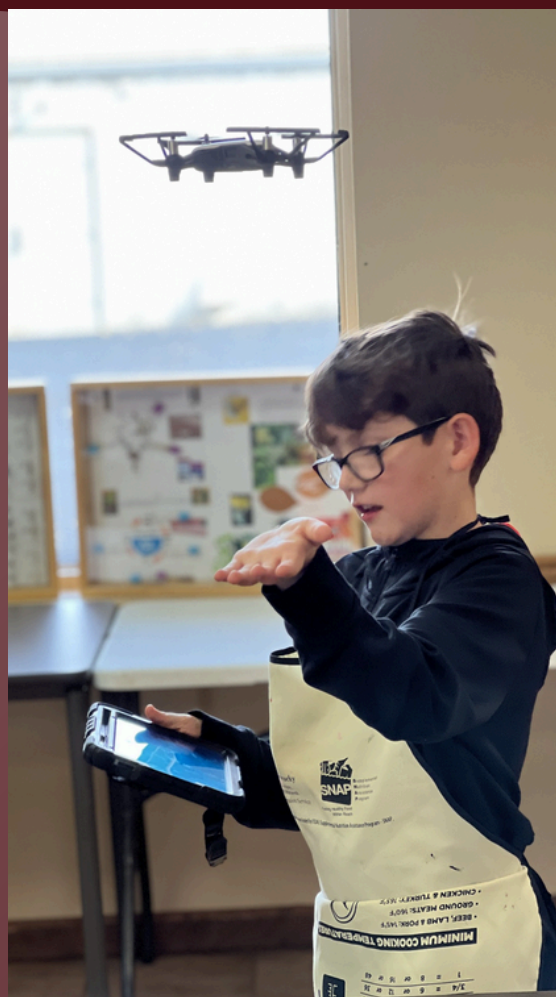


METCALFE
COUNTY SCHOOLS



GIFTED AND TALENTED

HANDBOOK



GIFTED AND TALENTED EDUCATIONAL SERVICES

The Metcalfe County School District's Board of Education is committed to supporting the needs of children who have been identified as possessing the ability to perform at exceptionally high levels in general intellectual ability, specific academic aptitude, creative or divergent thinking, leadership skills, or in the visual or performing arts. These children are identified and provided services based on criteria outlined in 704 KAR 3:285. The Metcalfe County School District has adopted board policies and procedures to support the gifted and talented services.

The purpose of identifying and serving our gifted youth within the schools is to ensure appropriate levels of instruction in order to maximize the potential of every child. Our gifted and talented services are designed to match the unique needs, abilities, and interests of Metcalfe County students. From primary through high school, students are encouraged to develop their abilities through a wide range of services that offer appropriate learning opportunities to nurture their individual gifts and talents.

LINKS

[704 KAR 3:285](#)

[BOARD POLICY](#)

[KDE WEBSITE](#)

[KAGE WEBSITE](#)

PRIMARY TALENT POOL

The Primary Talent Pool (PTP) is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (grades K-3). These students may be referred to as high-potential learners.

The purpose of selecting students to participate in a Primary Talent Pool is to maximize the demonstrated potential by providing early enrichment. These students are not automatically identified as gifted once they reach the fourth grade. They must be formally identified by meeting certain criteria.

The PTP can include up to 25% of the primary student population between five categories of gifted potential. (General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual or Performing Arts) It is not a formal program but rather a way for classroom teachers to highlight and nurture high-potential students within grades K-3.

PTP students shall receive multiple delivery service options in grades K-3, which meet their unique needs, abilities, and interests. Regular classrooms will focus on appropriate instructional differentiation strategies to provide challenge and curriculum extension. The gifted coordinator will support the classroom teachers and provide enrichment opportunities.

PRIMARY TALENT POOL

IDENTIFICATION

The district will complete a data-gathering process annually to identify the students demonstrating characteristics of gifted learners.

Referrals for PTP can be made by parents, teachers, other staff members, or students themselves at any time throughout the year.

The Gifted and Talented Selection Committee will assist in the identification process by analyzing all data and evidence to make the final PTP selection and decision on how services will be delivered.

In order for a student to be eligible to participate in the Primary Talent Pool, they must have at least three of the following evidence items:

***Inventory checklists of behaviors specific to gifted categories**

***Diagnostic data**

***Continuous progress data**

***A collection of evidence from portfolios**

***Anecdotal records**

***Available formal test data**

***Primary review committee recommendation**

***Parent Interview or questionnaire**

GIFTED AND TALENTED GRADES 4-12

The district formally identifies students in grades four through twelve (4-12) to participate in Gifted and Talented services. These students are identified and provided services based on criteria outlined in 704 KAR 3:285. The purpose of the Gifted and Talented program is to provide learning opportunities that meet the cognitive and social-emotional needs of students who are identified.

IDENTIFICATION

In the fall of each year, the district will identify fourth-grade students who are eligible for formal identification in the Gifted and Talented Program. The district uses both local and national norms to formally identify students.

School-wide screening will also be conducted to allow equal access to all students. Students in grades 4-12 may be referred for gifted and talented testing at any time. Any student new to the district in grades 4-12 may be referred by self, parent, or teacher to be assessed. The school's Gifted and Talented Selection Committee shall determine those students who are eligible for services and the level of the services to be provided.

5 CATEGORIES OF GIFTEDNESS

- GENERAL INTELLECTUAL ABILITY
- SPECIFIC ACADEMIC APTITUDE
- CREATIVE OR DIVERGENT THINKING
- PSYCHOSOCIAL OR LEADERSHIP SKILLS
- VISUAL OR PERFORMING ARTS

GIFTED AND TALENTED GRADES 4-12

IDENTIFICATION

Examples of Qualitative Measures:



- Anecdotal Records
- Checklist Inventories
- Collection of Evidence from Portfolios
- Continuous Progress Data
- Informal Assessments
- Nominations-Peer
- Nominations-Self or Petition
- Portfolio of High Academic Performance
- Referrals/Recommendations-Parent
- Referrals/Recommendations-Teacher
- Student Awards or Critiques
- Student Progress Data

SERVICE PLANS

Gifted Student Service Plans (GSSPs) for grades 4-12 will be written annually and can be accessed on Infinite Campus. The GSSP must include at least 2 service delivery options that address student abilities, interests, and needs.

GIFTED AND TALENTED GRADES 4-12

IDENTIFICATION

Students must have at least three measures to qualify in any of the following areas for Gifted and Talented in grades 4-12.

- **General Intellectual Ability**

Composite score in the 9th stanine on a test of intellectual ability plus two additional qualitative measures.

- **Specific Academic Aptitude**

Scoring in the 9th stanine on one subtest (language arts, math, science, and/or social studies), plus two additional qualitative measures.

- **Creativity**

Demonstration of creativity through the Williams Assessment, plus two qualitative measures.

- **Leadership**

Demonstration of a student's leadership roles in class, student organization, and the community, a leadership portfolio to showcase leadership evidence, and ROETS Rating Scale for Leadership.

- **Visual or Performing Arts**

Determined through evidence of performance, which may include auditions, awards, portfolios, letters of recommendation, or product or portfolio assessment by specialists or professional artists. Three qualitative measures are needed.

SERVICE DELIVERY OPTIONS

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

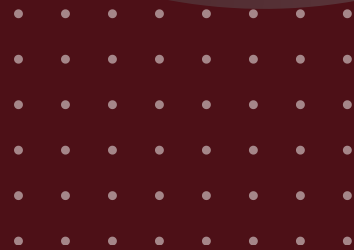
Collaborative Teaching

Consultation Services

Special Counseling Services

Differentiated Study Experiences in the Classroom:

- Differentiated Individual Study
- Differentiated for Cluster Groups



SERVICE DELIVERY OPTIONS CONTNUED

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)

PROGRESS

Gifted Progress Reports (for grades 4-12) will be available for students and parents to view on Infinite Campus at the end of each semester.

ANNUAL EVALUATION

District policies and procedures will ensure that a program evaluation process will be conducted on an annual basis and will address:

- overall student progress
- student, parent, and faculty attitudes toward the program
- community involvement
- cost-effectiveness
- the incorporation of gifted education into the regular school curriculum
- overall quality of instruction
- program personnel credentials
- future program directions and modifications

Data collected in the annual program evaluation will be utilized in the school and district instructional planning process.

GRIEVANCE PROCEDURES

Parents and/or students (Grades K-12) may petition for identification or may appeal nonidentification or appropriateness of services. The parents and/or student shall first attempt to resolve the dispute through the school-level Gifted and Talented Selection Committee, which may consist of the gifted and talented teacher, regular classroom teacher(s), special education teacher, guidance counselor, principal, parents/guardians and, when appropriate, the student. If the dispute is not resolved at the school level, parents and/or the student may utilize the Procedural Safeguards and Grievances included in the Board Procedure on our website linked below.

BOARD PROCEDURE

