

# **Cumberland County Schools**

## **Gifted and Talented**

### **Policies and Procedures**

Cumberland County Schools strives to provide high potential learners with challenging opportunities that will encourage them to value their own unique strengths and the exceptional abilities of others. These students are those who have demonstrated potential ability in one of the following areas: general intellectual ability, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and visual and performing arts.

#### **SELECTION**

##### **General Intelligence and/or Specific Academic:**

Students with either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability, and the analysis, synthesis, and evaluation of information and a consistently outstanding mental capacity as compared to children of one's age, experience or environment. Students possessing either potential or demonstrated ability to perform at an exceptionally high level in one or more specific academic areas significantly beyond the age, experience, or environment of one's chronological peers in a specific academic area (At least three pieces of evidence are required for identification.)

- Naglieri scoring in the 96<sup>th</sup> percentile or higher or scale score of 126 or above
- Individual intelligence test (Woodcock-Johnson, Otis-Lennon, etc.) scoring in the 96th percentile or higher or a scale score of 126 or higher
- Teacher questionnaire or check list of gifted/talented characteristics
- Parent questionnaire or check list of gifted/talented characteristics to determine student interests, needs, and abilities
- Anecdotal records showing advanced reasoning over time
- Other evidences as deemed appropriate

##### **Creativity**

Students possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (At least three pieces of evidence are required for identification.)

- Screening measure – Circles Activity
- Torrance Test of Creativity – 96<sup>th</sup> percentile or higher
- Teacher questionnaire or checklist for creativity
- Student questionnaire or checklist for creativity, which could include the Khatena-Morse Multi-Talent Perception Inventory (KMMPI)
- Creative writing samples and or evidence of a product containing original idea or problem solving
- Other evidences as deemed appropriate

##### **Leadership**

Students possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to reach those goals. (At least three pieces of evidence are required for identification.)

- Teacher questionnaire or checklist for leadership
- Peer recommendation or checklist for leadership
- Student self-assessment or Sociogram
- Documentation of evidence of leadership qualities

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#### **Visual and Performing Arts**

Students possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (At least three pieces of evidence are required for identification.)

- Teacher questionnaire or checklist for visual or performing arts
- Parent questionnaire or checklist for visual or performing arts
- Student assessment in art, music, dance or drama
- Performance or portfolio for a jury of artists, performers, or educators
- Letter of recommendation from a specialist or professional artist

#### **Primary Talent Pool**

In the primary grades, students will be identified as having "characteristics and behaviors of high potential learners." High potential learners" typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. (At least three pieces of informal evidence are required for placement in the talent pool.)

- Brigance from kindergarten entrance
- STAR (Reading)
- Teacher checklist of gifted behaviors
- Parent questionnaire to determine interests, needs, and abilities
- Questionnaire or checklist of gifted behaviors
- Primary Talent Pool committee recommendations

#### **SPECIAL CONSIDERATIONS**

Students who may be disadvantaged due to one or more of the following; environmental, language, cultural, economic, medical, and/or any other factors as described in recommendation may be considered for the gifted education program. These cases will be reviewed by the GT Committee and decided upon by a case to case basis.

#### **DISTRICT WIDE SCREENING**

The following tests are either administered by their classroom teachers, the GT Coordinator or teacher, or other school personnel. Test scores are made available to the GT Coordinator.

- MAP
- Brigance
- Naglieri- GT Coordinator/GT Teacher Administers
- K-PREP( only to screen for Science and Social Studies)
- Sociograms
- Circles Activity

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#### **TRANSFER STUDENTS**

Cumberland County will adhere to a reciprocal agreement to accept already identified students from another Kentucky School District. However, services may need to be updated in Infinite Campus due to a difference in the services that are offered in our county compared to the transferring county. Students who transfer in from another state must be reviewed according to the state regulations and district identification procedures, and will only be placed if Kentucky's GT requirements are met for placement.

#### **EXIT PROCEDURES**

In accordance with local policies and procedures, once a student enters the Gifted Program, he/she remains in the program. A student may, with parent permission, opt out of gifted services; however, they will remain identified as gifted. If a parent declines services, written documentation with the parent's signature must be included in the student's GT folder. "Declined Services" will be entered into Infinite Campus.

#### **EVIDENCE**

Students scoring at the 96<sup>th</sup> percentile and above for General Intelligence and Specific Academic will be eligible for gifted services. The 96<sup>th</sup> percentile reports will be filed in the GT coordinator's office.

All GT information will be kept current in Infinite Campus. GSSPs will be completed using the PLP forms inside of the school database, Infinite Campus. GSSP's and other documentation may be used for parent conferencing. Parents will receive progress comments at least once each semester as part of the regular report card. The GSSP and Progress comments will be filed in the student's gifted folder.

The GT coordinator will file GSSPs, input data into Infinite Campus, and complete other paperwork as needed. Each Gifted student will have a gifted and talented folder that will follow the student through his/her academic career. Folders will be maintained in the GT coordinator's office.

#### **TIMELINE**

The GT Timeline is used to provide a framework to be followed. (see GT Timeline attachment.)

#### **SERVICES**

All service delivery options are documented in the GSSP, in Infinite Campus, and included in reports to KDE.

Multiple service delivery options will be provided with no single option existing alone. Services provided include, but are not limited to, the following:

- Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one or more subjects from a higher grade level)
  - Dual Enrollment
  - Collaborative teaching and consultation services
  - Special counseling services
  - Differentiated study experiences for individuals and cluster groups in the regular classroom
  - Enrichment services during the school day
  - Independent study
- (see services continued on following page)

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- Advanced placement and honors courses
- Mentorships, Seminars, and/or Field Trips
- Resource services delivered in a pull-out classroom or other appropriate instructional setting

#### **EVALUATION**

The Gifted Education Coordinator shall be responsible for monitoring all aspects of the gifted education program. The GT Coordinator will be responsible for preparing all documentation to be submitted to KDE. Before the yearly evaluation is submitted it will be passed onto the Superintendent for review.

#### **ACCELERATION**

In accordance with the belief that all students are entitled to a quality education appropriate to their particular needs, students (who advance beyond grade level through the state and local curriculum) shall be given the opportunity to accelerate.

All students, including advanced learners, should be challenged and encouraged to attain their full capabilities, which may be accomplished by providing access to curriculum, learning environments, and instructional interventions normally delivered to older peers.

The process that shall be used for evaluation and identifying students for accelerated placement, either by grade or one (1) or more subject areas is included in at attachment. (see Acceleration Policy)

#### **APPEALS**

Parents/guardians and/or students may petition for identification or may appeal non-identification or appropriateness of services using the following procedures.

1. The appealing party shall request a conference with the school personnel responsible for identification and/or delivery of student services. The school personnel responsible will consult with the school Gifted/Talented committee.
2. Further appeal concerning curriculum may be made to the school SBDM council.
3. The appealing party shall submit in writing to the Gifted Services Coordinator, specifically why s/he believes that screening results are not accurate or services are not appropriate and why an exception should be made or reconsideration given.
4. The Coordinator shall compile student data and present that along with the petition or appeal to the Gifted and Talented Advisory committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
5. The Advisory Committee shall make a recommendation and respond in writing to the appealing party within 10 working days of receipt of the appeal and accompanying information.
6. If the Advisory Committee rules in favor of the grievant, the following option shall apply as appropriate.
  - a. S/He may receive services as soon as the school gifted/talented committee completes the GSSP.
  - b. A change in the GSSP or provision of services shall be made in a timely manner.
7. If the Advisory Committee rules against the grievant, or if the appeal concerns the non-availability of appropriate service options, a further written appeal may be made to the Superintendent, who must respond in writing within 10 working days of receipt of the appeal. The Superintendent will have the final decision in the case.