Inventories (Underachieving or Disadvantaged)* and *Special Considerations*. From the drop-down menu select one of the following:

- Special Ed
- Disadvantaged
- Underachieving

Example:

Specific Academic Aptitude Evidence:  
(At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Checklist Inventories
<input checked="" type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Within the 8th Stanine on One Subject Test Score of an Achievement Test	<input type="checkbox"/> Continuous Progress Data
<input type="checkbox"/> Formal Testing Data	<input type="checkbox"/> High performance on Test of Academic Achievement
<input type="checkbox"/> Informal Assessments	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Off-level Testing
<input type="checkbox"/> Portfolio of High Academic Performance	<input type="checkbox"/> Primary Review Committee
<input type="checkbox"/> Referrals/Recommendations-Parent	<input checked="" type="checkbox"/> Referrals/Recommendations-Teacher
<input type="checkbox"/> Student Awards or Critiques	<input type="checkbox"/> Student Progress Data
<input checked="" type="checkbox"/> Special Considerations   Disadvantaged ▾	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact

Special Ed  
Disadvantaged  
Underachieving

Evidence of SAA 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
5. Student progress data

If the assessment needed for 9<sup>th</sup> stanine evidence is not listed on the drop-down menu, click **Other** on the drop-down list.

**Psychosocial and Leadership Skills Evidence:** This category must be determined by a variety of informal measures and the documentation of the willingness (being prepared; readiness) of the student to assume leadership roles in class, in a student organization and in a community activity.

**Note:** The box stating “Documentation of Student Leadership in Community, Class and Student Organization” must be checked.

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However, if exceptions are being considered due to the student being identified for special education services, as disadvantaged or as underachieving, **Documentation of leadership in class, in a student organization, and in a community, activity** would not be selected. Instead, select **Checklist of Inventories (Underachieving or Disadvantaged)** or check the box **Special Considerations**. From the drop-down menu select:

- Special Ed
- Disadvantaged
- Underachieving

**Psychosocial & Leadership Skills Evidence:**  
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Behavioral Observations	<input type="checkbox"/> Checklist Inventories
<input checked="" type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input checked="" type="checkbox"/> Documentation of Student Leadership in Community, Class, and Student Organization
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Informal Testing
<input type="checkbox"/> Primary Review Committee	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Student Awards or Critiques	<input checked="" type="checkbox"/> Sociograms
<input type="checkbox"/> Formal Testing <input style="width: 50px;" type="text"/>	<input type="checkbox"/> Military Compact
Specify Other Test <input style="width: 150px;" type="text"/>	
<input type="checkbox"/> Special Considerations <input style="width: 50px;" type="text"/>	

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

**Visual and Performing Arts (VPA) Evidence:** For VPA, documentation of performance must determine evidence of auditions, letters of recommendations, or products or portfolio assessment by specialist or professional artists.

**NOTE:** Best practice for auditions would include evaluation by fine arts specialist(s) for the area(s) the student has been referred. Letters of recommendation should describe and evaluate the student’s technical skills and abilities. The letter or recommendation should also provide details about where they have observed the student’s talent. Also, it would be best practice to invite multiple specialists or professional artists to assess student work or auditions.

Evidence of visual or performing arts may also include:

1. Awards or critiques of performance

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2. Portfolio of visual or performing arts ability.

<b>Visual/Performing Arts Evidence:</b> (At least 3 Evidences unless student is identified under the Military Compact)	
<input type="checkbox"/> Auditions	<input type="checkbox"/> Awards or Critiques of Performance
<input type="checkbox"/> Checklist of Behaviors Specific to Gifted Category	<input type="checkbox"/> Letters of Recommendations
<input type="checkbox"/> Peer Recommendations	<input type="checkbox"/> Portfolio Assessment by Specialists or Professional Artists
<input type="checkbox"/> Portfolio of Visual or Performing Arts Ability	<input type="checkbox"/> Products (Paper, Video, Audio, Pictures)
<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Special Considerations <input type="text"/>	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Continuous Progress Data
	<input type="checkbox"/> Anecdotal Records
	<input type="checkbox"/> Formal Testing Data
	<input type="checkbox"/> Primary review committee recommendation for those entering 4th grade

**VPA Type:** If Visual/Performing Arts - Music category is selected, Instrumental and/or Vocal must be checked.

<b>Visual/Performing Arts Type:</b> (At least 1 Visual/Performing Arts Type checkbox must be selected)	
<input type="checkbox"/> Instrumental	<input type="checkbox"/> Vocal

**Primary Talent Pool (PTP) Evidence – Note:** Data from formal, normed measures **must not** be used to exclude a student from PTP services.

<b>Primary Talent Pool Evidence:</b> (At least 3 Evidence checkboxes must be selected)	
<input type="checkbox"/> Available Formal Test Data	<input type="checkbox"/> Anecdotal Records
<input type="checkbox"/> Checklist Inventories of Behaviors Specific to Gifted Categories	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Diagnostic Data (Screening Measure)
<input type="checkbox"/> Parent Interview or Questionnaire	<input type="checkbox"/> Petition System
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Other, Specify <input type="text"/>

**PTP Note/Reminder:** When entering a Primary Talent Pool student, the district will also enter the projected end date of the student’s Primary Talent Pool participation. Students exit Primary Talent Pool at the end of grade 3. If the student is formally identified in a category, start a new record. If the student is not formally identified, **DO NOT** delete the record – please **END DATE** with **6/30/20XX**.

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Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
12: Primary Talent Pool	2020		
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		

**Section B - GT Records Transfer for Student New to District**

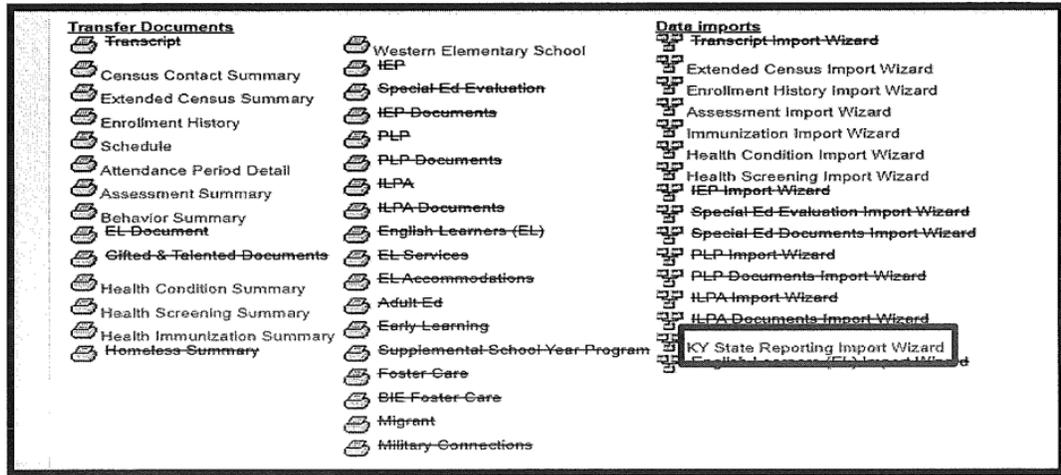
These directions are for the person who is responsible for enrolling new students. The responsible person will receive a notice in the **Process Inbox** in Infinite Campus that there are records for the new student. The **Process Inbox** is located on the home screen when the user logs in. To return to the home screen from another location, click on the username at the top of the Index.

**Step 1:** Click on the **Transfer Released** link next to the student's name.

School Announcements					
No school announcements at this time.					
Process Alerts					
Date Range	to	Display	All Processes	Find Messages	
<input type="button" value="Delete Selected Messages"/>					
<input type="checkbox"/>		Process	Name	Posted Date	Due Date
<input type="checkbox"/>		Records Transfer	<a href="#">Transfer Released.</a>	04/22/2022	

**Step 2:** Click on the **KY State Reporting Import Wizard**, the user will need to import all records including Gifted & Talented records from this wizard.

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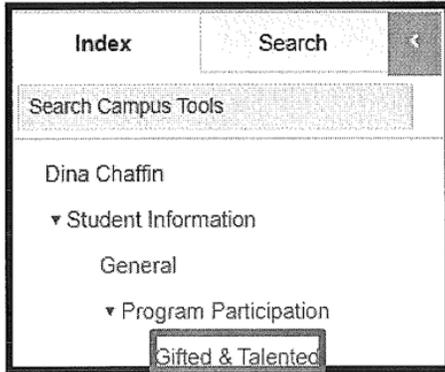
After clicking on the *KY State Reporting Import Wizard*, you will see a screen like the one shown below if the student has been previously identified as Gifted & Talented.

The screenshot shows the 'Gifted & Talented Status' form. At the top, there are fields for 'Gifted Category' (set to '04: Specific Academic Aptitude-Language Arts'), 'Year Identified' (2021), 'Start Date' (08/26/2020), and 'End Date'. Below these are checkboxes for 'Gifted Declined Services' and 'Gifted Underachieving'. The 'Service Delivery Options' section includes checkboxes for 'Various Acceleration Options' (Early exit from Primary, Grade skipping, Subject Area Higher Grade Level, Early Entry to Kindergarten), 'Courses' (Dual Enrollment, Dual Credit, Early exit from high school), 'Academic Competition or Optional Extracurricular Offering', 'Advanced Placement and Honors Courses' (checked), 'Collaborative Teaching', 'Consultation Services', 'Special Counseling Services', 'Differentiated study experiences in the classroom' (Differentiated individual study, Differentiated for Cluster groups - checked), 'Distance learning' (Video courses, Other online course), 'Enrichment services (school day)', 'Independent study', 'Mentorships', 'Resources services' (Pull-out setting, Appropriate instructional setting, Consortium), 'Seminars', 'Travel study options', 'Special schools, 4-12', and 'Self-contained classrooms, 4-12'. At the bottom, there is a table titled 'Attendance Transferred Summary From Last Enrolled District' with columns for Present, Absences, Unexcused Absences, Excused Absences, Tardies, Unexcused Tardies, Excused Tardies, Absent Events Unexcused, Absent Events Excused, EHO Absence, BT Absence, AFD Absence, AFR Absence, and ATA Absence. A 'Save' button is highlighted with a red rectangular box at the bottom center of the form.

**Step 3:** Click *Save* to import the GT data into the student's GT record. All other State Reported data displayed on the Import Wizard screen will also be saved to the student's record.

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**Step 4:** Confirm that the GT data imported correctly to student record found under **Index | Student Information | Program Participation | Gifted & Talented**.



**Step 5:** Notify the GT Coordinator so they can review the student's GT record. The services in the record should be reviewed and changed if the services from the previous district are not offered in the student's new (current) district.

**Step 6:** The GT Coordinator should notify all personnel who work with the student so appropriate services can be offered to the student and a GSSP can be created. The GSSP should then be given to the parents/guardian, notifying them of the services being offered to the student.

**Step 7:** Contact the previous district for the student's GT records. If the previous district does not have the records, collect the identification documentation for the student. According to [704 KAR 3:285, Section 3\(9\), \(11\) and \(12\)](#), students must meet regulation criteria to be identified for gifted services.

### **Section C - GT Missing Student Records and Evidence**

**Step 1:** The district GT Coordinator will receive an email from the KDE GT Program Consultant with a list of students SSID numbers and the corresponding gifted category with a missing record or evidence. These records are usually students who transferred to the district, but their GT record was not imported or evidence, such as the 9<sup>th</sup> stanine, is not a part of their evidence in Infinite Campus (IC).

**Step 2:** Staff will need to look up each student to locate the previous district in which the student was enrolled in order to determine where to send a records request or to determine if evidence is missing. If staff cannot locate a student's previous enrollment, contact the KDE GT Program Consultant.

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**Missing Evidence:**

**Step 3:** If the student has a gifted record in the district, staff need to ensure there is no “x” beside the record. An “x” beside a record indicates the student was identified in the current district. Since these records usually indicate a new student, there should be no “x”.

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
08/08/2018		2018	Specific Academic Aptitude- Language Arts	Knox County (301)	x

**Step 4:** However, if the student has an “x” beside the record, evidence may be missing. Usually the evidence missing is related to the 9<sup>th</sup> stanine box. Check to see if the 9<sup>th</sup> stanine box has been checked. If not, review the other boxes to see if the student was selected due to ***Special Considerations*** (disadvantaged, special education student, underachieving). If the student has been selected due to special considerations, document in the student’s folder that the student has no 9<sup>th</sup> stanine selected because of special considerations. Update the student’s recording using the ***Special Considerations*** checkbox and dropdown menu.

Keep in mind, if the student has not been selected due to special considerations, and there is no 9<sup>th</sup> stanine selected, more investigation will need to be done.

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**General Intellectual Ability Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations

**Step 5:** If the student has documentation from the previous district that the student scored at the 9<sup>th</sup> stanine, update the record by selecting the 9<sup>th</sup> stanine check box. The previous or identifying district must send this information to the new district. (**IMPORTANT:** If emailing, remember for privacy, the document can't have both the student's name and SSID number. One of these must be removed.)

**Step 6:** However, if the student has no documentation, the district must contact the previous district for this documentation.

**Missing Record:**

**Step 7:** If evidence is not missing and the district has a record, this means the student has two or more GT records. Look to see if the record has an "x" beside the record indicating the current district identified the student. If the student has an "x" then a previous district also identified the student.

**NOTE:** If it appears the student is not missing a GT record, then ensure the correct GT record is being viewed. Students may have been identified in more than one GT area and the record missing may be from an area other than the one the district has on file.

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
08/20/2012		2012	Specific Academic Aptitude-Math	Knox County (301)	x

**Step 8:** However, if the district searches and finds the student in IC and they have no GT record or the record is missing, this means when the student enrolled in the district, the GT record was not imported. Check with enrollment personnel to see if the record was imported. If not, a records request will need to be sent to the previous district.

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**Step 9:** To determine where to send the records request, look at the student's enrollment information. Contact the GT Coordinator from the previous district and ask if the district has the missing record. (For GT Coordinator's contact information, check [Directory-Open House](#)).

Grade	Type	Calendar	School	Start Date	End Date
12	P	22-23	COUNTY HIGH SCH	08/11/2022	
<i>Start Status: E01 First enrollment of the year</i>					
<i>End Status:</i>					
11	P	21-22	COUNTY HIGH SCH	08/12/2021	05/27/2022
<i>Start Status: E01 First enrollment of the year</i>					
<i>End Status: CO1 Close of Year</i>					

**Step 10:** If the record needed is in the previous district, the current district should request the record using the process outlined in the [Student Records Transfer Data Standard](#). If the current district has a record for this student and it is not the original record, the record needs to be deleted. However, if there are no duplicate records, the next step would be to create a GSSP for the student and begin serving the student. This should take place as quickly as possible.

**Step 11:** If the previous district does not have a record for the student, this means one of two things. (1) Either the previous district did not import the student's record at the time they enrolled or (2) the previous district could not import the student's record because the district where the student was enrolled before did not import the record. It is like a broken chain. Records can only be transferred from the previous district.

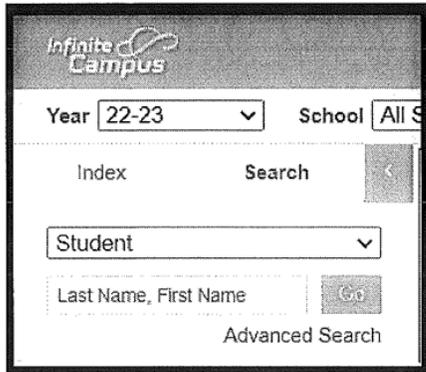
**Step 12:** If the previous district does not have the missing record, contact the KDE GT Consultant for assistance.

**Step 13:** Request copies of all documentation from the student's GT file. If files are sent digitally, remember to remove either the name or the SSID to ensure student privacy.

**Step 14:** If the previous district does not have the GT student's records, begin collecting identification evidence for the student. According to [704 KAR 3:285, Section 3\(9\), \(11\) and \(12\)](#), students must meet regulation criteria to be eligible for gifted services.

**Section D - Gifted Student Service Plan (GSSP) and GT Progress Report**

Before creating the GSSP or GT Progress Report, the district must first locate the student for whom the form will be created. To find the student, click on the *Search* Tab. Then, select either *Student* or from the drop-down arrow, select *State ID*. If selecting *Student*, type in the student's last name, then first name.

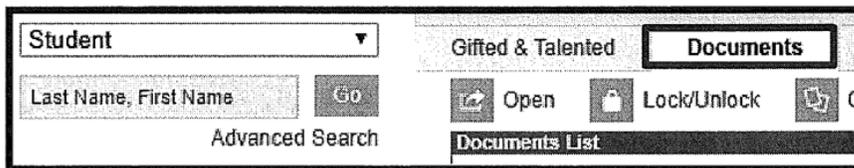


**Section E – Uploading GSSP or Progress Report**

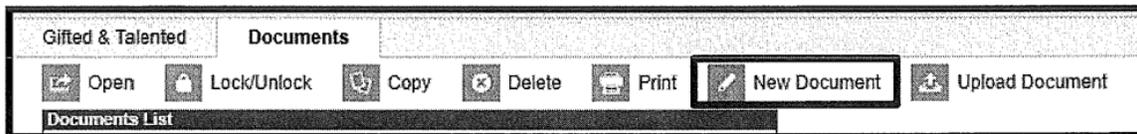
**Campus Path: Documents tab | New Document**

These directions are for the person responsible for creating the GSSP or Progress Report. The user must first locate the student before loading the form. The GSSP or Progress Report is located under the *Index* tab.

**Step 1:** Once the student's record has been located, click the *Documents* tab.



**Step 2:** Next, click *New Document*.



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**Step 3:** Then on the gray text box, check *Create Custom Form*.

**Create New Document Wizard**

Please select one of the following documents:

**Create Custom Form:**  
Notices, checklists, and supplemental forms

Select a Form: (No Form Selected) ▼

Prepopulated Data from: Buchanan Elem School 2020 A(08/07/2019-) ▼

DOCUMENT SELECTED FOR CREATION: (no document selected)

Create Document Cancel

**Step 4:** Using the down arrow under Select a Form, choose *Gifted Student Service Plan* or the *Progress Report*.

**Create New Document Wizard**

Please select one of the following documents:

**Create Custom Form:**  
Notices, checklists, and supplemental forms

Select a Form: Gifted Student Service Plan ▼

Prepopulated Data from: Buchanan Elem School 2020 A(08/07/2019-) ▼

DOCUMENT SELECTED FOR CREATION: Gifted Student Service Plan

Create Document Cancel

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**Step 5:** Once the GSSP or GT Progress Report is chosen, click the *Create Document* button.

**Create New Document Wizard**

Please select one of the following documents:

**Create Custom Form:**  
Notices, checklists, and supplemental forms  
Select a Form:  ▼

**Prepopulated Data from**  
 ▼

**DOCUMENT SELECTED FOR CREATION: Gifted Student Service Plan**

**Step 6:** The GSSP/Progress report will load in the middle of the screen.

**KY Gifted Student Services Plan**  
Gifted Student  
18-19 Knox County Middle School Grade 07 - SSID [REDACTED]

The Gifted Student Service Plan (GSSP) is a plan developed for identified students in grades 4-12. The plan notifies parents of the services their child will be receiving from the district. For each identified area the district must provide a minimum of two services.

**Gifted Area(s)**

<input checked="" type="checkbox"/> 01: Creative or Divergent Thinking	<input type="checkbox"/> 07: Specific Academic Aptitude - Social Studies
<input type="checkbox"/> 02: General Intellectual Ability	<input type="checkbox"/> 08: Visual or Performing Arts Ability - Art
<input type="checkbox"/> 03: Psychosocial or Leadership Abilities	<input type="checkbox"/> 09: Visual or Performing Arts Ability - Dance
<input type="checkbox"/> 04: Specific Academic Aptitude - Language Arts	<input type="checkbox"/> 10: Visual or Performing Arts Ability - Drama
<input checked="" type="checkbox"/> 05: Specific Academic Aptitude - Math	<input type="checkbox"/> 11: Visual or Performing Arts Ability - Music
<input type="checkbox"/> 06: Specific Academic Aptitude - Science	

**Service Delivery Options and Codes**

**Section F - Completing the Gifted Student Service Plan (GSSP)**

**Campus Path: Search | Student (Student, State ID)**

**Step 1:** Under *Gifted Area(s)*, place a check beside each category for which the student has been identified.

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Gifted Area(s)	
<input checked="" type="checkbox"/> 01: Creative or Divergent Thinking	<input type="checkbox"/> 07: Specific Academic Aptitude - Social Studies
<input type="checkbox"/> 02: General Intellectual Ability	<input type="checkbox"/> 08: Visual or Performing Arts Ability - Art
<input type="checkbox"/> 03: Psychosocial or Leadership Abilities	<input type="checkbox"/> 09: Visual or Performing Arts Ability - Dance
<input type="checkbox"/> 04: Specific Academic Aptitude - Language Arts	<input type="checkbox"/> 10: Visual or Performing Arts Ability - Drama
<input checked="" type="checkbox"/> 05: Specific Academic Aptitude - Math	<input type="checkbox"/> 11: Visual or Performing Arts Ability - Music
<input type="checkbox"/> 06: Specific Academic Aptitude - Science	

**Step 2:** Under *Service Delivery Option and Codes*, beside the service option, type the Gifted Area Code. If more than one Gifted Area will be served by an Option, separate the codes with a comma.

**Note:** A minimum of two service options should be selected for each identified area. Service options should be updated every year on Infinite Campus to reflect the most current GSSP.

Service Delivery Options and Codes	
The code(s) beside the Service Delivery Options are the areas being served. Codes are separated with a comma (,).	
<p><b>Acceleration Options</b></p> <ul style="list-style-type: none"> <li>Grade Skipping</li> <li>Subject Area Higher Grade Level <input type="checkbox"/> 05</li> <li>Dual Credit Courses</li> <li>Early Exit from High School</li> </ul> <p><b>Various Options</b></p> <ul style="list-style-type: none"> <li>Academic Competition or Other</li> <li>Extracurricular Offering</li> <li>Advanced Placement and Honors Courses</li> <li>Collaborative Teaching</li> <li>Consultation Services</li> <li>Special Counseling Services</li> <li>Enrichment Services (School Day) <input type="checkbox"/> 01 <input type="checkbox"/> 05</li> <li>Independent Study</li> <li>Mentorships</li> </ul>	<ul style="list-style-type: none"> <li>Consortium <input type="checkbox"/> 01</li> <li>Seminars</li> <li>Travel Study Options</li> <li>Special Schools (4-12)</li> <li>Self-Contained Classrooms (4-12)</li> <li><b>Differentiated Study Experience in the Classroom</b></li> <li>Differentiated Individual Study</li> <li>Differentiated for Cluster Groups <input type="checkbox"/> 051</li> <li><b>Distance Learning</b></li> <li>Video Courses</li> <li>Other Online Courses</li> <li><b>Resources Services</b></li> <li>Pull-out Setting</li> <li>Appropriate Instructional Setting</li> </ul>

**Step 3:** In the *Comments* box, the teacher should describe the student’s progress as related to the projects and/or activities for each service delivery option.

Comments:
Enrichment Services: For the area of Creativity, students will take a field trip to the Innovations Lab in Georgetown, KY. Students will also be invited to district Discovery Day enrichment program once per quarter. Activities for each Discovery Day will be based on results from student interest surveys. Students identified for Creativity will also participate in the multi-district Artistic Expression and Creativity Day Camp at KEDC. For math, Jane will be taking Pre-Algebra as a sixth grade student.

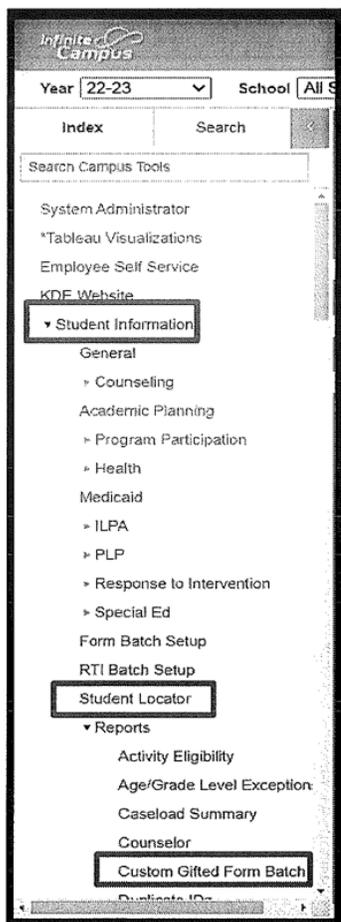
**Step 4:** Click *Save* to save all the information selected or typed. The saved report will be posted in the *Documents List* with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year. Clicking *Print*, will allow the user to print a copy of the document.

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**Section G - Batch Printing**

To use the Batch Printing feature to print all student documents at one time.  
**Campus Path: Student Information / Reports / Custom Gifted Form Batch Print**

When batch printing reports, ensure the dates reflect when the forms were uploaded.



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**Custom Gifted Form Batch Print**

This tool allows for the printing of the custom gifted district forms for multiple points during the year and school selected in the Campus toolbar. Custom school at any point during the year.

**Extract Options**

Custom Form: Gifted and Talented Progress Report

Form Creation Date: 07/01/2022 -- 06/30/2023

**Select Students**

Which students would you like to include in the report?

Grade: All Students (dropdown with options: 00, 01, 02, 03)

Ad Hoc Filter

**Sort Options**

Student Name  Grade

Print Forms

If the district decides to email a copy of the GSSP to the parent/guardian, approval must be given from the parent/guardian due to the personal, identifiable information included on the document.

*Note: Please keep the Family Educational Rights and Privacy Act (FERPA) in mind when sending communications with personal, identifiable information to parent/guardians and teachers.*

### Section H - Completing the Progress Report

The Progress Report must be completed at the end of each school semester. Progress must relate to the goals and activities in the GSSP.

**Step 1:** Fill in the information and give specific and intentional feedback regarding student progress as it relates to the Gifted Student Service Plan (GSSP). The comment section will expand as needed.

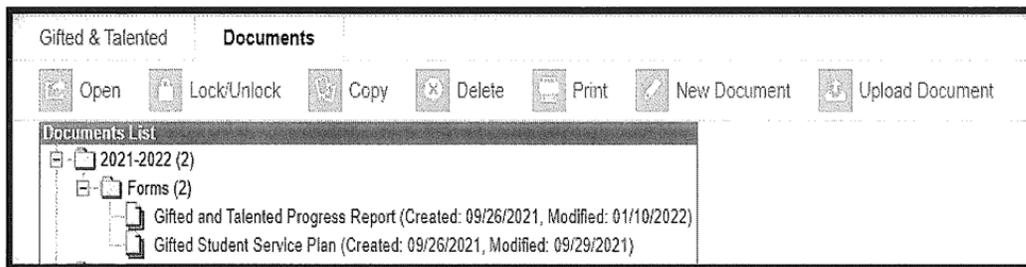
*Note:* This may include but is not limited to topics such as continuous progress, process skills, and/or products and performances of the student.

**Step 2:** Click **Save** to save all the information selected or typed. The saved report will be posted in the **Documents List** with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year. Clicking **Print**, will allow the user to print a copy of the document.

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Mid-Term Progress:			
Gifted Category	Teacher	Progress Indicator	Comments
05 - Math	Mrs. Andrews	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Exceeds	Jane is excelling in Pre-Algebra. She has
01 - Creativity	Mr. Freese	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	Jane demonstrated her creativity during the
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Exceeds	

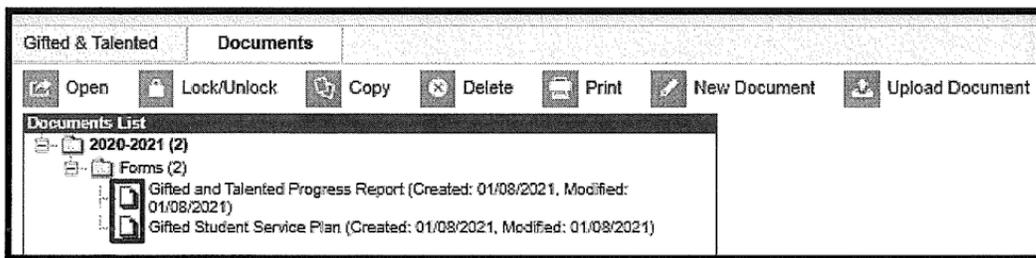
**Step 3:** Once the Progress Report is complete, click *Save*. The saved report will be posted in the *Documents List* with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year.



**Section I - Locking and Unlocking the GSSP and Progress Report**

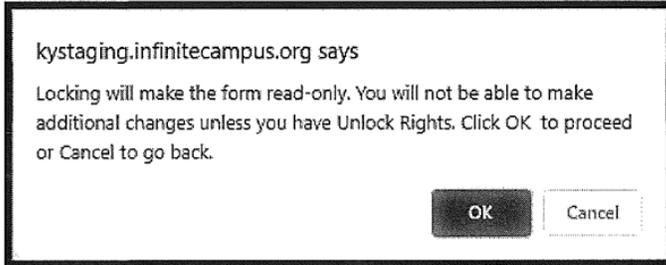
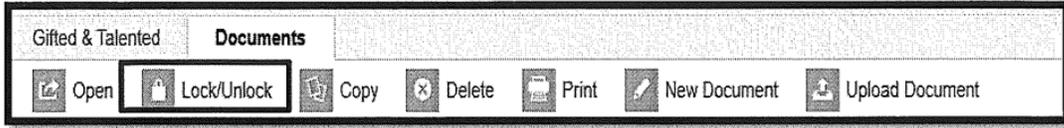
It is important to lock the GSSP and Progress Report so they can be seen in the State Edition of Infinite Campus. The GT Consultant for the Kentucky Department of Education uses these forms for monitoring to ensure they are completed correctly.

**Step 1:** After saving the GSSP and/or Progress Report, click the white paper icon beside the words *Gifted Student Service Plan*.

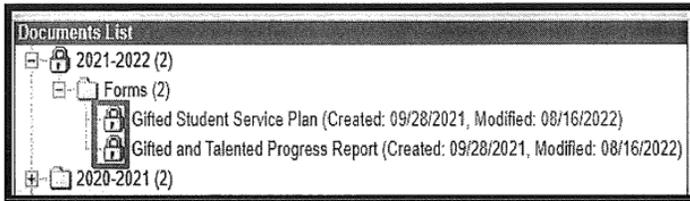


**Step 2:** Click the tool *Lock/Unlock*. A text box will appear with the message below. Click *OK*. The GSSP/Progress Report can be unlocked if needed for editing.

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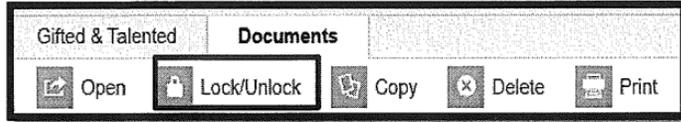


**Step 3:** A lock icon will appear next to the GSSP and/or Progress Report.



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**Step 4:** To unlock the GSSP and/or Progress Report, repeat the process above, except click the *Unlock* tool.



**Section J - Publishing the GSSP and Progress Report**

**Step 1: Custom Forms**

**Campus Path:** System Administration | Custom Forms | Gifted Student Service Plan or Progress Report

System Administration	MODULE	STATUS	NAME	SEQUENCE
<ul style="list-style-type: none"> <li>Attendance</li> <li>Awarding</li> <li>Batch Queue</li> <li>Calendar</li> <li>Campus Learning</li> <li>Census</li> <li>Custom</li> <li><b>Custom Forms</b></li> <li>Data Defining Tools</li> <li>Data Interchange</li> </ul>	(All) ▼	(All) ▼		
	▼ MODULE: Gifted & Talented			
	Gifted & Talented	ACTIVE	Gifted Student Service Plan	1
	Gifted & Talented	ACTIVE	Gifted and Talented Progress Report	2
	Gifted & Talented	INACTIVE	KDE GSSP and Progress Report	1
	Gifted & Talented	INACTIVE	Legacy KDE GSSP and Progress Report	1

Click on the *Gifted Student Service Plan* or *Progress Report* custom forms to edit, and then go to the last section *Publish*. Check the *Campus Parent* Checkbox.

The screenshot shows the 'Interactive Form - Gifted and Talented Progress Report' publishing interface. At the top, there are four buttons: Upload, Prepopulate Fields, Define Rules, and Publish. Below these buttons, there is a section for publishing settings:

- Start Date:** 08/01/2019
- End Date:** month/day/year
- Display Custom Form on Portal:**
  - Campus Parent
  - Campus Student
- Display PDF on Roster:**
  - Roster
- Status:** ACTIVE

At the bottom of the form, there are navigation buttons: Previous, Cancel, and Save.

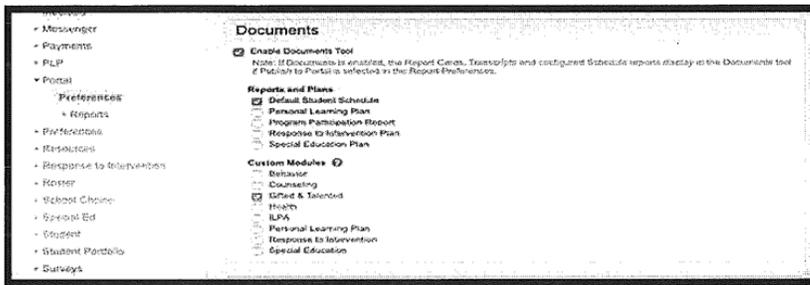
This will need to be repeated for each document to publish to the portal.

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**Step 2: Portal Preferences**

**Campus path: System Administration | Portal | Preferences**

Preferences will be adjusted for each school/calendar, but under the documents section there is a *Gifted and Talented* checkbox- ensure box is checked.



**Step 3: Lock Gifted and Talented Documents**

**Campus Path: Student information | Program Participation | Gifted and Talented | Documents**

Lock the document to publish to the portal (if it is not already locked). In the screenshot below, the student's documents are not locked. Currently, there is not a way to lock multiple student documents. When creating the GSSP and Progress Report, ensure the document is locked. By locking the document, it will be ready to publish to the Parent Portal. The forms can also be unlocked to edit. However, permissions are needed for both tools.

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The screenshot shows a web application interface with a left-hand navigation menu and a main content area. The navigation menu includes the following items:

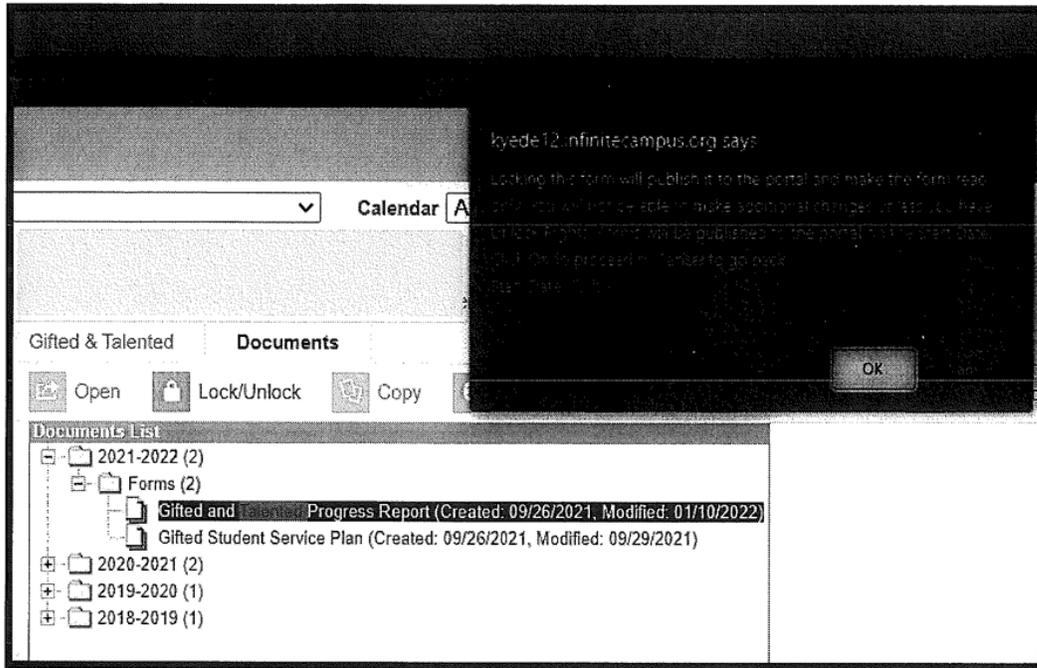
- System Administrator
- \*Tableau Visualizations
- Employee Self Service
- KDE Website
- ▼ Student Information
  - General
  - ▶ Counseling
  - Academic Planning
  - ▼ Program Participation
    - English Learners (EL)
    - Foster Care
    - ▼ Gifted & Talented
      - Blank Forms

The main content area is titled "Gifted & Talented Documents" and features a toolbar with icons for Open, Lock/Unlock, Copy, Delete, Print, and New. Below the toolbar is a "Documents List" section containing a hierarchical tree structure:

- 2021-2022 (2)
  - Forms (2)
    - Gifted and Talented Progress Report (Created: 09/26/2021, Modified: 01/10/2022)
    - Gifted Student Service Plan (Created: 09/26/2021, Modified: 09/29/2021)
- 2020-2021 (2)
- 2019-2020 (1)
- 2018-2019 (1)

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To lock, go to the student's documents. Click **Lock/Unlock**. A warning should appear.



Click **OK**. Locking will publish the document to the portal. This action will need to be repeated for each document to publish to the portal.

Once this has been done, the parent should be able to access these documents under the **Documents** section in the left side menu of the portal.

## Section K - Local Norms

The gifted regulation states that a district may use local or national norms to identify students for the gifted program. Local Norms are norms that compare students within a school, district or a subgroup in the district rather than to a national group(s) of students.

The 9<sup>th</sup> stanine must still be used when using a local norm. A [local norms calculator](#) is posted on the GT Resources webpage.

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If local norms are used when scoring students, check the three evidences used to identify the student. Then, click the **Local Norms** check box.

**General Intellectual Ability Evidence:**  
 (At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input checked="" type="checkbox"/> <b>Local Norms</b>
	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations <input type="text"/>

**Section L - Military Compact**

According to Kentucky’s *Interstate Compact on Educational Opportunity for Military Children*, KRS 156.730, Article V(B), “Educational program placement: The receiving state shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.”

When entering a GT record for a Military Student, check **Military Compact**. Then, check the box or boxes based on current education assessments or participation/placement documentation.

See example:

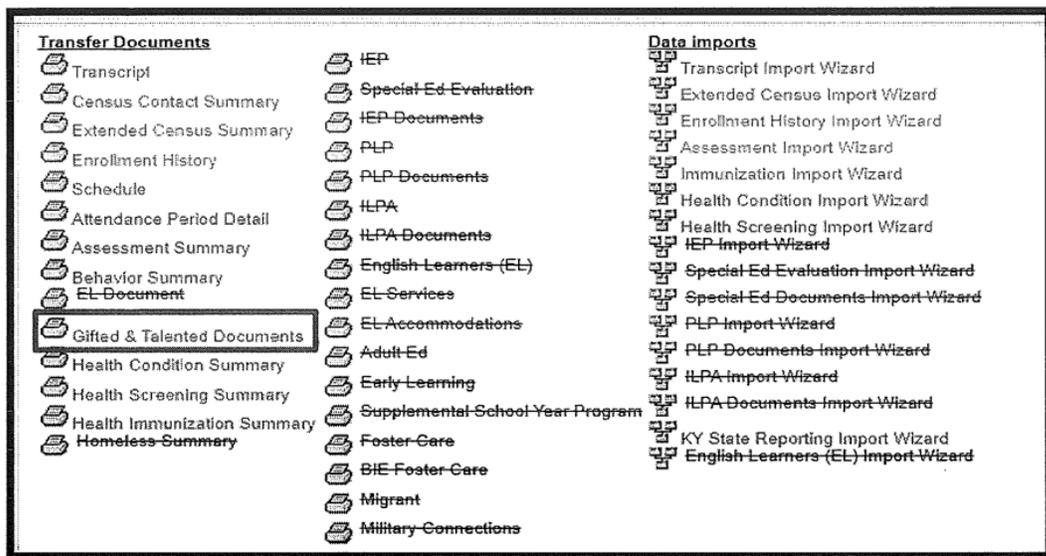
**General Intellectual Ability Evidence:**  
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input checked="" type="checkbox"/> <b>Military Compact</b>
	<input type="checkbox"/> Special Considerations <input type="text"/>

## Section M - Transferring the GSSP and Progress Report from a Previous District

### Step 1: Transfer Documents

On *Transfer Documents*, look for *Gifted and Talented Documents* to be in blue font or hyperlinked. If the words are hyperlinked and not crossed out, the previous district has a GSSP and/or Progress Report that can be transferred. Click the hyperlink and a new browser tab will appear.



### Step 2: Select and Save

On the new browser tab, click on the form to transfer. The form will download as PDF at the bottom of the computer screen. Save the PDF to the computer or network drive.

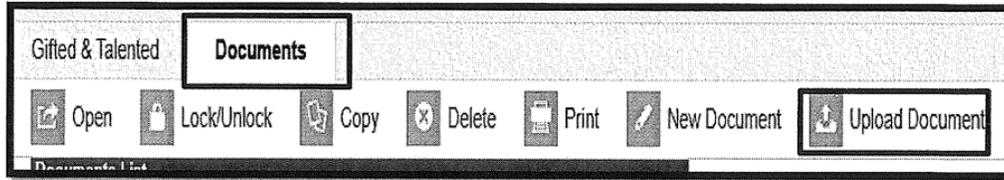


### Step 3: Uploading Documents to the GT Student Record

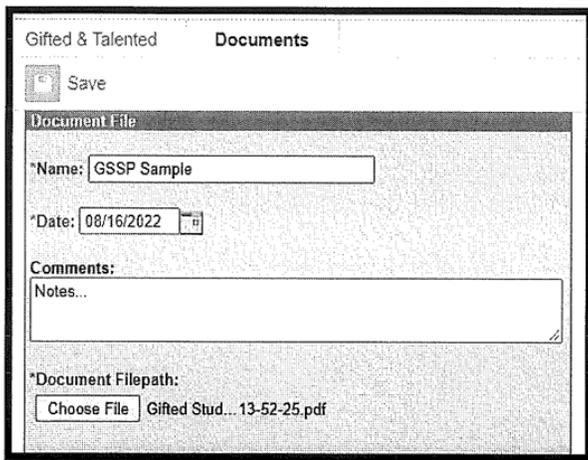
To upload the saved GSSP or Progress Report to the Student GT Record:

- Find the student in IC
- Click the *Documents* tab
- Click on *Upload Document*

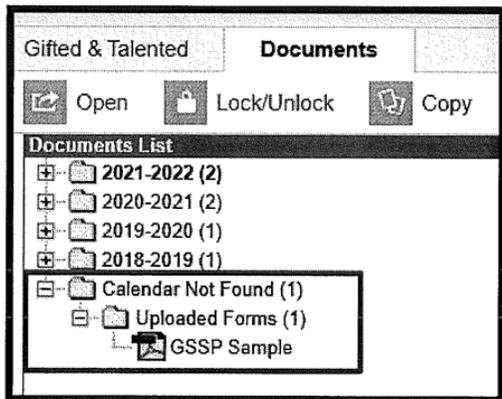
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- In the text box, type the *Name* of the document. The date is prepopulated but can be changed by typing the date on the line or clicking on the calendar tool. Type any comments in the box provided. Then click *Choose File* and browse for the saved GSSP or Progress Report. Once the appropriate file is located, click *Save*.



- The saved documents will be listed under *Calendar Not Found*.



**Step 4: Delete Downloaded Documents**

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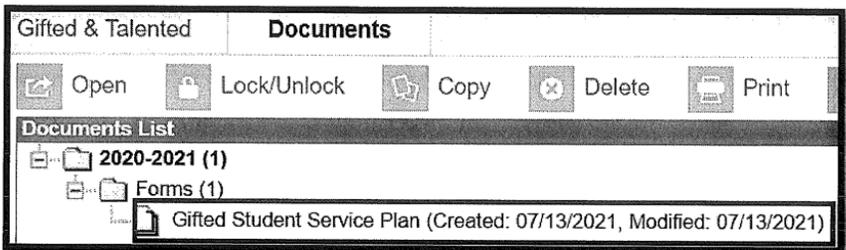
- Based on the Family Education Rights and Privacy Act regarding Personal Identifiable Information (PII), all documents containing PII must be permanently removed from the computer.

**Section N - Copying a GSSP from a Previous GSSP**

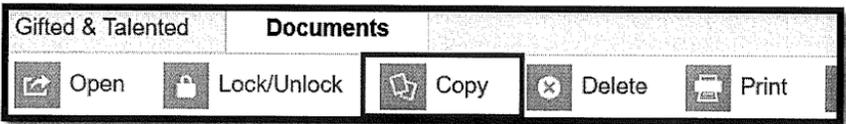
**Campus Path: Student Information | Program Participation | Gifted and Talented | Documents**

To save time and effort, a GSSP can be copied from a previous GSSP. However, the GT Selection and Placement Committee should review the services to ensure they meet the student’s needs, interests and abilities.

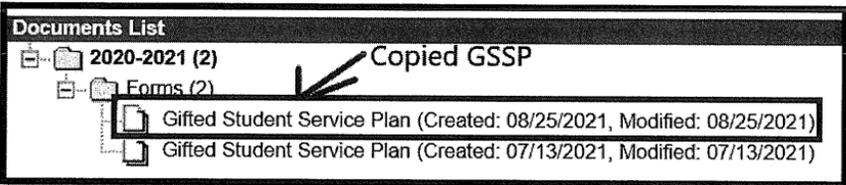
**Step 1:** Click on the *Documents* tab of the student’s GT record. Find the GSSP to be copied.



**Step 2:** Click on the GSSP and from the toolbar click, *Copy*. A warning textbox will appear, asking if you want to continue. Click *OK to continue* or *Cancel to end the action*.



**Step 3:** Once *OK* is clicked, the GSSP is copied to the *Documents List*. Click the “+” to open the school year. Then click “+” beside *Forms* and find the copied GSSP in the list. Double click the hyperlink to open the form. Modify the form as needed.



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**Abbreviations**

**General Intellectual Ability:**

- Cognitive abilities Test (CogAT)
- Test of Cognitive Skills (CTBS)
- Kaufman Brief Intelligence Test (KBIT)
- Naglieri or Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children (WISC)

**Specific Academic Aptitude:**

- America College Testing (ACT)
- Practice Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Iowa Test of Basic Skills (ITBS)
- Iowa Assessment or IOWA (new ITBS assessment)
- Measures of Academic Progress (MAP)