

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



**2024-2025**

# Gifted and Talented Handbook

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# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# INTRODUCTION

# Pike County Schools

## Gifted and Talented Program

### Introduction

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Welcome to the Pike County Schools and our Gifted and Talented Program District Handbook. We are delighted with your interest in services for gifted and talented services. The adage that special people have special needs has never been more accurate.

Our district accepts its responsibility to children with unrealized potential or those for whom existing gifts and talents are masked by impediments to achievement. We believe giftedness occurs in many different disciplines, in many different cultures, and in all socioeconomic levels. We are proud of the hard work and dedication of the district and school teams we have assembled to help these unique and special students reach their full potential.

The Pike County Gifted and Talented program is designed to offer students a continuing experience of support, challenge, and success. From primary through the twelfth grade, students are encouraged to maximize abilities and prepare for a wide range of opportunities. Pike County Schools support a flexible, inclusive, and broad-based program utilizing a multi-dimensional teaching approach. Placing emphasis on learning processes that involve the cognitive and affective domains allows the students to become intellectually and creatively productive adults.

This handbook is compiled of state and local guidelines, identifications, placement procedures, and suggestions on multiple service options, as well as, appropriate forms for each area of giftedness.

## Pike County Schools Gifted and Talented Mission Statement

It is the belief of the Pike County School District that all students bring to school special talents and abilities. Our schools offer education environments that enhance the student's ability to process through a challenging curriculum while recognizing diversity in ability, background, and interest.

Gifted and Talented is one component in the district's educational program developed to meet the needs of students who demonstrate exceptional potential in one or more of these areas:

- **General Intellectual Ability**
- **Specific Academic Aptitude**
- **Creative or Divergent Thinking**
- **Leadership/Psychosocial Ability**
- **Visual or Performing Arts**

Students who are identified for inclusion in Gifted and Talented will be provided a variety of talent development opportunities dependent upon individual learner characteristics, interests, and educational level. Talent development services may include cluster grouping, accelerated and/or differentiated curriculum, independent study opportunities, special seminars, regular classroom enrichment, computer-assisted learning, mentorships, field trips, and special study options (AP and Honors courses).

The Pike County Schools hold high educational expectations for its students. Gifted and Talented exists to provide those students with exceptional talents both challenging and diverse opportunities to prepare them for the future.

# Pike County Schools Gifted and Talented Program State Regulations

## 704 KAR 3:285. Programs for the Gifted and Talented

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

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

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

### **Section 1. Definitions.**

(1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

(2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

(3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.

(4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.

(5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

(7) "Counseling services" means effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to

## **State Regulations Continued**

### **704 KAR 3:285. Programs for the Gifted and Talented**

conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

(15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

(16) "General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

(17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.

(18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

(19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

(21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs, and interests.

(23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

(24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

(25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.

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

(27) "Resource services" means a service delivery option that:

(a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;

(b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and

(c) Is provided in a pull-out classroom or other appropriate instructional setting.

(28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

(29) "Special school" means a specialized school designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or

(b) Develop specific areas of giftedness such as visual and performing arts.

(30) "Specific academic aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

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

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



## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

#### **Section 2. Policies and Procedures.**

A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

#### **Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services.**

(1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

- (a) Informal selection and diagnosis in the primary program;
- (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
- (c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

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

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

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

## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

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

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

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

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

- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
- (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
  1. A collection of evidence from portfolios demonstrating student performance;
  2. Inventory checklists of behaviors specific to gifted categories;
  3. Continuous progress data;
  4. Anecdotal records;
  5. Peer nominations;
  6. Formal testing data specific to gifted categories;
  7. Parent interview or questionnaire;
  8. Primary review committee recommendation for those entering the fourth grade;
  9. Self-nomination or petition system;
  10. Student awards or critiques of performance or products specific to gifted categories; and
  11. Other valid and reliable documentation;

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

- (a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include
  1. High performance on additional individual or group intellectual assessment;
  2. Observation of applied advanced reasoning ability; or
  3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

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

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

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

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

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

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

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

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

### **Section 4. Procedure for Determining Eligibility for Services.**

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

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

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

## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

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

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

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

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

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

- (a) An exceptional child as defined in KRS 157.200;
- (b) Disadvantaged; or
- (c) Underachieving.

#### **Section 5. Program Evaluation.**

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

- (a) Overall student progress;
- (b) Student, parent, and faculty attitudes toward the program;
- (c) Community involvement;
- (d) Cost effectiveness;
- (e) The incorporation of gifted education into the regular school program;
- (f) Overall quality of instruction and program personnel credentials; and
- (g) Future program directions and modifications.

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

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

#### **Section 6. Service Delivery Options.**

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

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities; and
- (c) Facilitate the high level attainment of goals established in KRS 158.6451.

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

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

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

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

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

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

## **Section 7. Curriculum.**

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

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

## **Section 8. Personnel.**

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

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

- (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
- (b) for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

## State Regulations Continued

### 704 KAR 3:285. Programs for the Gifted and Talented

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

#### **Section 9. Budget; Funding.**

- (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.
- (2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.
- (3) A district receiving state gifted education funding shall designate a gifted education coordinator to:
- (a) Oversee the district gifted education operation;
  - (b) Serve as liaison between the district and the state;
  - (c) Ensure internal compliance with state statutes and administrative regulations; and
  - (d) Administer and revise the gifted education program budget.
- (4) State funding to a district shall be contingent upon:
- (a) Employing properly certified personnel to administer and teach in the program;
  - (b) The annual submission of a local district gifted education year-end report;
  - (c) A summative evaluation of the program and student progress; and
  - (d) Complying with this administrative regulation.

#### **Section 10. Procedural Safeguards.**

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

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

## Pike County Schools Gifted and Talented Students

### **The District Provides**

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

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

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

### **Identification/Diagnosis and Eligibility**

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

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

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

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

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

## **Pike County Schools Gifted and Talented Students**

### **Services**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular experiences commensurate with the student's interests, needs, and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

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

- A variety of appropriate options for grouping by ability, interest, and/or need,
- Multiple-service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program nor any grade level shall be served by only one (1) gifted education service option.

### **Personnel**

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.



## Pike County Schools

### Gifted and Talented Students

#### Program Evaluation

The Gifted/Talented Coordinator shall coordinate the annual, ongoing process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

#### Grievances

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

#### References

[KRS 157.196](#); [KRS 157.200](#); [KRS 157.224](#)  
[KRS 157.230](#); [KRS 158.6451](#); [KRS 161.052](#); [KRS 161.095](#)  
[703 KAR 004:040](#); [704 KAR 003:285](#)  
[016 KAR 002:110](#), [016 KAR 004:010](#)

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

#### Related Policy

09.126 (re: requirements/exceptions for students from military families)

Adopted/Amended: 08/20/2002

Order #: 02-08-V-06

## **Pike County Schools Gifted and Talented Students**

### **Selection for Services**

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

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

### **Curriculum**

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

Curricular materials shall be those designed to challenge:

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

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

### **Personnel/Funding**

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

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

## **Pike County Schools Gifted and Talented Students**

### **Program Evaluation**

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

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

### **Procedural Safeguards and Grievances**

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

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

Review/Revised: 9/1/2024

## **Pike County Schools Gifted and Talented Program**

### **General District Guidelines**

A Districtwide and/or School Based Gifted and Talented Committee will be established each year to help develop policies and procedures, identification standards, and identify the students to be served. This committee will consist of representatives from the teaching staff, administrative staff, counselors, community, and parents. The committee will also consist of the Gifted and Talented School Coordinators, the Gifted and Talented District Resource Instructor, and District Gifted and Talented District Coordinator.

The District Gifted and Talented Committee will have two meetings a year for the purpose of accepting students for the primary talent pool and formally identifying Gifted and Talented students in each of the five (5) areas. These meetings will be held in October and January/February.

Parents will be notified with a District Notification Letter if they have a child who is eligible to participate in the primary “talent pool” or they receive Gifted and Talented services in one of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the District in designing the Gifted Student Services Plan (GSSP).

Parents or guardians and teachers may appeal a decision as provided in the District’s Appeals Policy for a student who has been nominated but not identified by the District Gifted and Talented Committee.

Criteria for identification are listed for each specific area of giftedness in the District Gifted and Talented Handbook.

Identified students will be serviced each year at all levels (primary, upper elementary, middle school, and high school) with more than one service option. A review of all records will occur at the end of each transition stage: elementary, middle, and high.

Transfer students from other school districts will qualify for Gifted and Talented upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the principal upon enrollment.

A parent permission form must be signed by the parent/guardian before a student can be formally assessed, identified, a GSSP is written, and services are provided to a student.

## **General School Guidelines**

Each school will have a Gifted and Talented Committee to assist with the formal identification for each recommended student. The Committee will consist of at least a school administrator/designee, classroom teacher, and the School Level Gifted and Talented Coordinator. For those students who are recommended for identification in any of the Visual and Performing Arts areas or vocal, instrumental, dance, drama and/or art, the School's Gifted and Talented Committee members may change to reflect the expertise needed for identification.

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities.

Parents/guardians will receive a copy of the GSSP no later than October for returning students and within one month of identification for newly identified students. They will also receive a minimum of two progress reports (one each semester) throughout the year.

Each student will have a Pike County Schools Student Services Summary folder that will follow the student through their academic career. This folder will be kept with the student's cumulative file.

## **Nomination Timeline and Process**

Nominations from teachers, administrators, and parents can be accepted at any time throughout the school year, for any grade level, grades 4-12, and for any of the five (5) areas of gifted education. The District/School Gifted and Talented Committee, composed of School Gifted and Talented Coordinator, as well as, District administrative staff, will meet twice each year to accept formal identification of students in October and January/February.

Additionally, teachers and administrators in grades 4-12 will be encouraged to nominate students in April and May at the end of the school year (when staff know the students better). These nominations will be held until the spring's state test scores are reported to the schools prior to fall break to determine if additional testing is necessary before formal identification and placement.

Three pieces of evidence, with at least one being a 'primary' piece of evidence, for each identified area must be included when teachers and administrators nominate students.

The current year's teacher or the previous year's teacher will complete the nomination process when scores are returned from the spring's state testing and students are eligible for consideration but have not received a teacher nomination.

## **School Committee Guidelines**

Review teacher/parent/student recommendation forms for appropriate specialty area(s).

Obtain parent permission to review the student portfolio and/or student data.

Review the "Selection Criteria" for each of the specialty areas. The student's portfolio, testing and/or relevant student data will be reviewed to determine student qualification. Individual student score sheets for the specialty areas of Visual and Performing Arts, Creativity, and Leadership will be completed for each student and placed in the student's Gifted and Talented folder.

Determine the most appropriate service delivery options for the identified children in each category after the "Permission/Denial Form" has been returned. The School Gifted and Talented Coordinator, teachers, or counselor responsible for providing services and keeping appropriate records will be identified and notified. The School Gifted and Talented Coordinator, teachers, and counselor will be responsible for writing and implementing the Gifted Student Service Plan (GSSP) and reporting of student progress to parents at the end of each semester (two times during the school year).

Recommendations may cover all specialty areas: General Intellectual Ability, Specific Aptitude Ability, Creativity, Leadership, and Visual and Performing Arts. The School Gifted and Talented Committee can make recommendations for any specialty area. Once a student is identified, the student will qualify for services if they are in school. The students placed in the Gifted and Talented program do not have to be identified each year.

If a student qualifies for services, the School Gifted and Talented Coordinator will notify parents using the appropriate notification letter and the "Permission/Denial Form." The parent must give approval for the child to receive services. If the parent gives permission for services, the GSSP will be shared with the parent as will the Due Process Information (Grievance Policy). The School Gifted and Talented Coordinator will send the parent the appropriate notification letter if a student is not recommended for formal identification.

The Gifted Student Folder which contains the "Pike County Schools Gifted and Talented Student Services Summary" will be monitored by the School Gifted and Talented Coordinator, teacher/teachers and counselors responsible for providing the majority of direct services or as assigned by the principal. The School Gifted and Talented Coordinator is responsible for maintaining or coordinating accurate student enrollment data at the school level.

## **Record Keeping**

### **Gifted and Talented Folder**

The School Gifted and Talented Coordinator is to place all relevant identified student information in ONE Gifted and Talented folder.

The Gifted and Talented Service Plans (GSSP), identification and placement forms of a multi-talented student are kept in this folder. The School Gifted and Talented Coordinator will collaborate with teachers to complete the GSSP. This folder is not a part of the cumulative folder, but should be kept separately. An orange dot should be placed on the cumulative folder indicating that the student has been identified for gifted and talented services.

### **Transitioning of Records Between Grades/Buildings**

The School Gifted and Talented Coordinator at the elementary level will complete the required documentation in the Gifted and Talented folders along with a student listing and send to the receiving middle school prior to the end of the school year. The same transitioning process for folders applies from middle school to high school. The listing will include the identified special areas per student.

The School Gifted and Talented Coordinator is responsible for transitioning all folders with a student listing when students transition from the prior school to the new school. The listing will include the identified specialty areas per student.

### **Infinite Campus**

Each School Gifted and Talented Coordinator will be responsible for maintaining and/or coordinating accurate data in Infinite Campus throughout the school year.

Each School Gifted and Talented Coordinator will be responsible for ensuring students are exited from Primary Talent Pool, as well as, ensuring all GSSP information concurs with Infinite Campus. Third grade student records are to be end dated by June 30<sup>th</sup> of each year in Infinite Campus.

### **Individual Learning Plan (ILP)**

Each School Gifted and Talented Coordinator will be responsible for maintaining and/or coordinating accurate data uploads to Infinite Campus which automatically uploads GT data to the student's Individual Learning Plan (ILP).

### **Missing Student Report**

The Kentucky Department of Education regularly monitors students who are flagged in Infinite Campus (IC) as identified in any of the five (5) areas of giftedness as well as the Primary Talent Pool to ensure that gifted services are being provided and that the district and schools are aware of their gifted-identified students. Periodically, students may have errors in IC or may need their GT files transferred both within and outside of the district. The following information will assist the IC Clerks and the School Gifted and Talented Coordinator in correcting any errors in IC as well as officially requesting a "Records Transfer" so that a student's GT information is up to date and accurate.

### **GT Records Request- School and District Instructions**

Gifted and Talented documentation will not come with an IC records request. Once the "Records Request" is submitted, the School Gifted and Talented Coordinator will need to do the following:

- Locate the student's previous school attended, which is in IC under the "enrollments" tab.
- Contact the previous school (and/or enrolled school at the time of identification) to request GT records to be sent. Include the contact information in the student's GSSP folder.
- If no documentation is sent, contact the District Gifted and Talented Coordinator so an additional request may be submitted to the previous District's Gifted and Talented Coordinator. Document the district contact in the student's GSSP folder.
- After the District Gifted and Talented Coordinator makes this additional request and no documentation is sent, the School Gifted and Talented Coordinator will make a note in the student's folder that documentation was requested, but the district had none to send.
- Obtain a signed "Permission/Denial to Serve" document from the parent/guardian. Create the student's GSSP.



## **Gifted and Talented Assurances**

### **Kentucky Department of Education**

**These “Assurances” are those declarations of commitment between a school district and gifted and talented students. Each “Assurance” is linked to one of the Gifted and Talented Regulations found in the Kentucky Administrative Regulations.**

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child’s gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, district wide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school’s curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district’s gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student’s gifted and talented student services plan. (Section 10)

**Pike County Schools  
Gifted and Talented Programs  
Timeline for Identification and Services**

MONTH	PROCEDURE	FORMS	MEETINGS/ DOCUMENTATION
AUGUST	Notify faculty of existing GT students and corresponding area(s) of identification		Hard copy of notice to faculty of existing GT student population
AUGUST/SEPT	Missing student record- obtain missing records from previous school(s).	Permission to Serve  GSSP-Returning Identified	Documentation of previous school contact, District GT Coordinator
SEPTEMBER	Collect data and evidence to determine next steps	Permission to Test	
SEPTEMBER	Test students	Notification Letter- Admit/Not now  Additional Information Request Letter	
OCTOBER		Signed School Committee Admittance Form  Permission to Serve	School and District GT Committee meet to confirm new students and/or areas Hard copy of notice to faculty of newly identified students and/or additional areas of existing GT students
OCTOBER	GSSP- Must send home for parent/guardian signature. If possible schedule meeting with parent for input. (meeting not required but advised)	GSSP-Newly Identified	
OCTOBER	Missing student records- final month to obtain missing records from previous school(s)		Documentation of previous school contact, District GT Coordinator
JANUARY	Progress reports go home (1 of 2)	Progress Report	

JANUARY/FEBRUARY	Collect data/evidence to support new GT identification and/or new area(s) of identification	Permission to test School Committee Admittance Form Notification Letter Admit/Not now Additional Information Request Letter Permission to Serve-Initial/Additional Area(s) GSSP Letter GSSP	School and District GT Committee meets to confirm new students and/or areas
MARCH	Missing student records. Review identified student records to obtain missing records from previous school(s)		Documentation of previous school contact, District GT Coordinator
MAY	Progress reports go home (2 of 2)	Progress Report	
JUNE	* June 30- End date services for 3 <sup>rd</sup> grade Primary Talent Pool ONLY!!		

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# PRIMARY TALENT POOL

## Pike County Schools Primary Talent Pool

### 704 KAR 3:285

The Primary Talent Pool is a group of students (kindergarten – third grades) 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. High potential learners means those students who typically represent the top quartile (25 percent) of the entire population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

### Areas of Potential Giftedness

Primary Talent Pool (PTP) is considered exceptional students possessing demonstrated or potential ability to perform in one or more of the following areas:

- General Intellectual Aptitude
- Specific Academic Aptitude
- Creativity or Divergent Thinking
- Psychosocial or Leadership
- Visual or Performing Arts

### Identification

Nomination and inclusion in the Primary Talent Pool is subjective and screening of potential PTP students will include multiple sources of evidence. Data from formal, normed measures **shall not** be used for the purpose of eliminating eligibility for services to a child in primary program; however, these measures may be used to discover and include eligible students overlooked by informal assessment. A minimum of three informal assessment measures are used to provide evidence that the student should participate in the Primary Talent Pool. Evidence can be gathered from teacher, parent, and community member observations of student behaviors and work samples. A referral/recommendation form must accompany the data collected

Submitted evidence must exemplify the work of a high potential child and may include the following:

- 
- Anecdotal records
  - Portfolio entries
  - Test scores
  - Research –Based Diagnostic Tests
  - Work samples, products, and performances
  - Behavioral checklists
  - Jot Downs
  - Parent interviews and questionnaires (i.e. parent interest inventory)
  - Continuous progress data
-

## Placement

The school Gifted and Talented committee will review the evidence to determine if a primary student is a high-potential learner and should participate in the Primary Talent Pool.

If the evidence supports the student as having high potential characteristics and meets the minimum criteria, he/she will be informally identified and placed in the PTP.

A letter will be sent to parents/guardians when a student meets the identification requirements. A permission form must be signed and returned to school before services can start. This letter will clearly state that this is the Primary Talent Pool and the student exhibits traits and characteristics of a gifted student.

Once a student is in the PTP, the student remains in the talent pool until exiting the third grade. Primary Talent Pool students are not automatically identified as gifted once they reach fourth grade. They must be formally identified by meeting defined criteria.

## Delivery of Services

For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on individual needs, interest, and abilities of the student. Emphasis on educating gifted students in the general primary classroom shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis by matching services to student interest, needs, and abilities. The following is a list of multiple Service Delivery Options that may be available to students in the Primary Talent Pool:

- 
- Cluster grouping
  - Collaborative Teaching and Consultation services
  - Differentiated Study Experiences in the Regular Classroom
  - Enrichment Activities during the School Day
  - Independent Studies
  - Various Acceleration Options
  - Special Counseling Services
  - Mentorships
  - Distance Learning
  - Resource Services
  - Academic Competitions

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*\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

**Pike County Schools**  
**Primary Talent Pool**  
**Traits Commonly Found in Primary Talent Pool Children**

Advanced Communication Skills

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

Thinking Skills

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

Behavior

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

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Primary Talent Pool program. In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.



**Pike County Schools**  
**Primary Talent Pool**  
**Teacher Recommendation Form**

Student \_\_\_\_\_ Referral Date \_\_\_\_\_  
School \_\_\_\_\_ Birth Date \_\_\_\_\_  
Referring Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please consider this student for the Primary Talent Pool. Service area (s) of consideration is/are checked below. Referral must include **THREE (3) PIECES OF INFORMAL ASSESSMENT (COPIES) ATTACHED FOR EACH AREA CHECKED.**

Specific Academics (attach 3 pieces of required evidence for each area of referral)

- \_\_\_\_\_ \*Language Arts (*must include MAP testing data- 96 percentile or above*)
- \_\_\_\_\_ \*Social Studies
- \_\_\_\_\_ \*Mathematics (*must include MAP testing data- 96 percentile or above*)
- \_\_\_\_\_ \*Science

Creative Thinking (attach 3 pieces of required evidence)

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/Jot Downs/Behavior Checklists
- \_\_\_\_\_ Continuous Progress Data

Leadership (attach 3 pieces of required evidence)

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/Jot Downs/Behavior Checklists
- \_\_\_\_\_ Portfolio/Projects

Visual/Performing Arts (attach 3 pieces of required evidence for each area of referral)

- \_\_\_\_\_ Visual Arts
- \_\_\_\_\_ Music
- \_\_\_\_\_ Dance
- \_\_\_\_\_ Drama

General Intellectual (attach 3 pieces of required evidence) ALL CONTENT AREAS

- \_\_\_\_\_ Work Samples
- \_\_\_\_\_ Anecdotal/Notes/Behavior Checklists
- \_\_\_\_\_ Continuous Progress Data
- \_\_\_\_\_ \*MAP Testing Data (*96 percentile or above*)

\*Note: Formal normed measures shall not be used for eliminating eligibility for services to a student in the primary program; however, these measures may be used to discover and include eligible students overlooked by informal assessment.

**Pike County Schools**  
**Teacher Recommendation Form- Primary Talent Pool**  
**Special Considerations**

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

***\*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.***

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Pike County Schools**  
**Teacher Recommendation Form- Primary Talent Pool**  
**Behavioral Checklist**

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

Recommending Teacher (s): \_\_\_\_\_

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

Please check each characteristic that you have seen in the student you currently have in class and that have been recommended for the Primary Talent Pool program.

**General Intellectual Ability**

	Learns rapidly and easily and usually likes to learn alone.
	Retains what he/she has heard or read without much rote drill.
	Able to do general academic work one to two years above other students of his/her age group.
	Is curious and has a wide variety of interests or may be intensely interested in a single area of study.
	Seems to know many things that have not been taught.
	Abstract thinker, recognizes relationships, and takes pleasure in intellectual activity.

**Creativity**

	Has a large number of clever ideas and solutions to problems.
	Alert and curious, constantly asking questions about everything and anything.
	Imaginative, may have a strong sense of fantasy.
	May be uninhibited in expressions or opinions, is sometimes radical/tenacious.
	High risk taker, adventurous, speculative.
	Has excellent sense of humor and may see humor in situations others do not see.

**Leadership**

	Able to influence others to work toward desirable/undesirable goals.
	Looked to by others when something must be decided.
	Willing to and does initiate 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 own enthusiasm for a task to others.
	Can judge the abilities of others and find a place for them in group activities.

## Language Arts

	Reads a great deal. Books selected usually above grade level.
	Has a large and/or rich vocabulary. Enjoys using "Big" words and uses them correctly.
	Can express the feelings of the characters in stories to make them appear to be real.
	Writes more than other students and appears to enjoy the process of composition.
	Can introduce, develop, and conclude a story interestingly.
	Likes to use their imagination to compose poems, original stories, plays, journaling.

## Social Studies

	Sensitive to social issues, concerned with moral and ethical questions.
	Has a lot of up to date information on current events.
	Reads or watches television programs dealing with global awareness.
	Shows interest in learning a foreign language.
	High interest level in global issues of environment, endangered species, etc.
	Enjoys learning about the past, present, and future.

## Mathematics

	Reasons effectively, likes logic problems and puzzles.
	Grasps the abstract nature of mathematics easily.
	Grasps concepts of spatial relationships.
	Enjoys trying to solve difficult problems.
	Likes to solve problems through discovery.
	Intuitive; likes deductive and inductive reasoning.
	May be resistant to drill and practice.

## Science

	Interested in science books and science programs on TV.
	Has science related hobbies, collections, like 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 despite difficulties.

## **Visual Arts**

	Makes up original art products.
	Shows an uncommonly high interest in visual art activities.
	Spends a great deal of time drawing or doodling.
	Seems to have a need or compulsion to create.
	Combines various artistic media for expression.
	Resourceful, capable of “finding” art or “making” art.

## **Music**

	Indicates ability to perceive fine differences in sound (pitch, volume, timbre, duration).
	Easily remembers melodies and can reproduce them accurately.
	Displays sensitivity to the rhythm of music.
	Shows a sustained interest in music activities.
	Can express feelings or emotions through sound or music.
	Makes up original tunes which depict emotional and dramatic situations.

## **Dance**

	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.

## **Drama**

	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, to frown, to feel tense, etc.
	Can imitate others- is able to mimic the way people speak, talk, gesture.
	Readily shifts into a role of another character.

*Adapted from L. Freese and M. Evans. The Center for Gifted Studies. Western Kentucky University.*

# Pike County Schools

## Primary Talent Pool

### Parent Inventory



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

Teacher: \_\_\_\_\_ Date Sent Home: \_\_\_\_\_

**Directions: Please check the appropriate column for those characteristics that you see your child display.**

	OFTEN	SOMETIMES	NEVER
Possesses large and varied vocabulary, and uses it meaningfully.			
Knows a lot of information about many topics.			
Recalls facts easily.			
Asks many questions that involve more than one-word answers.			
Makes generalizations easily.			
Has a keen sense of humor.			
Loves to read, particularly books of a more adult level.			
Tries to reason things out independently.			
Becomes immersed in topics of interest.			
Becomes bored with routine.			
Prefers to work alone.			
Becomes interested in "adult" problems.			
Assertive and sometimes stubborn about beliefs.			
Generates many ideas/solutions to problems.			
Willing to take risks.			
Sensitive to the aesthetic.			
Does not fear being different; is a non-conformist.			
Makes friends who are older.			
Adapts easily to new situations.			
Excels in areas outside the regular school curriculum.			

At what age did your child learn to read? \_\_\_\_\_

At what age did your child understand number concepts? \_\_\_\_\_

**Parent Comments: Briefly describe your child.... interests, hobbies, favorite stories to read/listen to:**

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

*\*Adapted from Allen County School District.*

**Pike County Schools  
Primary Talent Pool  
Selection Committee Review Form**

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

Homeroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Area(s) of Nomination	Evidence Presented	Committee Comments
General Intellectual	<input type="checkbox"/> Teacher Referral <input type="checkbox"/> Behavioral Checklist <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Work Samples <input type="checkbox"/> Test Data <input type="checkbox"/> Continuous Progress Data <input type="checkbox"/> Other	
Specific Academic <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	<input type="checkbox"/> Teacher Referral <input type="checkbox"/> Behavioral Checklist <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Jot Down <input type="checkbox"/> Work Samples <input type="checkbox"/> Test Data <input type="checkbox"/> Continuous Progress Data <input type="checkbox"/> Other	
Creativity	<input type="checkbox"/> Teacher Referral <input type="checkbox"/> Behavioral Checklist <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Jot Down <input type="checkbox"/> Work Samples <input type="checkbox"/> Continuous Progress Data <input type="checkbox"/> Other	
Leadership	<input type="checkbox"/> Teacher Referral <input type="checkbox"/> Behavioral Checklist <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Jot Down <input type="checkbox"/> Portfolio/Projects <input type="checkbox"/> Other	
Visual/Performing Arts <input type="checkbox"/> Visual Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Drama	<input type="checkbox"/> Teacher Referral <input type="checkbox"/> Behavioral Checklist <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Jot Down <input type="checkbox"/> Professional Analysis <input type="checkbox"/> Portfolio Pieces/Work Samples <input type="checkbox"/> Other	

The committee feels that the evidence \_\_\_\_\_ **does / or** \_\_\_\_\_ **does not** support the need for differentiated gifted services in the area(s) of \_\_\_\_\_.

**Committee Members (print and sign):**

_____	_____
_____	_____
_____	_____
_____	_____



**Pike County Schools**  
**Primary Talent Pool**  
**Parent Notification for Inclusion in the Primary Talent Pool**

Date \_\_\_\_\_

Dear Parent/Guardian:

\_\_\_\_\_ has been selected for the **Primary Talent Pool**. Your child was recommended for the Primary Talent Pool because of demonstrated high potential in the following area(s): \_\_\_\_\_ . At least three (3) informal assessments of your child were used to determine your child's eligibility.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop abilities in the specific area(s) identified. Appropriate services may include options such as the following: cluster grouping, various acceleration options, differentiated study experiences in the regular classroom, resource services delivered in the general classroom, independent projects, and enrichment activities. Primary Talent Pool services may be provided both within the regular classroom and outside of the classroom.

Please sign below if you give permission for your child to participate in the Primary Talent Pool. Inclusion in the Primary Talent Pool does not guarantee that your child will qualify for formal placement in the Gifted and Talented program when he/she exits the primary program. Additional testing will be used at the end of the 3<sup>rd</sup> grade and/or beginning of 4<sup>th</sup> grade that will determine official placement at that time.

Thank you,

\_\_\_\_\_  
 School Gifted and Talented Coordinator

\_\_\_\_\_ Yes, I give permission for my child, \_\_\_\_\_ to participate in the Primary Talent Pool.

\_\_\_\_\_ No, I do not want my child, \_\_\_\_\_ to participate in the Primary Talent Pool.

\_\_\_\_\_  
 Signature of Parent/Guardian

\_\_\_\_\_  
 Date



# Pike County Schools Primary Talent Pool Progress Report



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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

(X) Based on **informal evidence** this student qualifies for services in the following area(s).

- |  |  |
|--|--|
| <input type="checkbox"/> General <u>Intellectual Ability</u> | <input type="checkbox"/> Creativity                    |
| <input type="checkbox"/> Leadership                          |  |
| <input type="checkbox"/> <u>Visual and Performing Arts</u>   | <input type="checkbox"/> <u>Specific Academic Area</u> |
| <input type="checkbox"/> Music                               | <input type="checkbox"/> Math                          |
| <input type="checkbox"/> Dance                               | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Drama                               | <input type="checkbox"/> Social Studies                |
| <input type="checkbox"/> Art                                 | <input type="checkbox"/> Language Arts                 |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:

<p><b><u>Various Acceleration Options</u></b></p> <input type="checkbox"/> Accelerated Reading/Math <input type="checkbox"/> Content Curriculum Higher Grade <input type="checkbox"/> Collaborative Teaching <input type="checkbox"/> Curriculum Compacting	<p><b><u>Differentiated Classroom Studies</u></b></p> <input type="checkbox"/> Individual <input type="checkbox"/> Cluster Groups  <p><b><u>Distance Learning</u></b></p> <input type="checkbox"/> Online Programs  <p><b><u>Resource Services</u></b></p> <input type="checkbox"/> Pullout Setting <input type="checkbox"/> Appropriate Instructional Setting	<p><b><u>Additional Services</u></b></p> <input type="checkbox"/> Enrichment Services <input type="checkbox"/> Independent Study <input type="checkbox"/> Mentorship <input type="checkbox"/> Field Trips <input type="checkbox"/> Special Counseling <input type="checkbox"/> Clubs and Student Organizations (i.e. STLP, Academic Team) <input type="checkbox"/> Contests/Competitions <input type="checkbox"/> Other
--	--	--

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

Documentation as evidenced by:  Assessment  Lesson Plans  Student Work  Syllabus

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

\_\_\_\_\_  
Teacher(s) Signature(s) Date

\_\_\_\_\_  
Principal Signature Date



## Exit Primary Talent Pool Parent Notification Letter

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

Dear Parent/Guardian of \_\_\_\_\_,

This letter is to inform you that at the end of third grade, your child will exit the Primary Talent Pool Program. Primary Talent Pool is defined by **704 KAR 3:285. Programs for the gifted and talented as** “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.”

**Upon exit of third grade, and/or entering the fourth grade**, all students will be assessed for formal identification into the Gifted and Talented Program. Children meeting the criteria for identification will complete the identification process outlined below and parents will be notified once the review is complete.

### **To become identified for Gifted and Talented, the following must occur**

- Students may be identified in Leadership, Creativity or Visual and Performing Arts by completing the area specific criteria identified in the district procedures.
- For academic areas, a student **must** score within the 9<sup>th</sup> stanine on any of the assessments given for Specific Academic Areas, or General Intellectual Ability. The assessments given for each specific area are determined by the District.
- Parent Nomination and Permission to Assess must be completed and signed by the parent
- Any additional documentation requested from the parent must be completed and submitted for consideration.
- Teachers complete documentation for each child.
- The Building Level Review Committee meets to determine if enough evidence has been collected to indicate a need for identification.
- Parents are notified of the Building Level Review Committee decision .

Thank you,

---

School Level Gifted and Talented Coordinator

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# GENERAL INTELLECTUAL

## Pike County Schools General Intellectual Ability

### General Intellectual Ability

"General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

**High performance on additional individual or group intellectual assessment; observation of applied advanced reasoning ability; or checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners. (704 KAR 3.285)**

### Identification and Services

Identification is based on multiple evidences. No student will be denied entrance to the program based on one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to the Pike County Gifted and Talented Program will be facilitated.

- General intellectual ability will be determined by a student score within the 9th stanine and/or 130 on a full-scale comprehensive test of intellectual ability.
- Students who score in the 9th stanine on a test of mental ability will be considered; if no other criterion validates a score, a second similar mental ability test or individual intelligence test may be given.
- Recommendations may be in the form of an official "recommendation letter" or a "jot down" of specific examples of gifted behavior from classroom observations.
- Student work that reflects exceptional ability.
- A letter will be sent to parents when a student meets the identification requirements.
- A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and sent home. A GT folder must be completed and kept separately from the student's cumulative folder.
- A student may be identified at any time during grades 4-12.
- A student may be identified in General Intellectual Ability as well as other areas of identified giftedness.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

*\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.

## Pike County Schools Gifted and Talented- General Intellectual Teacher Recommendation Form

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

National normed intelligence (IQ) test scores:

Test name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %tile

Test name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %tile

Grades in most subject areas (specify grade and subject)

Grade	Subject	Grade	Subject

- Anecdotal: Please attach a brief narrative of our comments on student's:
  - Level of performance
  - Special strengths and/or weaknesses or needs caused by giftedness
  - Ability to work independently and focus responsibility on academic tasks
- Attach pieces of the student's work to substantiate intellectual giftedness.
- Provide additional information that you believe is relevant.

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> knows the answers</li> <li><input type="checkbox"/> is interested</li> <li><input type="checkbox"/> is attentive</li> <li><input type="checkbox"/> has good ideas</li> <li><input type="checkbox"/> works hard</li> <li><input type="checkbox"/> answers the questions</li> <li><input type="checkbox"/> top group</li> <li><input type="checkbox"/> listens with interest</li> <li><input type="checkbox"/> 6-8 repetitions for mastery</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> asks questions</li> <li><input type="checkbox"/> is highly curious</li> <li><input type="checkbox"/> is mentally and physically involved</li> <li><input type="checkbox"/> has wild, silly ideas</li> <li><input type="checkbox"/> plays around, yet tests well</li> <li><input type="checkbox"/> discusses in detail, elaborates</li> <li><input type="checkbox"/> beyond the group</li> <li><input type="checkbox"/> shows strong feelings/opinions</li> <li><input type="checkbox"/> is highly critical</li> </ul> |
|---|---|

(continued on back)

- understands ideas
- enjoys peers
- grasps the meaning
- completes assignments
- is receptive
- copies accurately
- enjoys school
- absorbs information
- technician
- good memorizer
- enjoys straightforward, sequential presentation
- is alert
- is pleased with own learning
- constructs abstractions
- prefers adults
- draws inferences
- initiates projects
- is intense
- creates own design
- enjoys learning
- manipulates information
- inventor
- good guesser
- thrives on complexity
- is keenly observant

**Pike County Schools**  
**Gifted and Talented- General Intellectual**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.*

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation





**Pike County Schools**  
**Gifted and Talented- General Intellectual**  
**Qualification Notification**

Date \_\_\_\_\_

**Congratulations!** \_\_\_\_\_ qualifies for the Pike County School's Gifted and Talented program in the category of GENERAL INTELLECTUAL. The Gifted & Talented nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the gifted & talented program may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the Gifted & Talented program, we need your permission. Please sign and submit the attached "Permission/Denial" form to your child's school as soon as possible.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# Pike County Schools Formal Identification Permission/Denial Form

**Please complete the following statement and return this form to your child's school.**

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) without your written request to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented. Committee will be implemented after your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

---

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Gifted & Talented Coordinator



**Pike County Schools**  
**Gifted and Talented- General Intellectual**  
**Eligibility Status**

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Pike County School's Gifted & Talented program in **GENERAL INTELLECTUAL** in the content area of \_\_\_\_\_ has been completed. Selection for Gifted & Talented was based on the results of formal and informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics in the category assessed, your child is **not eligible** for the gifted and talented program at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Pike County Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# SPECIFIC ACADEMIC APTITUDE

# Pike County Schools

## Gifted and Talented- Specific Academic Aptitude

### Specific Academic Aptitude

"Specific Academic Aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

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

**High performance on an additional individual or group test of academic aptitude; student awards or critiques of performances; off-level testing; portfolio of high academic performances; or student progress data. (704 KAR 3.285)**

### Identification and Services

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

Identification is based on multiple evidences. No student will be denied entrance to the program based only on one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to the gifted education program will be allowed.

- Norm Referenced Test: The criterion is met if the student scores at the 9th stanine or above (in content area) on achievement test approved state assessments.
- Student awards or critiques of student performances by certified staff or professionals.
- Student works that reflect exceptional ability in one or more content areas.
- Recommendation: Recommendations may take the form of a recommendation letter or "jot down" of specific examples of gifted behavior from classroom observations.
- SAT or ACT tests may be used for identifying students for services in Specific Aptitude areas.

A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.

Within one month of identification, a GSSP must be completed and sent home. A specified official Gifted and Talented folder will be completed and kept separately from the student's cumulative folder.

A student may be identified in one or more of the Specific Academic Aptitude core content areas as well as other areas of identified giftedness.

Students may be identified at any time during grades 4-12.

Progress reports regarding the GSSP are to be completed at the end of each semester by the School Level Gifted and Talented Coordinator and/or the classroom teacher providing the services.

*\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

## **Possible, but not Limited to, Service Options for Students Identified in Specific Academic Aptitude**

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

# Pike County Schools Permission to Gather Information



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.



**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Language Arts**  
**Teacher Recommendation Form**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Language Arts scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Language Arts Score \_\_\_\_\_ %ile

Observed strengths (attach a statement)

Other nationally normed tests such as ACT, SAT, or other \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %ile

Anecdotal: Please comment on students

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to Language Arts

Student's work that substantiates giftedness in Language Arts (Documentation Attached)

Additional information that you believe is relevant (Documentation Attached)

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

is an avid reader

has a large, advanced, rich vocabulary

expresses feelings of characters to make them seem real

writes more than other students (quantity)

writes for fun

introduces, develops and interestingly and elaborately concludes a story

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 when talking about this subject

prefers to work independently

is eager to complete tasks

is very alert: supplies rapid answers

enjoys talking with experts in this subject area

applies problem-solving skills when appropriate

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Language Arts**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.*

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Math**  
**Teacher Recommendation Form**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

National normed math scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Math Score \_\_\_\_\_ %-ile

Observed strengths in math (attach a statement)

Other nationally normed tests such as ACT, SAT or other \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

Anecdotal: Please comment on students

Level of performance

Special strengths and/or weaknesses

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 (Documentation Attached)

Additional information that you believe is relevant (Documentation Attached)

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

invents new and obscure systems and codes

reasons effectively and likes logic problems and puzzles

grasps the abstract nature of mathematics easily

enjoys trying to solve difficult problems

likes to solve problems through discovery

applies problem solving skills when appropriate

is intuitive and can do deductive and inductive reasoning

exhibits great desire to excel in math (as a mathematician or in a math-related field)

is eager to tell others about discoveries and shows excitement when talking about this subject

prefers to work independently

is eager to complete tasks

enjoys talking with experts about this subject

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Math**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.*

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Science**  
**Teacher Recommendation Form**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Science scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

Observed strengths (attach a brief narrative)

Other nationally normed tests such as ACT, or other \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ %-ile

Anecdotal: Please write a brief narrative to comment on any one or more of the student's:

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to science

(Optional) Student's work that substantiates giftedness in Science (Documentation Attached)

(Optional) Additional information that you believe is relevant (Documentation Attached)

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

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

is interested in science books 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

has good questions or ideas about experiments

is persistent and sticks with investigation despite difficulties

exhibits great desire to be a scientist

is eager to tell others about discoveries and shows excitement when talking about this subject

prefers to work independently

is very alert: supplies rapid answers in science

enjoys science museums, the Discovery channel, etc.

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Science**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.*

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Social Studies**  
**Teacher Recommendation Form**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Social studies scores

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Social Studies Score \_\_\_\_\_%ile

Observed strengths (attach a brief narrative)

Other nationally normed tests such as ACT, or other \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_%ile

Anecdotal: Please write a brief narrative to comment on any one or more of the student's:

Level of performance

Special strengths and/or weaknesses

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 (Documentation Attached)

Additional information that you believe is relevant (Documentation Attached)

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

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

is sensitive to social issues and concerned with moral or ethical questions

is knowledgeable about current events

reads or watches TV programs dealing with global awareness

shows interest in learning a foreign language

has a high interest in global issues such as environment, endangered species, etc.

enjoys learning about the past, present, and future

exhibits great desire to make good grades

is eager to tell others about discoveries and shows excitement when talking about this subject

prefers to work independently

is very alert: supplies rapid answers in this subject

understands cause and effect

enjoys talking to experts in this field

can apply knowledge to a variety of social science-related issues

enjoys the Discovery channel and/or the History channel

shows interest in people

**Pike County Schools**  
**Gifted and Talented- Specific Academic Aptitude- Social Studies**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.*

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self- esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation



# Pike County Schools Gifted and Talented Qualification Notice



Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Pike County School's Gifted and Talented program in the category of **SPECIFIC ACADEMIC** and the content area(s) of \_\_\_\_\_.

The Gifted & Talented nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the Gifted & Talented program may receive differentiated services in the classroom, in a cluster group setting, or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the Gifted & Talented program, we need your permission.

**Please sign and submit the attached form to your child's school as soon as possible.**

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# Pike County Schools Permission/Denial Form Formal Identification

**Please complete the following statement and return this form to your child's school immediately.**

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) **without your written request** to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented Committee will be implemented **after** your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school **in writing** of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

---

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**For School Use Only**

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Gifted & Talented Coordinator

## Pike County Schools Gifted and Talented Eligibility Status



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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Pike County School's Gifted & Talented program in **SPECIFIC APTITUDE** in the content area of \_\_\_\_\_ has been completed. Selection for Gifted & Talented was based on the results of formal and informal assessment and documentation. Even though your child has demonstrated potential exceptional characteristics in the category assessed, your child is **not eligible** for the Gifted and Talented program at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for gifted and talented services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Pike County Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# CREATIVE OR DIVERGENT THINKING

# Pike County Schools

## Creative or Divergent Thinking

### Creative or Divergent Thinking

***Creative or divergent thinking ability*** means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

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

**Creative writing samples; high scores on tests of creative ability (e.g., Williams or Torrance, etc.); behavioral checklists or observations specific to creative behavior; or observation of original ideas, products or problem-solving. (704 KAR 3.285).**

### Identification and Services

Identification is based on multiple evidences and includes several processes. No child will be denied entrance to the program based on only one (1) criterion. A student must show potential and ability as evidenced by distinctively different measures. If the student meets the criteria in three (3) areas admission to the program will be permitted.

- Score in 9<sup>th</sup> stanine and/or 130 or higher on test for creativity.
- Recommendations may take the form of a recommendation letter or a "jot down" of specific examples of gifted behavior from classroom observation.
- Student works that reflects exceptional creativity.
- A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
- Within one month of identification, a GSSP must be completed and reviewed by the family. This may occur at a parent/teacher conference, via email, regular mail or over the phone. A GT folder (blue) must be completed and kept separately from the student's cumulative folder.
- A student may be identified at any time during grades 4-12.
- A student may be identified in Creative or Divergent Thinking as well as other areas of identified giftedness.
- Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

*\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

## **Possible, but Not Limited to, Service Options for Students Identified in Creative or Divergent Thinking**

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

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.

**Pike County Schools**  
**Gifted and Talented- Creative or Divergent Thinking**  
**Teacher Recommendation Form**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

- Creative writing (attach sample)
- Expression of creative ideas (anecdotal record attached/creative thinking activities, products)
- Production of ideas, invention (picture or narrative attached)
- William's Scale scores (scale and scores attached)
- Anecdotal: Please write a brief narrative to comment on the student's:

William's score: Total Score: \_\_\_\_\_  
Summary:

Level of performance  
Summary:

Special strengths and/or weaknesses  
Summary:

Needs caused by giftedness  
Summary:

- Additional information that you believe is relevant (attach).

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

- Fluency - many ideas
- Flexibility - able to add to their ideas
- Originality - has ideas no one else may have thought about

(Continued on back)



- Elaboration – Extends ideas
- Alert and curious - constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative - has a strong sense of fantasy and a vivid imagination- may daydream
- May be uninhibited in expression or opinion and is sometimes radical/tenacious
- Risk-taker, adventurous, and speculative
- Exhibits an energy level that may at times cause student to get in trouble
- Has an unusual sense of humor. Sees humor in situations others do not see
- May not read rules/instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

**Pike County Schools**  
**Gifted and Talented- Creative or Divergent Thinking**  
**Teacher Recommendation Form**  
**Special Considerations**

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

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

***PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.***

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self-esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

## Pike County Schools Creative Product Inventory (Hocevar, 1979, 1980)

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

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

Person Submitting (circle one):    STUDENT            PARENT            PEER            TEACHER

This is an inventory, not a test. The inventory is simply a list of activities and accomplishments that are commonly considered to be creative. For each item, circle the answer that best describes the frequency of the behavior. Be sure to answer every question, and don't worry about duplication of similar items.

	Never	Once	Twice	3-4 Times	5-6 Times	7 + Times
1. Received an award for acting.	0	1	2	3-4	5-6	7+
2. Worked as an editor for a school or university literary publication.	0	1	2	3-4	5-6	7+
3. Worked as an editor for a newspaper or similar organization.	0	1	2	3-4	5-6	7+
4. Constructed something that required scientific knowledge such as a radio, telescope, scientific apparatus, etc. (excluding school or university work)	0	1	2	3-4	5-6	7 +
5. Painted an original picture.	0	1	2	3-4	5-6	7+
6. Designed and made your own greeting card.	0	1	2	3-4	5-6	7+
7. Gave a recital.	0	1	2	3-4	5-6	7+
8. Presented an original mathematics paper to a professional or special interest group.	0	1	2	3-4	5-6	7+
9. Founded a literary magazine or similar publication.	0	1	2	3-4	5-6	7+
10. Made a craft out of metal (excluding school or university work).	0	1	2	3-4	5-6	7+
11. Made candles.	0	1	2	3-4	5-6	7+
12. Knitted or crocheted something.	0	1	2	3-4	5-6	7 +
13. Put on a puppet show.	0	1	2	3-4	5-6	7 +
14. Made your own holiday decorations.	0	1	2	3-4	5-6	7 +
15. Built a hanging mobile (excluding school or university work).	0	1	2	3-4	5-6	7 +

	Never	Once	Twice	3-4 Times	5-6 Times	7 + Times
16. Received an award for a performance in modern dance or ballet.	0	1	2	3-4	5-6	7 +
17. Received an award for performance in popular dance.	0	1	2	3-4	5-6	7 +
18. Had a mathematics paper published.	0	1	2	3-4	5-6	7 +
19. Made a sculpture (excluding school or university work).	0	1	2	3-4	5-6	7 +
20. Had an original music published or publicly performed.	0	1	2	3-4	5-6	7 +
21. Had a piece of literature (poem/short stories, etc.) published in a school or university publication.	0	1	2	3-4	5-6	7 +
22. Developed an experimental design.	0	1	2	3-4	5-6	7 +
23. Wrote poems (excluding school or university work).	0	1	2	3-4	5-6	7 +
24. Entered a project into a science contest.	0	1	2	3-4	5-6	7 +
25. Received an award for an artistic accomplishment.	0	1	2	3-4	5-6	7 +
26. Received an award for making a craft.	0	1	2	3-4	5-6	7 +
27. Made a craft out of plastic, Plexiglas, stained glass.	0	1	2	3-4	5-6	7 +
28. Made cartoons.	0	1	2	3-4	5-6	7 +
29. Made a leather craft.	0	1	2	3-4	5-6	7 +
30. Made a ceramic craft.	0	1	2	3-4	5-6	7 +
31. Wrote music for one instrument.	0	1	2	3-4	5-6	7 +
32. Wrote music for several instruments.	0	1	2	3-4	5-6	7 +
33. Designed and made a piece of clothing.	0	1	2	3-4	5-6	7 +
34. Cooked an original dish.	0	1	2	3-4	5-6	7 +
35. Prepared an original floral arrangement.	0	1	2	3-4	5-6	7 +
36. Applied math in an original way to solve a practical problem (excluding school or university work).	0	1	2	3-4	5-6	7 +
37. Wrote an original computer program (excluding school or university work).	0	1	2	3-4	5-6	7 +
38. Drew a picture for aesthetic reasons.	0	1	2	3-4	5-6	7 +
39. Wrote the lyrics to a song.	0	1	2	3-4	5-6	7 +
40. Choreographed a dance.	0	1	2	3-4	5-6	7 +
41. Wrote a short story (excluding school or university work).	0	1	2	3-4	5-6	7 +
42. Wrote something humorous such as jokes, limericks, satire, etc.	0	1	2	3-4	5-6	7 +
43. Made jewelry.	0	1	2	3-4	5-6	7 +
44. Recorded a music record or C. D.	0	1	2	3-4	5-6	7 +
45. Put on a radio show.	0	1	2	3-4	5-6	7 +
46. Had a piece of literature (poem or short story, etc.) published (not in a school or university-related publication).	0	1	2	3-4	5-6	7 +
47. Took and developed your own photographs.	0	1	2	3-4	5-6	7 +
48. Performed ballet or modern dance in a show or contest.	0	1	2	3-4	5-6	7 +
49. Had artwork or craftwork publicly exhibited.	0	1	2	3-4	5-6	7 +
50. Won an award for musical accomplishments.	0	1	2	3-4	5-6	7 +

	Never	Once	Twice	3-4 Times	5-6 Times	7 + Times
51. Wrote clever or humorous letters.	0	1	2	3-4	5-6	7 +
52. Won an award for scientific project or paper.	0	1	2	3-4	5-6	7 +
53. Assisted in the design of a set for musical or dramatic production.	0	1	2	3-4	5-6	7 +
54. Had artwork published in a school or university publication.	0	1	2	3-4	5-6	7 +
55. Had a role in a dramatic production.	0	1	2	3-4	5-6	7 +
56. Had artwork published.	0	1	2	3-4	5-6	7 +
57. Started but did not finish a novel.	0	1	2	3-4	5-6	7 +
58. Wrote and completed a novel.	0	1	2	3-4	5-6	7 +
59. Made or helped make a film or videotape.	0	1	2	3-4	5-6	7 +
60. Won an award for some achievement in literature.	0	1	2	3-4	5-6	7 +
61. Entered a mathematical paper or project into a contest.	0	1	2	3-4	5-6	7 +
62. Had a scientific paper published.	0	1	2	3-4	5-6	7 +
63. Planned and kept a garden.	0	1	2	3-4	5-6	7 +
64. Kept a sketchbook.	0	1	2	3-4	5-6	7 +
65. Was a participating member of a symphony orchestra.	0	1	2	3-4	5-6	7 +
66. Entered a contest as a singer.	0	1	2	3-4	5-6	7 +
67. Entered a contest as a musician.	0	1	2	3-4	5-6	7 +
68. Directed or managed a dramatic production.	0	1	2	3-4	5-6	7 +
69. Designed and made a costume.	0	1	2	3-4	5-6	7 +
70. Played an instrument (percussion, including piano) with a reasonable proficiency.	0	1	2	3-4	5-6	7 +
71. Played an instrument (string) with reasonable proficiency.	0	1	2	3-4	5-6	7 +
72. Played an instrument (drum) with a reasonable proficiency.	0	1	2	3-4	5-6	7 +
73. Played an instrument (wind) with a reasonable proficiency.	0	1	2	3-4	5-6	7 +
74. Participated in a drama workshop, club, or similar organization.	0	1	2	3-4	5-6	7 +
75. Participated in a craft workshop, club, or similar organization.	0	1	2	3-4	5-6	7 +
76. Participated in a writers' workshop, club, or similar organization.	0	1	2	3-4	5-6	7 +
77. Participated in a dance workshop, club, or similar organization.	0	1	2	3-4	5-6	7 +

**Additional**

**Comments:** \_\_\_\_\_

# Pike County Schools

## Creativity Observation Checklist



Name of Person Referring: \_\_\_\_\_

Circle One: **Parent** **Friend** **Teacher**      Date: \_\_\_\_\_

***Below are characteristics frequently shown by students with creative ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "x" in the appropriate column.***

	Seldom/Never	Occasionally	Constantly	Frequently
1. Asks many and unusual questions which may be embarrassing, advanced or controversial; unaffected by peer criticism; high curiosity.				
2. More impulsive and enthusiastic than others.				
3. Displays a keen sense of humor and sees humor in situations others may not; a sense of the "absurd" (parody, cartooning).				
4. Prefers variety and novelty in design, ideas, music, food, color, clothing, and methods of solving old or new problem.				
5. Is self-disciplines in area of creativity; able to produce idea or product in set time limit.				
6. Collects things, sometimes, randomly, other times with a definite purpose; many hobbies (some long duration, but others short lived).				
7. Invents solutions to established problems; creates problems for which there are not apparent solutions.				
8. Has broad knowledge background.				
9. Assembles or disassembles mechanical objects with little or no training.				
10. Shows greater tolerance for ambiguity and discomfort than others.				
11. Shows emotional sensitivity.				
12. Attributes inanimate objects with life-like qualities; vivid imagination.				
13. Has a richer fantast life and greater involvement in daydreaming than others.				
14. Leaves out steps; proceeds from A to Z in one jump.				
15. Interrelates own experiences and draws on them spontaneously.				
16. Has high aesthetic values and judgment.				
17. Appears forgetful, chaotic, and oblivious to time constraints (but within disorder there is a logic for this student).				
18. Is enthusiastic and suggests other ideas; is willing to overlook problems temporarily when confronted with a new solution.				
19. Takes risks.				
20. Critically examines authoritarian pronouncements.				
21. Sees hidden meaning or causes and effect relationships that are not obvious.				
22. Utilizes free time by making up games or other products.				
23. Awareness of classroom events and questions them.				

# The Williams Scale

## A Parent and/or Teacher Rating Scale of a Child's Divergent Thinking and Feeling Related to Creativity



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

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

Age: \_\_\_\_\_

Person Completing the Scale: \_\_\_\_\_

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

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

<b>Fluency</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
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 deal.			

<b>Flexibility</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
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.			

<b>Imagination</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
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 obvious.			
The child can wonder freely about things and ideas.			

<b>Complexity</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
The child is interested 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 that seem necessary.			

<b>Risk-Taking</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
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, or parents.			
The child prefers taking chances or “dares” just to learn of the outcomes.			

**Summary of scoring for the Williams Scale:**

**Number of items checked in the “often” column x 2** = \_\_\_\_\_  
**Number of items checked in the “sometimes” column x 1** = \_\_\_\_\_  
**Numbers of items checked in the “seldom” column x 0** = \_\_\_\_\_  
**TOTAL (add totals together for a total of \_\_\_/60)** = \_\_\_\_\_



# Pike County Schools

## Gifted and Talented Qualification Notice



Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Pike County School's Gifted and Talented program in the category of **Creative or Divergent Thinking**.

The Gifted & Talented nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the Gifted & Talented program may receive differentiated services in the classroom, in a cluster group setting, or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the Gifted & Talented program, we need your permission. **Please sign and submit the attached form to your child's school as soon as possible.**

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

# Pike County Schools Permission/Denial Form Formal Identification



Please complete the following statement and return this form to your child's school.

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) **without your written request** to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented Committee will be implemented **after** your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school **in writing** of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

---

Parent/Guardian Signature

---

Date

\*\*\*\*\*

For School Use Only

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Date Received at School

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School Gifted & Talented Coordinator

## Pike County Schools Gifted and Talented Eligibility Status



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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Pike County School's Gifted & Talented program in **Creative or Divergent Thinking** has been completed. Selection for Gifted & Talented was based on the results of formal and informal assessment and documentation. Even though your child has demonstrated potential exceptional characteristics in the category assessed, your child is **not eligible** for the Gifted and Talented program at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for gifted and talented services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Pike County Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# PSYCHOSOCIAL OR LEADERSHIP SKILLS

## Pike County Schools Psychosocial or Leadership Skills

### Psychosocial or Leadership Skills

Leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability or vision to set goals and organize others to successfully reach those goals.

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

**Sociograms (i.e., questionnaires designed to assess leadership characteristics); Peer recommendations; Behavioral checklists or observations specific to leadership behavior; Portfolio entries which display leadership qualities; or offices held by student in extracurricular activities and class government. (704 KAR 3.285)**

### Identification and Services

- Identification is based on documented strengths, abilities, and interests. *No child will be denied entrance to the program based on only one (1) criterion.* Many processes will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission into the Gifted and Talented Program will be granted. Criteria may include:
  - Portfolio: The criterion is met if sufficient evidence and documentation pertaining to the student's leadership activities are provided.
  - Letters of Recommendation: The criterion is met when **three** letters are submitted and evidence of high performance and leadership are shown.
  - A "Leadership Jot Down" of specific examples of leadership from classroom observations should be submitted with recommendations.
  - Psychosocial or Leadership Skills observation checklist.
  - Roets Rating Scale: An identification measure for leadership skills.
  - After identification, portfolios may be returned to the student to update as needed or kept at the school for reference.
  - A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.
  - Within one month of identification, a GSSP must be completed and sent home. A GT folder (orange) must be completed and kept separately from the student's cumulative folder.
  - A student may be identified in one (1) or more of the specific academic core content areas.
  - A student may be identified in Leadership/psychosocial ability as well as other areas of identified giftedness.
  - A student may be identified at any time during grades 4-12.
  - Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

*\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

**Possible, but Not Limited to,  
Service Options for Students Identified  
In Psychosocial or Leadership Skills**

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

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.

**Pike County Schools**  
**Teacher Recommendation Form**  
**Psychosocial or Leadership Skills**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Indications (check all that apply)**

Elected to office (in or out of school)

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

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

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

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

Entrepreneur: Type of Business \_\_\_\_\_

Influences other students or adults

Responsibilities (assumed or assigned)

Anecdotal: Please use additional paper to comment on student's: (portfolio entries, work samples, sociogram, leadership, etc. Notebook needs to support your recommendations).

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibility on leadership tasks

Additional information that you believe is relevant (Documentation Attached).

(Continued on back)



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

- Influences others to work toward desired goals.
- Is looked to by others when decisions need to be made.
- Tends to dominate peers or situations.
- Initiates activities that involve peers.
- Transmits enthusiasm to others.
- Judges other's abilities and finds a place for them.
- May appear "bossy" at times.
- Interacts easily with both children and adults.
- Is sought by other students for activities.
- Has sense of justice and fair play, shows sensitivity for other's feeling or situations.
- Is self-confident and reliable (can be counted on to keep a promise).
- Makes things happen!

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Teacher Recommendation Form**  
**Special Considerations**

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

***PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.***

**ENVIRONMENTAL**

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE CONSIDERATIONS**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**CULTURAL CONSIDERATIONS**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self-esteem due to self-comparison with dominant culture standards

**ECONOMIC CONSIDERATIONS**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

**OTHER CONSIDERATIONS**

- Medical issues impacting achievement
- Other factors as described in recommendation

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Observation Checklist (page 1-2)**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Name of Person Referring \_\_\_\_\_ School: \_\_\_\_\_

**Circle One: Parent Friend Teacher**

Below are characteristics frequently shown by the students with leadership skills. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing and "X" in the appropriate column.

Personal Traits					Group Skills				
	Seldom or Never	Occasionally	To a Considerable Degree	Almost All of the Time		Seldom or Never	Occasionally	To a Considerable Degree	Almost All of the Time
Takes Initiative					Follows well				
Takes the lead in group activities					Accepts responsibility				
Influences the behavior of others					Determines appropriate behavior				
Is sensitive to others' feelings					Organizes others				
Is self-confident					Directs activities				
Controls own emotions					Delegates responsibility				
Respects rights of others					Simulates actions				
Is a constructive member of the group					Establishes the mood of the group				
Sets high standards by self					Makes decisions in the best interest of the group				
Is respected by peers					Fosters team spirit				
Others seek his/her ideas					Brings about group security				
Is a risk taker					Cooperates with others				
Is energetic, enthusiastic,					Works toward group goals				
Has many new insights or ideas					Helps others				
Is assertive					Respects the ideas of others				
Is diplomatic in group or peer relations					Copes with unpleasantness				
Is organized					Encourages the exercise of individual freedom				
Is flexible									
Is responsible									

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Observation Checklist (page 2-2)**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Name of Person Referring \_\_\_\_\_ School: \_\_\_\_\_

**Circle One: Parent Friend Teacher**

Below are characteristics frequently shown by the students with leadership abilities. Please read each Statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing and "X" in the appropriate column.

Cognitive Skills	Seldom or Never	Occasionally	To a Considerable Degree	Almost All of the Time
Knows what is going on				
Figures out what is wrong; shows others how to solve problems				
Handles abstract ideas and sees a broad perspective; sees whole while others focus on parts				
Projects into future, seeing consequences of decisions				
Communicates ideas clearly and concisely				
Learns from personal experience				
Gauges appropriateness of decisions, directions, or suggestions and timing for them				
Learns from the experiences of others				
Makes individuals feel needed and productive				
Exhibits empathy for others				
Allows for the exercise of individual freedom				
Controls situations				
Displays firmness with fairness				

**Additional Comments**  
 (Optional) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Leadership Portfolio**  
**Activity Chart**



Complete the chart below to help you with your Leadership Resume'. Add rows or columns to the chart as needed. Do not record meetings and events where you were not involved in leadership development or in a leadership role. The "Verification Signature" needed is someone who can verify that the information you have listed is accurate.

<b>Type of Activity (Meeting, Clinic, Workshop, Provided Service, etc.)</b>	<b>Date of Activity (Month, Day, Year)</b>	<b>Leadership Role/Assistance Provided</b>	<b>Number of Hours Dedicated</b>

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_

Date \_\_\_\_\_

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Leadership Portfolio**  
**Training Chart**



Complete the chart below to record the leadership trainings, conferences, and workshops that you have attended in which you learned about leadership or acquired other information that prepared you to be a leader. Add rows or columns to the chart as needed. The "Verification Signature" needed is someone who can verify that the information you have listed is accurate.

<b>Type of Training, Conferences, or Workshops Attended</b>	<b>Date of Activity (Month, Day, Year)</b>	<b>Name of Session(s) You Attended</b>	<b>Number of Hours for Training</b>	<b>Briefly Describe What You Learned</b>

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Leadership Portfolio**  
**Community Service Chart**



Complete the chart below to submit your participation in community service. Add rows or columns to the chart as needed. The "Verification Signature" needed is someone who can verify that the information you have listed is accurate.

Type of Activity	Date of Activity (Month, Day, Year)	Organization Assisted	Community Service/Assistance Provided	Number of Hours Dedicated

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Verification Signature \_\_\_\_\_

Date \_\_\_\_\_

**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Leadership Portfolio**  
**Reflection Questions**



Please answer each of these reflection questions.

1. Why do I want to be considered for Gifted and Talented Leadership Skills this year?
2. What would I like to accomplish in Gifted and Talented Leadership Skills?
3. What preparation will I need to reach my goals?
4. What specific skills do I already have that will help me with my leadership development?
5. How much time per week can I give to meet my goals?
6. What is my view of leadership?
7. Who is someone I know who is a leader and why are they a leader?
8. Why is leadership important to a community?
9. How am I an example of a leader?

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

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



**Pike County Schools**  
**Gifted and Talented- Psychosocial or Leadership Skills**  
**Resume of Leadership Skills**



**Student's Name** \_\_\_\_\_

Objective	
Education	School Name:
Awards/Achievements Received	
Interests and Activities	
Leadership Experience	
Volunteer Experience	
Hobbies	
References	1. 2. 3.
Extracurricular Activities	
Summer Jobs with Summary of Qualifications	(Company/Institution Name, Job Title, Dates worked/attended, city/state, and details of position, award, and achievements.)
Community Activities	

**Roets Rating Scales for Leadership (RRSL)**  
**A Self-Rating Identification Measure for Leadership**  
**Ages: 10-18 Author: Louis Roets Ed.D.**

General Description

The Roets Rating Scale for Leadership (RRSL) is a self-rating scale for students in grades 4-12. It is a measure for students to rate themselves. It measures leadership (already active or in the daydream stage), ambition, and desires. Grades 4-12 may also be considered as ages 10-18.

How to Administer the RRSL

Students in grades 4-12, or ages 10-18, are asked to rate themselves on the 26 items listed in the RRSL. Students use a numerical code to rate themselves. The numerical self-rating code is: 1- almost always, 2- quite often, 3- sometimes, 4- not very often, and 5 never.

Instructor Tells the Student:

“Students, today we will complete a self-rating scale. This self-rating scale will ask you to rate yourself. To rate yourself, means to give yourself a number. The numbers we will use are: 1- almost always, 2- quite often, 3- sometimes, 4- not very often, and 5- never. There are no right or wrong answers. You are asked to rate yourself as you see yourself. I may tell you what a word means, but I cannot give you a suggestion as to how you should rate yourself.”

“Let’s do an example together. Using the 5-point scale, how would you rate yourself on these items:  
1. I like to read before I fall asleep at night. 2. I would like to be chosen to be part of a basketball team. 3. I am embarrassed when I give wrong answers. “Any questions?”

Be certain students understand how to rate self. When the self-rating process is understood, students should complete the scale as quickly as possible. Urge them to move ahead and give the rating that best describes self. Do not ponder too long on any one item.

How to Score the RRSL

Student scores are tabulated in the following ways:

- Responses of 1 = 3 points each
- Responses of 2 = 2 points each
- Responses of 3 = 1 point each
- Responses of either 4 or 5 neither add nor subtract
- Total all points

SAMPLE Scoring

Responses of 1 =  $8 \times 3 = 24$       Responses of 2  $9 \times 2 = 18$       Responses of 3  $8 \times 1 = 8$       Total: 50  
Use the “Score Equivalency Chart” in order to get a final score.

**Pike County Schools**  
**Roets Rating Scales for Leadership (RRSL) - Student Copy**  
**A Self-Rating Identification Measure for Leadership**  
**Ages: 10-18 Author: Louis Roets Ed.D.**

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 what materials are needed to complete a project.
- \_\_\_ I am able to see the sequence of steps necessary to complete a project.
- \_\_\_ When I am convinced of something, I have 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 myself or others to great accomplishment.
- \_\_\_ I feel at ease asking people for help or information.
- \_\_\_ I can be a "peacemaker" if I want to be.

\_\_\_ TOTAL POINTS ON RRSL SURVEY  
\_\_\_ ADJUST TOTAL POINTS/FINAL SCORE

**Pike County Schools  
Roets Rating Scale for Leadership (RRSL)  
Score Equivalency Chart**

Adjusted Total Points	Final Score Equivalent	Adjust Total Points	Final Score Equivalent
78	25	52	15
77	25	51	15
76	25	50	15
75	25	49	13
74	23	48	13
73	23	47	13
72	23	46	13
71	23	45	13
70	23	44	11
69	21	43	11
68	21	42	11
67	21	41	11
66	21	40	11
65	21	39	9
64	19	38	9
63	19	37	9
62	19	36	9
61	19	35	9
60	19	34	7
59	17	33	7
58	17	32	7
57	17	31	7
56	17	30	7
55	17	29	5
54	15	28	5
53	15	27	5
		26	3

**Pike County Schools**  
**Roets Rating Scale for Leadership (RRSL)**  
**Raw Score/Percentile/Stanine Chart**

Raw Score	Percentile	Stanine	Raw Score	Percentile	Stanine	Raw Score	Percentile	Stanine
78	99	9	52	59	5	26	6	2
77	99	9	51	57	5	25	5	2
76	99	9	50	53	5	24	4	1
75	99	9	49	50	5	23	3	1
74	99	9	48	46	5	22	3	1
73	98	9	47	44	5	21	3	1
72	98	9	46	41	5	20	3	1
71	97	9	45	38	4	19	2	1
70	96	9	44	36	4	18	2	1
69	95	8	43	33	4	17	2	1
68	94	8	42	30	4	16	1	1
67	93	8	41	28	4	15	1	1
66	91	8	40	25	4	14	1	1
65	89	8	39	23	3	13	1	1
64	88	7	38	21	3	12	1	1
63	86	7	37	20	3	11	1	1
62	84	7	36	18	3	10	1	1
61	82	7	35	17	3	9	1	1
60	80	7	34	15	3	8	1	1
59	78	7	33	14	3	7	1	1
58	75	6	32	12	3	6	1	1
57	73	6	31	11	2	5	1	1
56	70	6	30	10	2	4	1	1
55	67	6	29	9	2	3	1	1
54	64	6	28	8	2	2	1	1
53	62	6	27	7	2	1	1	1

## Pike County Schools Gifted and Talented Qualification Notice



Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Pike County School's Gifted and Talented program in the category of **Psychosocial or Leadership Skills**.

The Gifted & Talented nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the Gifted & Talented program may receive differentiated services in the classroom, in a cluster group setting, or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the Gifted & Talented program, we need your permission.  
**Please sign and submit the attached form to your child's school as soon as possible.**

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# Pike County Schools Permission/Denial Form Formal Identification

Please complete the following statement and return this form to your child's school.

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) **without your written request** to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented Committee will be implemented **after** your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school **in writing** of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**For School Use Only**

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Gifted & Talented Coordinator



## Pike County Schools Gifted and Talented Eligibility Status

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Pike County School's Gifted & Talented program in **Psychosocial or Leadership Skills** has been completed. Selection for Gifted & Talented was based on the results of formal and informal assessment and documentation. Even though your child has demonstrated potential exceptional characteristics in the category assessed, your child is **not eligible** for the Gifted and Talented program at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for gifted and talented services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Pike County Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# VISUAL OR PERFORMING ARTS

# Pike County Schools

## Visual or Performing Arts

### Visual or Performing Arts

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

**Visual or performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include: Awards or critiques of performance; or portfolio of visual or performing arts ability. (704 KAR 3.285)**

### Identification and Services

1. Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three (3) measures/processes will be used to determine eligibility. If the student meets the minimum criteria in these three areas, he/she will be admitted into the program. The three areas for the specific “talent” are as follows:

#### **Visual Arts - Evidence**

- a. Pike County Schools visual arts checklist: this criterion is met if the student scores 32+
- b. Recommendation: Criterion is met if narrative includes at least two of the suggested topics listed on the visual arts nomination form and evidence indicates high level of ability.
- c. Portfolio Pieces: the criterion is met if two to three pieces of work (2 or 3 dimensional, in any medium) are deemed of *high quality* to warrant services.

**Alternate to portfolio** – the criterion is automatically met if the student has been selected for Governor’s School for the Arts or other school/institute of high caliber.

#### **Performing Arts – Evidence**

- a. Pike County Schools Performing Arts Checklist (Vocal/Instrumental and/or Dance/Drama): three criterions are met if the student scores 32+.
- b. Recommendation: Criterion is met if narrative includes at least two of the suggested topics listed on the visual arts nomination form and evidence indicates high level of ability.
- c. Audition results: Criterion is met if taped or live audition is judged by multiple professionals in the field of talent and deemed of a *high quality* to warrant services. It is suggested that 2 contrasting pieces are performed. Audition performances are not to exceed 15 minutes total.

**Alternate to audition** – The criterion is automatically met if the student has received the following recognition:

1. Selected for Governor’s School for the Arts, All District and/or All State Band or Chorus or received a superior rating in a state, regional or district performance.
  2. Selected through an auditioning process, to participate in a school/institute for dance, drama, or music.
2. When a student is identified, parents will be notified by letter. Students who are new to the gifted/ talented program will receive a parent/student input form to aid in development of the GSSP.
  3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will begin a GSSP folder.
  4. A student may be identified in one or more of the academic core content areas.
  5. A student may be identified in the Visual Arts or Performing Arts as well as other areas of identified giftedness.
  6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on Pike County School Criteria.
  7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester

\*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.

## **Possible Interventions for Students Identified in Visual or Performing Arts**

- Have the student study experts in his/her interest area.
- Facilitate field trips for the student to observe experts who are engaged in the student's special interest area.
- Invite local craft artisans, musicians and athletes to demonstrate their wares and/or talents.
- Allow the interested student to demonstrate for others how an art tool, musical instrument, or piece of sports equipment is used.
- Facilitate for the student a list of specialized extended attendance programs in his/her field of interest.
- Require the student to develop an independent study project in the field of his/her choice.
- Arrange a mentorship program with a local expert for the student in his/her special interest area for a few hours each week.
- Provide a variety of art media or musical instruments for the student to explore and use.
- Ask the student to analyze a technique used by an artist.
- Encourage the student to use his/her own judgment when viewing artwork or listening to works of music.
- Always require the student to evaluate his/her own work.
- Have the student complete an art or music interest center.
- Share opportunities with the students to listen to and create music.
- Introduce the student to the language of music.
- Ask the student to tell or read stories using appropriate gestures and facial expressions.
- Have the student role-play a variety of characters.
- Encourage the student to do imitations.
- Permit the student to practice a variety of techniques for evoking emotional responses from listeners.
- Allow the student to create original plays that he/she may direct, produce and act in.
- Have the young child act out poems, stories, nursery rhymes, etc.

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.



**Pike County Schools**  
**Parental Permission for Possible Identification**  
**Visual or Performing Arts**

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

Dear Parent/Guardian:

We have received a nomination for your child \_\_\_\_\_ for Visual or Performing Arts in the area of:

- Music                       Dance                       Drama                       Art

The process for identification of Visual and Performing Arts is included below for each area in which a child could qualify.

- **For Visual Arts:**
  - Students will prepare a portfolio of work samples.
  - The portfolio must contain 5 to 8 pieces of art demonstrating a range of media, subject matter and styles. (A sketchbook may be submitted as one of the pieces)
  - Artwork must be original and not a reproduction of a photograph, post card, or any other printed material.
  - Artwork will be judged at the District Level by a panel of judges. Information about the dates of judging will be provided in advance.
- **For Drama:**
  - Student will perform two, 2 to 5-minute pieces. Parents/guardians may **not** sit in on the audition.
  - Performances will be judged at the District Level by a panel of judges.
  - Information about the dates of judging will be provided in advance.
- **For Dance:**
  - Student will perform two, 2 to 5-minute pieces.
  - Students will provide their own accompaniment and musical materials. (a piano will be provided)
  - Parents/guardians may **not** sit in on the audition.
  - Performances will be judged at the District Level by a panel of judges.
  - Information about the dates of judging will be provided in advance
- **For Vocal and Instrumental Music:**
  - Student will perform two, 2 to 5-minute pieces.
  - Students will provide their own accompaniment and musical materials (a piano will be provided)
  - Parents/guardians may **not** sit in on the audition.
  - Performances will be judged at the District Level by a panel of judges.
  - Information about the dates of judging will be provided in advance.

Sincerely,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

**\*Please complete this section and return to your child’s school.**

\_\_\_ I wish for my child \_\_\_\_\_ to be considered for identification for Visual or Performing Arts.

\_\_\_ I wish to withdraw my child \_\_\_\_\_ nomination for Visual or Performing Arts.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



**Pike County Schools**  
**Request for Additional Visual or Performing Arts Evidence**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Your child is being considered for the Gifted and Talented Program in the Pike County School System in the category of **Visual or Performing Arts** in the area of \_\_\_\_\_. The School Gifted and Talented Committee will review all pertinent information and documentation. Currently, we need **additional evidence** in order for our committee to consider formal identification for your child.

Please submit a video clip or digital portfolio of your child's talent to the school as soon as possible.

Please call your child's school if you have any questions.

Thank you,

\_\_\_\_\_  
School Level Gifted and Talented Coordinator

**Pike County Schools  
Visual Art  
Parent Questionnaire**



Student: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Current School: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 1:**

Has this student taken private art lessons? (not a requirement for placement)

\_\_\_\_\_ No  
 \_\_\_\_\_ Yes, How many years? \_\_\_\_\_  
 Name of studio or teacher \_\_\_\_\_

**Section 2:** Please indicate why the Gifted Education program is an appropriate placement for your child by checking the applicable box(es) and providing specific examples.

	√	Examples
Generates intricate/sophisticated products/work in the identified area		
Advanced beyond age and/or grade level in the identified area		
Leader among his/her peers in the identified area		
Original and elaborative products in the identified area		
Clubs and after-school activities related to the identified area		

**Section 3:** Please list honors, awards, performances, exhibits, and/or achievements in the identified area or state that the student has had no opportunity to compete at this time.

Date/Year	Description

Additional Information: (attach another sheet or provide on back)





2. Please collect and return a letter of recommendation from an individual that has experience working with your child in the area of visual arts. Please list the names of individuals willing to serve as references for your child.

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

3. Visual Arts students must prepare a portfolio of work samples. Please review the guidelines below.

Please attach a copy of each score to be used to this letter and return to school for the audition process.

- **For Visual Arts:**

- Students must prepare a portfolio of work samples.
- The portfolio must contain 5 to 8 pieces of art demonstrating a range of media, subject matter and styles. (A sketchbook may be submitted as one of the pieces)
- Artwork must be original and not a reproduction of a photograph, post card, or any other printed material.
- Artwork will be judged at the District Level by a panel of judges. Information about the dates of judging will be provided in advance.

Sincerely,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

-----  
**\*Please complete this section and return to your child's school.**

\_\_\_\_ I wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, and portfolio) for Visual or Performing Arts and have completed steps 1-4 above. I have attached the documentation required for review.

\_\_\_\_ I do not wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, and portfolio) for Visual or Performing Arts. I would like to withdraw my child's name from this area of nomination.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



**Pike County Schools**  
**Visual or Performing Arts- Music**  
**Parent Questionnaire**

Student: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_  
 Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Current School: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 1: Please indicate one area of interest for audition:**

Vocal Music \_\_\_\_\_ Instrumental Music \_\_\_\_\_  
 (specify instrument)

This student: \_\_\_\_\_ reads music \_\_\_\_\_ sings/plays by ear \_\_\_\_\_ does both

Has this student taken private lessons in the area checked above? (not a requirement for placement)

\_\_\_\_\_ No  
 \_\_\_\_\_ Yes, How many years? \_\_\_\_\_  
 Name of studio or teacher \_\_\_\_\_

**Section 2: Please indicate why the Gifted Education program is an appropriate placement for your child by checking the applicable box(es) and providing specific examples.**

	√	Examples
Generates intricate/sophisticated products/work in the identified area		
Advanced beyond age and/or grade level in the identified area		
Leader among his/her peers in the identified area		
Original and/or elaborate products in the identified area		
Clubs and after-school activities related to the identified area		

**Section 3: Please list honors, awards, performances, exhibits, and/or achievements in the identified area or state that the student has had no opportunity to compete at this time.**

<b>Date/Year</b>	<b>Description</b>

**Additional Information: (attach another sheet or provide on back)**



2. Please collect and return a letter of recommendation from an individual that has experience working with your child in the area of music. Please list the names of individuals willing to serve as references for your child.
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
3. Please complete a resume of musical roles your child has assumed. Please see attached document for resume guidance.
4. For Vocal and Instrumental Music students must perform two 2-5-minute musical pieces. Please review the guidelines below. Please attach a copy of each score to be used to this letter and return to school for the audition process.

For Vocal and Instrumental Music:

- Student will perform two, 2 to 5-minute pieces.
- Students will provide their own accompaniment and musical materials (a piano will be provided)
- Parents/guardians may **not** sit in on the audition
- Performances will be judged at the District Level by a panel of judges.
- Information about the dates of judging will be provided in advance

Sincerely,

\_\_\_\_\_

School Level Gifted & Talented Coordinator

\_\_\_\_\_

**\*Please complete this section and return to your child’s school.**

\_\_\_\_\_ I wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Visual or Performing Arts and have completed steps 1-4 above. I have attached the documentation required for review.

\_\_\_\_\_ I do not wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Visual or Performing Arts. I would like to withdraw my child’s name from this area of nomination.

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date



**Pike County Schools**  
**Visual or Performing Arts- Dance**  
**Parent Questionnaire**

Student: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_  
Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Current School: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 1:**

Has this student taken private lessons in dance? (Not a requirement for placement)

\_\_\_\_\_ No  
\_\_\_\_\_ Yes, How many years? \_\_\_\_\_  
Name of studio or teacher \_\_\_\_\_

Has this student ever been selected for a dance role through an audition process?

\_\_\_\_\_ No  
\_\_\_\_\_ Yes, please explain: role, what organization, and when.

**Section 2: Please indicate why the Gifted Education program is an appropriate placement for your child by checking the applicable box (es) and providing specific examples.**

	v	Examples
Generates intricate/sophisticated products/work in the identified area		
Advanced beyond age and/or grade level in the identified area		
Leader among his/her peers in the identified area		
Original and elaborative products in the identified area		
Clubs and after-school activities related to the identified area		

**Section 3: Please list honors, awards, performances, exhibits, and/or achievements in the identified area or state that the student has had no opportunity to compete at this time.**

Date/Year	Description

**Additional Information: (attach another sheet or provide on back)**





**Pike County Schools**  
**Visual or Performing Arts- Dance**  
**Parent Input Form**

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

Dear Parent/Guardian:

We have received a nomination for your child \_\_\_\_\_ for Visual or Performing Arts in the area of **Dance**. Please complete steps 1-4 below and return this information to the school Gifted and Talented Coordinator. The identification cannot begin until these steps are completed and submitted to the school GT Coordinator.

**1. Please check the items below that apply to your child and explain.**

Uses body as an instrument of expression.

Explain \_\_\_\_\_

Enjoys forms of dancing and movement to music.

Explain \_\_\_\_\_

Uses movement to recreate an emotion or environment.

Explain \_\_\_\_\_

Is able to think of many ways of solving movement problems.

Explain \_\_\_\_\_

Displays grand and fluidity of movement.

Explain \_\_\_\_\_

Likes to dance for other people.

Explain \_\_\_\_\_

Is good at imitating movement of others.

Explain \_\_\_\_\_

Can change direction, level, and focus of movement.

Explain \_\_\_\_\_

Masters basic dance skills quickly and easily.

Explain \_\_\_\_\_

Improvises to music.

Explain \_\_\_\_\_

Has awareness of line and the design of body in space.

Explain \_\_\_\_\_

(continued on back)

Appears to feel the rhythm of music.

Explain \_\_\_\_\_

Likes to spend time watching others dance.

Explain \_\_\_\_\_

Communicates to others through dance.

Explain \_\_\_\_\_

Deals effectively with own center for gravity.

Explain \_\_\_\_\_

Experiences great joy in movements.

Explain \_\_\_\_\_

2. Please collect and return 3 letters of recommendation from individuals that have experience working with your child in the area of art. Please list the names of individuals willing to serve as references for your child.

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

3. Please complete a resume of dance roles your child has assumed. Please see attached document for resume guidance.

4. Dance students must perform two 2-5-minute dance pieces. Please review the guidelines below. Please attach a copy of each score to be used to this letter and return to school for the audition process.

- Student will perform two, 2 to 5-minute pieces.
- Students will provide their own accompaniment and musical materials. (a piano will be provided)
- Parents/guardians may **not** sit in on the audition.
- Performances will be judged at the District Level by a panel of judges.
- Information about the dates of judging will be provided in advance

Sincerely,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

-----  
**\*Please complete this section and return to your child's school.**

\_\_\_\_ I wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Visual or Performing Arts and have completed steps 1-4 above. I have attached the documentation required for review.

\_\_\_\_ I do not wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Visual or Performing Arts. I would like to withdraw my child's name from this area of nomination.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



**Pike County Schools  
Visual or Performing Arts- Drama  
Parent Questionnaire**

Student: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_  
 Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Current School: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 1:**

Has this student had training in drama/theater? (not a requirement for placement)

\_\_\_\_\_ No  
 \_\_\_\_\_ Yes, How many years? \_\_\_\_\_  
 Name of studio or teacher \_\_\_\_\_

Has this student ever been selected for a role through an audition process?

\_\_\_\_\_ No  
 \_\_\_\_\_ Yes, please explain: role, what organization, and when.

**Section 2: Please indicate why the Gifted Education program is an appropriate placement for your child by checking the applicable box (es) and providing specific examples.**

	√	Examples
Generates intricate/sophisticated products/work in the identified area		
Advanced beyond age and/or grade level in the identified area		
Leader among his/her peers in the identified area		
Original and elaborative products in the identified area		
Clubs and after-school activities related to the identified area		

**Section 3: Please list honors, awards, performances, exhibits, and/or achievements in the identified area or state that the student has had no opportunity to compete at this time.**

<b>Date/Year</b>	<b>Description</b>

Additional Information: (attach another sheet or provide on back)



2. Please collect and return a letter of recommendation from an individual that has experience working with your child in the area of drama. Please list the names of individuals willing to serve as references for your child.

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

3. Please complete a resume of drama roles your child has assumed. Please see attached document for resume guidance.

4. Performing Arts students must perform two 2-5-minute drama pieces. Please review the guidelines below. Please attach a copy of each drama piece to be used to this letter and return them to the school for the audition process.

- **For Drama:**

- Student will perform two, 2 to 5-minute pieces.
- Parents/guardians may **not** sit in on the audition.
- Performances will be judged at the District Level by a panel of judges.
- Information about the dates of judging will be provided in advance.

Sincerely,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

**\*Please complete this section and return to your child's school.**

\_\_\_\_ I wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Drama and have completed steps 1-4 above. I have attached the documentation required for review.

\_\_\_\_ I do not wish for my child \_\_\_\_\_ to participate in the identification process (performance, audition, portfolio) for Drama. I would like to withdraw my child's name from this area of nomination.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Pike County Schools**  
**Performing Arts Nomination**  
**Visual Art**

3 pieces of evidence are required for nomination

- 1. Visual Arts Checklist
- 2. Recommendation
- 3. a. Portfolio Pieces (2-3) – print cover  
*Work Samples may be in 2-D or 3-D form*
- 3. b. Portfolio Alternate: Selected for GSA

**Special Considerations**

*Please mark if applicable.*

- NONE

**Environmental**

- Transiency – At least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**Language Considerations**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**Cultural Considerations**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents, & community
- Lower self-esteem due to self-comparison with dominant culture standards

**Economic Considerations**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – (free/reduced lunch)
- Large family living at subsistence level
- Inability to participate in varied experiences
- Medical issues impacting achievement
- Other factors (describe in recommendation)

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

Nominating Person: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

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

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

**1. Visual Art Checklist**

*Please rate*

4-almost always, 3-frequently, 2- occasionally, 1-seldom

\_\_\_\_\_ Grasps basic art skills quickly & easily

\_\_\_\_\_ Incorporates many elements into artwork; including use of line, color, and texture

\_\_\_\_\_ Concentrates on art for long periods of time

\_\_\_\_\_ Enjoys talking about, looking at works of art

\_\_\_\_\_ Produces outstanding original art products

\_\_\_\_\_ Enjoys trying out new art materials

\_\_\_\_\_ Sets high standards of quality for own artwork

\_\_\_\_\_ Recognized by others as artistically talented

\_\_\_\_\_ Demonstrates elaboration in own work

\_\_\_\_\_ Manipulates visual arts tools with skill

\_\_\_\_\_ TOTAL





**Pike County Schools**  
**Performing Arts Nomination**  
**Dance or Drama**

**3 pieces of evidence are required for nomination**

- 1. Visual Arts Checklist
- 2. Recommendation
- 3. a. Performing Arts Resume
- 3. b. Portfolio Alternate: Selected for GSA

**Special Considerations**

*Please mark if applicable.*

*NONE*

**Environmental**

- Transiency- at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**Language Considerations**

- English as a second language- lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**Cultural Considerations**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents, & community
- Lower self-esteem due to self-comparison with dominant culture standards

**Economic Considerations**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – (free/reduced lunch)
- Large family living at subsistence level
- Inability to participate in varied experiences

**Other Considerations**

- Medical issues impacting achievement
- Other factors as described in recommendation outside the home

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

Nominating Person: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

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

Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

**1. Performing Art Checklist**

*Please rate*

4-almost always, 3-frequently, 2- occasionally, 1-seldom

- \_\_\_\_\_ Handles body with ease/poise for age
  - \_\_\_\_\_ Commands and holds the attention of others when performing
  - \_\_\_\_\_ Imitates gestures or movements easily– (for drama –imitates gestures, walks, speaking patterns, etc.)
  - \_\_\_\_\_ Uses facial expressions and/or body to communicate feelings effectively
  - \_\_\_\_\_ Sets high standards of quality for self
  - \_\_\_\_\_ Picks up skills with minimal instruction
  - \_\_\_\_\_ Shows a sustained & intense interest in drama and/or dance
  - \_\_\_\_\_ Recognized by others as talented in drama or dance
  - \_\_\_\_\_ Demonstrates originality (ex: performs spontaneously with own invented material, gives new ideas to others, etc.)
  - \_\_\_\_\_ Evokes emotion from audience when performing
- TOTAL \_\_\_\_\_

## 2. TEACHER RECOMMENDATION

Please describe observed behaviors or performance that leads you to believe this student is gifted in **Performing Arts: Dance or Drama**. Feel free to reference the checklist criteria on the front of this form. How this student is different from his /her age peers in regards to artistic ability? Be specific.

Indicate which of the following topics will be included in your narrative: (Minimum: 2)

- Performance Characteristics
- Self-Instruction
- Application of Instruction
- Original Composition
- Sensitivity
- Other

Student Description:

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**Pike County Schools**  
**Coversheet for Visual Arts Portfolio**

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

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

Directions: Please describe the work samples being submitted.

Sample 1 Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Viewed by: \_\_\_\_\_

Evidence of High Ability

Sample 2 Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Viewed by: \_\_\_\_\_

Evidence of High Ability

Sample 3 Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Viewed by: \_\_\_\_\_

Evidence of High Ability

**Pike County Schools**  
**Performing Arts Nomination**  
**Music: Vocal or Instrumental**

Student Name: \_\_\_\_\_  
 Nominating Person: \_\_\_\_\_  
 Relationship to Student: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

**3 pieces of evidence are required for nomination**

- 1. Performing Arts Checklist
- 2. Recommendation
- 3. a. Audition Results
- 3. b. Selected for Special Programs

**Special Considerations**

*Please mark if applicable.*

NONE

**Environmental**

- Transiency – At least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**Language Considerations**

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

**Cultural Considerations**

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents, & community
- Lower self-esteem due to self-comparison with dominant culture standards

**Economic Considerations**

- Residence in depressed economic area with a high concentration of poverty
- Low family income – (free/reduced lunch)
- Large family living at subsistence level
- Inability to participate in varied experiences

**Other Considerations**

- Medical issues impacting achievement
- Other factors (described in recommendation)

**1. MUSIC Vocal/Instrumental Checklist**

*Please rate*

4-almost always, 3-frequently, 2- occasionally, 1-seldom

\_\_\_\_\_ Sings/plays on pitch

\_\_\_\_\_ Remembers melodies easily & accurately

\_\_\_\_\_ Hears mistakes or inaccuracies in self and performances of others

\_\_\_\_\_ Learns musical compositions at a faster pace than peers

\_\_\_\_\_ Sets high standards of quality for self

\_\_\_\_\_ Expresses feeling or emotion through music

\_\_\_\_\_ Shows a sustained & intense interest in music

\_\_\_\_\_ Recognized by others as musically talented

\_\_\_\_\_ Demonstrates originality (i.e. composes tunes, either informally or formally)

\_\_\_\_\_ Performs consistently at a high level

\_\_\_\_\_ TOTAL



**Pike County Schools**  
**Visual or Performing Arts**  
**Audition Results**

(Print this sheet for use at audition.)

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

Audition Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Vocal Instrumental

Directions: Please list all persons present for audition.

Name	Position
1.	
2.	
3.	
4.	
5.	
6.	

Recommendation for performing arts identification: (group consensus)

- Very strongly recommend
- Strongly recommend
- Recommend with provisions (state below)
- Do not recommend
- Nomination is tabled*

Audition Summary: *(Please Attach Scored Rubrics)*

**Pike County Schools**  
**VOCAL Music Audition Rubric**

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

School: \_\_\_\_\_ School Year: \_\_\_\_\_ Score: \_\_\_\_\_ Eligibility: Yes/No

Instrument: \_\_\_\_\_ Piece Performed: \_\_\_\_\_

Original Compositions: Yes/No

Performance Opportunities: \_\_\_\_\_

Length of Study: \_\_\_\_\_

Comments: \_\_\_\_\_

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Apprentice 2</b>	<b>Novice 1</b>
<b>Tone Quality</b>	Controlled, Clear, Warm, Consistent, Full, Resonant	Some warmth & control with some inconsistencies	Some clarity & control with many inconsistencies	Breathy, weak tone, sound is forced, little clarity
<b>Ability to Reproduce Melody (sight singing – MS &amp; HS)</b>	Performs correct pitches (musical markings are correctly performed)	Performs pitches with some accuracy (makes a good attempt at musical markings)	Has some difficulty matching pitch (student is emerging sight-reader)	Does not imitate pitches (does not read music)
<b>Intonation Accuracy of Pitches</b>	Printed pitches are performed with accuracy; appropriate range of intonation	Some inaccurate pitches and some intonation problems	Several inaccurate pitches and difficulty in tune consistently	Inaccurate pitches, out of tune
<b>Execution &amp; Expression</b>	Correct posture and poise, no noticeable mistakes, expresses emotion & enthusiasm through performance	A few posture problems or some lack of poise, mistakes are handled well, shows potential	Posture or poise detracts from performance, lack of expressive qualities	Incorrect posture, unprepared, not poised, nervous
<b>Technique &amp; Interpretation</b>	Appropriate technique and articulation, smooth, connected voice, phrasing has finesse, proper breath control	A few technical flaws, some inconsistencies, adequate phrasing and breath control	Technical flaws detract from performance, many inconsistencies, phrasing and breath control need improvement	No technique, inconsistent performance, lack of phrasing and breath control

**Pike County Schools**  
**INSTRUMENTAL Music Audition Rubric**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ School Year: \_\_\_\_\_ Score: \_\_\_\_\_ Eligibility: Yes/No

Instrument: \_\_\_\_\_ Piece Performed: \_\_\_\_\_

Original Compositions: Yes/No

Performance Opportunities: \_\_\_\_\_

Length of Study: \_\_\_\_\_

Comments: \_\_\_\_\_

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Apprentice 2</b>	<b>Novice 1</b>
<b>Pitch Accuracy</b>	Notes played as indicated, correct observation of musical markings, sustained & full tone, scales w/ accuracy	Few errors in accuracy of notes, musical markings are observed with few errors, tone has slight inconsistencies, some accuracy in scales	Numerous errors in accuracy, observation of markings & tone are inconsistent, scales inaccurate	Errors interfere with delivery of piece, markings are not observed, tone is weak, no demonstration of scales
<b>Rhythm</b>	Accuracy & tempo match character of the piece, time signature & tempo is correctly observed	Character is not completely reflected in accuracy & tempo, observation of time signature & tempo is slightly flawed	Very little character evidences, observation of time signature & tempo is weak	No character evidences, weak observation of time signature & tempo detracts from performance
<b>Technique</b>	Correct fingering & hand position, correct use of instrument, excellent posture & playing position, flawless technique	Correct fingering & hand position, good use of instrument, good posture & playing position, good technique	Some incorrect fingering &/or hand position, weak posture &/or playing position, technique adequate	Incorrect fingering & hand position, poor posture & playing position, no evidence of technique
<b>Execution &amp; Expression</b>	Performs with confidence & finesse, excellent stage presence, prepared musical selection, controlled performance, expressive use of body language	Confidence is present, but finesse may be lacking, good stage presence, selection shows some preparedness, inconsistent control &/or use of body language	Confidence & finesse is weak, stage presence is adequate, little preparation, control &/or body language weak	Lacking confidence, finesse, & stage presence, no preparation, no use of body language
<b>Interpretation</b>	Expressive, emotional, interpretation, balanced tone, musical markings show interpretative understanding	Shows some expression, mostly balanced tone, musical markings show some interpretative understanding	Limited expression and use of tone, very little interpretation of musical markings	Lack of expression and awareness of tone, no interpretation



**Pike County Schools**  
**DANCE Audition Rubric**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ School Year: \_\_\_\_\_ Score: \_\_\_\_\_ Eligibility: Yes/No  
 Instrument: \_\_\_\_\_ Piece Performed: \_\_\_\_\_  
 Original Compositions: Yes/No  
 Performance Opportunities: \_\_\_\_\_  
 Length of Study: \_\_\_\_\_  
 Comments: \_\_\_\_\_

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Apprentice 2</b>	<b>Novice 1</b>
Movement & Coordination	Excellent performance of phrasing and dynamics; demonstrates appropriate energy and nuances of movement; demonstrates excellent alignment and coordination	Good performance of phrasing and dynamics; able to demonstrate some nuances of movement qualities; good alignment and coordination	Performs some movement qualities with appropriate phrasing; limited use of alignment; lacking balance and coordination	Unable to demonstrate phrasing or movement qualities; little or no demonstration of alignment and coordination
Flexibility & Strength	Demonstrates a high degree of movement in all the joints; Excellent ability to control and sustain all movements; easily executes each movement combination	Demonstrates good degree of movement in all the joints; Good ability to control and sustain all movement; executes movement with relative ease	Demonstrates average degree of movement in all the joints with average ability to control and sustain movements; struggles to sustain stamina during combinations	Student demonstrates a low degree of movement in the joints; lacks ability to control or sustain movements; lacks stamina
Creativity & Improvisation (Elements of Dance: space, time and force)	Excellent improvisation and creative interpretation of music using the elements of dance	Good improvisation and creative interpretation using the elements of dance	Limited ability to improvise using the elements of dance; minimal creativity in musical interpretation	Unable to improvise without prompting; little or no creativity
Sequencing & Adaptability	Learns movement quickly and reproduces movement fluently and with accuracy; able to adapt to challenging movement material	Memorizes sequences through repetition	Demonstrates fragments of movement sequences.	Unable to produce movement sequences.
Overall Execution & Expression	Clarity in movement, poise, confidence and expression demonstrated throughout. Outstanding artistry.	Fluent in either execution of movement OR expression but not both.	Inconsistent in both execution and expression	Little or no performance ability
Overall Execution & Expression	Expressive, emotional, interpretation, balanced tone, musical markings show interpretative understanding	Shows some expression, mostly balanced tone, musical markings show some interpretative understanding	Limited expression and use of tone, very little interpretation of musical markings	Lack of expression and awareness of tone, no interpretation

**Pike County Schools  
DRAMA Audition Rubric**

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

School: \_\_\_\_\_ School Year: \_\_\_\_\_ Score: \_\_\_\_\_ Eligibility: Yes/No

Instrument: \_\_\_\_\_ Piece Performed: \_\_\_\_\_

Original Compositions: Yes/No

Performance Opportunities: \_\_\_\_\_

Length of Study: \_\_\_\_\_

Comments: \_\_\_\_\_

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Apprentice 2</b>	<b>Novice 1</b>
Movement	Expressive and creative use of levels, gestures, facial expressions and movement; highly energetic and focused	Good use of levels, gestures, facial expression; good energy and focus	Appropriate use of basic movement; may or may not demonstrate energy and focus	Little or no use of space and levels, stiff or motionless; lacks energy and focus
Stage Presence	Cohesive presentation; extraordinary focus and seamless flow of performance; high level of confidence	Some original ideas and appropriate presentation; shows confidence	Watches others and mimics to develop a presentation; lacks confidence and effort	Mimics without original input; little or no confidence during audition
Voice & Diction	Exceptional projection, articulation, rate and inflection	Appropriate projection, articulation, rate and inflection	Minimal or limited use of projection, articulation, rate and inflection	Little or no preparation, inaudible, poor articulation and rate of speech
Dramatic Interpretation	Command of language and text; responds fluently to the meaning in the script; fully develops character through voice and movement	Well-developed language and text; no difficulty with vocalizing text; character emerges through voice and movement	Little or no hesitation with the text; character begins to emerge but is not developed through voice and movement	Character does not emerge; hesitates and stumbles even with prompting; makes no choices about character with voice and movement
Overall Creativity	Extraordinary performance; outstanding use of performance elements; creativity is evident	Well-developed performance; good use of dramatic performance elements; some evidence of creativity	Fair performance; working on the development of performance elements; little evidence of creativity	Needs improvement in dramatic performance; no evidence of creativity at this time



## Pike County Schools Gifted and Talented Qualification Notice

Date \_\_\_\_\_

Congratulations! \_\_\_\_\_ qualifies for the Pike County School's Gifted and Talented program in the category of **Visual or Performing Arts**.

The Gifted & Talented nomination and identification process included teacher recommendations, portfolio reviews, and testing. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure that appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the Gifted & Talented program may receive differentiated services in the classroom, in a cluster group setting, or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

In order for your child to participate in the Gifted & Talented program, we need your permission.

**Please sign and submit the attached form to your child's school as soon as possible.**

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# Pike County Schools Permission/Denial Form Formal Identification

Please complete the following statement and return this form to your child's school.

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) **without your written request** to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented Committee will be implemented **after** your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school **in writing** of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

For School Use Only

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Gifted & Talented Coordinator



## Pike County Schools Gifted and Talented Eligibility Status

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for the Pike County School's Gifted & Talented program in **Visual or Performing Arts** has been completed. Selection for Gifted & Talented was based on the results of formal and informal assessment and documentation. Even though your child has demonstrated potential exceptional characteristics in the category assessed, your child is **not eligible** for the Gifted and Talented program at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for gifted and talented services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Pike County Schools.

If we can be of further assistance, please let us know.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# GIFTED STUDENT SERVICES PLAN (GSSP)

## Pike County Schools Gifted and Talented Program

### Gifted Students Service Plan (GSSP)

House Bill 519 requires a Gifted Student Service Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability (GI), Specific Aptitude Ability, Leadership, Creative or Divergent Thinking Ability, and Visual and Performing Arts. The Pike County Schools gifted and Talented Coordinator and Resource Instructor will oversee the completion of the GSSP. **The GSSP is to be completed and shared with parents no later than the end of October of each school year.** The original copy of the GSSP is to be placed in the student's Gifted and Talented folder.

The following information may assist the School Level Gifted and Talented Coordinator with the completion of the GSSP for each student approved by the Gifted and Talented Committee.

**STEP 1:** Check area(s) the student has been identified to receive services.

**STEP 2:** Note the area(s) that will require differentiated services. For example, if a student is excelling in problem-solving math skills, there may be a need to provide that student with more challenging and complex problem than those given to the other students.

**STEP 3:** Describe the records to be kept of student progress, products, and performances. If a parent requests clarification of "how" differentiation will occur, provide specific details to the assignment, etc. Teacher accountability methods include lesson plans, assignments given to identified students, and a folder of the student's work.

**Remember: The Pike County Gifted and Talented Student Services Progress Report is provided to parents at the end of each semester (twice a year).**

**If additional assistance is required, please contact the, School Level Coordinator, Gifted and Talented Resource Instructor, and/or the Gifted and Talented District Coordinator.**



## Pike County Schools GSSP Parent Notification

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

Dear Parent(s)/Guardian(s):

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Pike County Schools. Each year students in grades 4-12 may be identified in (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the Gifted Student Services Plan (GSSP) is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The school's Gifted & Talented Committee will determine the teacher responsible for developing and implementing the instructional plans that are explained in the GSSP.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities.

A report of your child's progress as identified in the Gifted Student Services Plan (GSSP) will be available for you to review on Infinite Campus at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Gifted & Talented School Coordinator



**Pike County Schools**  
**Gifted Student Services Plan (GSSP) Grades 4-12**  
**Teacher Form**

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

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

**(X) Based on formal and informal evidence this student qualifies for services in the following area(s):**

\_\_\_\_\_ **General Intellectual Ability (formal testing)**

- Advanced Critical Reasoning
- Real-World Problem Solving
- Utilizes Advanced Research
- Project/Problem Based Learning

\_\_\_\_\_ **Specific Academic Area (formal testing)**

- \_\_\_\_\_ Math
- \_\_\_\_\_ Language Arts
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Science
- \_\_\_\_\_ Social Studies

\_\_\_\_\_ **Psychosocial or Leadership Skills**

- Effective Oral/Written Expression
- Sets Goals, Organizes Skills
- Practicing Leadership Skills
- Mentoring

\_\_\_\_\_ **Creative or Divergent Thinking Ability**

- Creative Problem Solving
- Advanced Creative Thinking
- Real-World Creative Connections & Problem Solving
- Creative Writing, Creative Play, Etc.
- STEM, STEAM
- Creative Producer- Generates Original Thoughts & Ideas

\_\_\_\_\_ **Visual or Performing Arts**

- \_\_\_\_\_ Music
- \_\_\_\_\_ Dance
- \_\_\_\_\_ Drama
- \_\_\_\_\_ Art

**Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:**

<u>Various Acceleration Options</u> ___ Early Entrance Primary ___ Early Exit Primary ___ Acceleration ___ Subject Area (Higher Grade Level) ___ Dual Enrollment Courses ___ Dual Credit Courses ___ AP and Honors Courses ___ Collaborative Teaching ___ Early Graduation	<u>Differentiated Classroom Studies</u> ___ Individual ___ Groups _____ ___ Other  <u>Distance Learning</u> ___ Online Courses ___ Other  <u>Resource Services</u> ___ Pullout Setting ___ Appropriate Instructional Setting	<u>Additional Services</u> ___ Enrichment Services ___ Independent Study ___ Mentorship ___ Travel Study Options ___ Special Counseling ___ Seminars ___ Self-Contained Classes ___ Other
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**(Continued on back)**

**Gifted Student Service Options:**

Acceleration: Advancing through material or grade levels prior to the prescribed time. The decision for acceleration is based on the student's early mastery of skills/content/process in a specific area.

Advanced Placement (AP) and Honors Courses: Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

Cluster Grouping: A small group of identified students who receive specialized educational experiences that are matched to the student's needs, interests, and abilities.

Collaborative Teaching: The Gifted and Talented teacher provides specialized direct instruction in a regular classroom to a cluster group of identified students in conjunction with the regular classroom teacher.

Counseling Services: Effectively-based counseling assistance provided by a certified counselor who is familiar with the characteristics and socio-emotional needs of gifted and talented students.

Differentiation: a method used by teachers to establish a match between the students interests, needs, and abilities to provide curriculum opportunities that include enrichment and/or acceleration options to maximize student learning.

Distance Learning: Learning opportunities offered using computer technology and satellite transmission or optical fiber transmission.

Enrichment: Opportunities for differentiated activities that supplement and or enhance classroom instruction.

Travel Study Options: Travel opportunities to extend and enrich learning. Provides extended learning in a relevant context.

High Level Questioning: Questions that draw on advanced levels of information and challenge thinking.

Independent Study: A self-directed study of a selected topic under the supervision of a teacher.

Learning Centers: Collections of materials for students to explore and study topics in greater depth.

Mentor/Apprentice: Specialized studies with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

Resource Services: Specialized instruction provided to identified students in a pullout classroom or other setting that is: designed for accelerated content, special interest groups, process skills development, or various combinations of instruction.

Summary of Services: Activities (from list above), Frequency, and Amount of Time Provided

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Teacher's Documentation Evidence: \_\_\_\_ Pre/Post Assessment      \_\_\_\_ Lesson Plans      \_\_\_\_ Student Work      \_\_\_\_ Student Portfolio

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent Signature/Date

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
GT Coordinator Signature/Date

\_\_\_\_\_  
Principal Signature/Date

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# INFINITE CAMPUS

## Creative or Divergent Thinking Ability

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
01: Creative or Divergent Thinking Ability ▼	2015	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<b>Creative or Divergent Thinker Evidence:</b> (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"/> Other, Specify <input type="text"/>			

# General Intellectual Ability

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
02: General Intellectual Ability ▼	2015		
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<b>General Intellectual Ability Evidence:</b> (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"/> Other, Specify <input type="text"/>			

# Psychosocial or Leadership Skills

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
03: Psychosocial Leadership Skills	2015		
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<b>Psychosocial &amp; Leadership Skills Evidence:</b> (At least 3 Evidence checkboxes must be selected)			
<input type="checkbox"/> Behavioral Observations		<input type="checkbox"/> 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"/> Documentation of Student Leadership in Class	
<input type="checkbox"/> Documentation of Student Leadership in Community		<input type="checkbox"/> Documentation of Student Leadership in 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 type="checkbox"/> Sociograms	
<input type="checkbox"/> Formal Testing		<input type="checkbox"/> Other, Specify	
Specify Other Test			

# Specific Academic- Language Arts, Math, Science, and Social Studies

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
D4: Specific Academic Aptitude-Language Arts ▼	2015	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<b>Specific Academic Aptitude Evidence:</b> (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			

# Visual and Performing Arts: Art, Dance, and Drama

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
08: Visual and Performing Arts-Art ▼	2015		
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<b>Visual/Performing Arts Evidence:</b> (At least 3 Evidence checkboxes must be selected)			
<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"/> Other, Specify <input type="text"/>			



# Primary Talent Pool

Gifted & Talented Status			
*Gifted Category	*Year Identified	*Start Date	End Date
12: Primary Talent Pool ▼	2015	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Gifted Declined Services	<input type="checkbox"/> Gifted Underachieving		
<b>Service Delivery Options:</b> (At least 2 Service Delivery Option checkboxes must be selected)			
<input type="checkbox"/> Various Acceleration Options			
<input type="checkbox"/> Early Exit from Primary <input type="checkbox"/> Grade Skipping <input type="checkbox"/> Subject Area Higher Grade Level			
<input type="checkbox"/> Dual Enrollment Courses <input type="checkbox"/> Dual Credit Courses <input type="checkbox"/> Early Exit from High School			
<input type="checkbox"/> Advanced Placement and Honors Courses			
<input type="checkbox"/> Collaborative Teaching and Consultation Services			
<input type="checkbox"/> Special Counseling Services			
<input type="checkbox"/> Differentiated Study Experiences in the Classroom			
<input type="checkbox"/> Differentiated Individual Study <input type="checkbox"/> Differentiated for Cluster Groups			
<input type="checkbox"/> Distance Learning			
<input type="checkbox"/> KVHS Courses <input type="checkbox"/> Video Courses <input type="checkbox"/> Other Online Course			
<input type="checkbox"/> Enrichment Services (School Day)			
<input type="checkbox"/> Independent Study			
<input type="checkbox"/> Mentorships			
<input type="checkbox"/> Resources Services			
<input type="checkbox"/> Pull-out Setting <input type="checkbox"/> Appropriate Instructional Setting <input type="checkbox"/> Consortium			
<input type="checkbox"/> Seminars			
<input type="checkbox"/> Travel Study Options			
<input type="checkbox"/> Special Schools (4-12)			
<input type="checkbox"/> Self-Contained Classrooms (4-12)			
<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"/> Other, Specify <input type="text"/>	

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# JOTDOWNS

## CREATIVE THINKING JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

**1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box(es).**

**2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.**

Offers many ideas. (fluency)	Displays ability to switch categories or change ideas. (flexibility)	Develops ideas with details. (elaboration)	Offers ideas no one else may have thought of. (originality)
Asks questions about everything and anything. (alert and curious)	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and a strong sense of fantasy.	Appears to be day dreaming at times.
May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.	Is a high risk taker with an adventurous and speculative spirit.	Has high energy level which may cause student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).
Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## MUSIC JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_ School \_\_\_\_\_

1. **As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).**
2. **When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.**

Perceives fine differences in sound.	Remembers melodies and can reproduce them accurately.	Is sensitive to rhythm; may tap fingers or feet while working.	Has sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Displays interest in musical symbols and learns them easily.
Identifies rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Performs musically with a high degree of technical difficulty.
Displays interest in musical instruments and various ways to produce sound.	Enjoys musical performances.	Plays or would like to play a musical instrument.	Notices and shows appreciation for beauty and aesthetic qualities.

Developed by L. Whalley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## DANCE JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. **As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).**
2. **When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.**

Uses body as an instrument of expression.	Enjoys forms of movement and dancing 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.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## DRAMA JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_  
 Grade \_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

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 easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to day dream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques, experiments	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances	Have high sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## VISUAL ART JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_ School \_\_\_\_\_

1. **As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).**
2. **When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.**

May be asked by others to do art work.	Likes to comment on colors, shapes, and structure of things.	May be critical of own art work and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles a lot in school/home.	Does outstanding original art work.	Likes the opportunity to choose to express self-using 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.
Provides detail art work (elaboration).	Has a sensitive use of line/color/texture?	Enjoys open ended art activities; shows frustration with art projects that are very specific.	Notices and shows appreciation for beauty and aesthetic qualities.

Developed by L. Whalley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## LEADERSHIP JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.

Gets others to work toward desirable or undesirable goals.	Is looked to by others when something must be decided.	Initiates activities that involve peers.	Figures out what is wrong with an activity and shows others how to make 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.
Is sought out by other students for play/ activities.	Displays a sense of justice and fair play.	Organizes ideas and people to reach goal.	Displays self-confidence.
Is often the captain of teams or leader in the classroom?	Displays charismatic qualities.	Communicates effectively to make things happen.	May be frustrated by lack of organization or progress toward goal.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University



## GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).  
 2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

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 when something seems wrong.	Able to work one or more years above others in age group.
Widely read or likes to read. May prefer to read rather than be with others.	Knows many things that have not been taught.	Has a large vocabulary but may choose when to use 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 topic or area of study.	Prefers a few close friends with similar intellect to many friends.	Likes to observe before trying new activities. Thinks through ideas before sharing with others.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being leader of a group.	Displays abstract thinking. Requires time to think before responding.	Shows high energy level - physical, intellectual, and psychological.	Appears to have discrepancies between physical, social, and intellectual development.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
\_\_\_\_\_

**Check One:**     Language Arts  
                    Social Studies  
                    Math  
                    Science

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                   Mo.            Day            Yr.

Teacher \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_

- 1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).**  
**2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.**

Sees connections.	Asks many probing questions.	Shares what he/she they know which may be answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# ACCELERATION

## **Pike County Schools**

### **Acceleration- Administrative Procedures**

Acceleration, when used appropriately, is perhaps the most effective intervention for enhancing the academic growth of advanced learners. In accordance with the belief that all children are entitled to an education that meets their needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be given the opportunity and be encouraged to do so. The Pike County School System believes that such students often require access to advanced curriculum to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. We believe that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by providing them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

This administrative procedure describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher-grade level than their same-age peers, or granted early graduation from high school.

#### **Referrals and Evaluation**

1. Any enrolled student may be referred by the School Level Coordinator, an administrator, teacher, guidance counselor, or a parent/ legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement.
2. The Principal of each school building will ensure that all supervised staff is made aware of the procedures regarding whole-grade or subject-based acceleration placement.
3. The School Level Coordinator of the referred student's school shall obtain written permission from the student's parent(s)/ legal guardian(s) to evaluate the student for possible accelerated placement. The school shall evaluate students who are referred for evaluation that have supporting evidence demonstrating high potential and whose parent(s)/ legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. A parent/legal guardian of the evaluated student shall be notified in writing within thirty (30) days of the submission of the completed referral. This notification shall include instructions for appealing the outcome of the evaluation process.
5. A parent/legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent/ legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

#### **Acceleration Criteria**

- a) The student has an individual IQ score of 135 or more if grade skipping is being considered.
- b) The student scores in the 9<sup>th</sup> stanine, in a specific obtained subject area for score achievement.
- c) The student must show developmentally appropriate adjustment according to the social-emotional assessment and/or teacher observations.
- d) The student should display a high degree of persistence and motivation for learning.
- e) The student and parent/guardian should be eager for the advancement. However, the student should not be unduly pressured by adults to advance.

## **Acceleration Evaluation Committee (AEC) Composition**

1. The School Level Coordinator of the referred student shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
  - a. A principal or assistant principal from the child's current school;
  - b. The School Level Coordinator, the Gifted and Talented Resource Instructor, or, the District Gifted and Talented Coordinator;
  - c. A current teacher of the referred student (except for students referred for possible early admission to kindergarten); A previous teacher of the referred student;
  - d. A teacher at the grade level to which the student may be accelerated (except for students referred for possible early graduation from high school);
  - e. A special education teacher, if a student is twice-exceptional;
  - f. Optional: a school guidance counselor.
  
2. The Acceleration Evaluation Committee shall conduct a fair and thorough evaluation of the student. They shall be charged with the following responsibilities:
  - a. Students considered for whole-grade (radical) acceleration and early entrance to Kindergarten shall be evaluated with the appropriate evaluation tools available using standard scoring practices. The evaluation shall be administered by the Gifted and Talented Resource Instructor, the school level coordinator, or other approved trained evaluation personnel. The AEC shall consider the student's own thoughts on possible accelerated placement in their decision-making process.
  - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources including: state assessment scores, grade level assessments, above grade level assessments, diagnostic and specific content assessments, review of classroom performance and other pertinent data, consideration of regular classroom teacher, parent recommendation, and consideration of the student's maturity and desire for accelerated placement. Evidence collection shall be coordinated by the school level coordinator.
  - c. When evidence collection is completed, the AEC will issue a written decision to the Principal and the parent/legal guardian. They shall meet with a parent/legal guardian of the student. Findings shall be shared and a decision made as to whether or not the student meets the criteria for accelerated placement.
  
3. If the Acceleration Committee recommends acceleration, the student acceleration plan (like a GSSP) is written (which includes an appropriate transition period and strategies to ensure a successful transition.) Long term strategies will also be included to ensure continuous progress. The parent(s)/legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
  - a. Placement of the student in an accelerated setting;
  - b. Strategies to support a successful transition to the accelerated setting;
  - c. Requirements and procedures for earning high school credit prior to entering high school or requirements and procedures for earning college credit within the high school setting (if applicable);
  - d. An appropriate transition period for accelerated placement.

4. The School Level Coordinator shall ensure successful implementation of the written acceleration plan and monitor the adjustment of the student to the accelerated setting.
5. The acceleration plan (similar to a GSSP) will only be completed in the initial accelerated year at the elementary level. Every year after initial placement will be a continuum of next-level academic progress.

### **Placement Options**

Research on accelerated placement indicates that the “least different” placement should be the first consideration. If it does not adequately meet the needs of the student, an ascending list of options can be considered. According to research of acceleration “best practices,” the Pike County Schools suggests placements options be considered in the following order:

1. If the child is less than one full year above grade level or if there are several above level students in the same classroom, the following options will be considered:
  - a. Differentiate the regular classroom instruction, if possible (topical differentiation),
  - b. If the child/children’s needs are far above the level of their peers, the regular classroom teacher does above level work with the child or a cluster group.
2. If the child is one full year or more above grade level and there are not enough above level students within the classroom to form a cluster group, the following options will be considered:
  - a. Differentiate the regular classroom instruction, if possible (topical differentiation).
  - b. Teachers share students within the same grade level to create a cluster group.
  - c. Content acceleration to the next grade level. This is for an individual subject(s). The student returns to the regular classroom for every other subject. This could include early entry to Honors, Advanced Placement, or other high school classes, as well. (Students must meet the same requirements as above-level grade students who take the same course).
  - d. Whole-grade (radical) acceleration trial period. If the student’s level of mastery is significantly different from peers, allow the child to travel with the next grade level for the entire day for “x” weeks as a trial period. If the trial period is successful then the student can be radically accelerated to the next grade level. Best practice recommends that radical acceleration should not be considered unless the child is performing at least two or more years above grade level.

### **Accelerated Placement- Transition Period/Permanent Placement**

There shall be a 30-day transition period for accelerated students.

- a. The Acceleration Evaluation Committee shall specify an appropriate transition period for accelerated placement for early entrants to Kindergarten, grade level accelerated students, and students accelerated in individual subject areas.
- b. At any time during the transition period, a parent or legal guardian may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
- c. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the Principal shall direct the Acceleration Evaluation Committee

to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from the initial recommendation of the Acceleration Evaluation Committee, the student's written acceleration plan shall be revised accordingly by the Principal of the receiving school, as well as, the parent or guardian, and a new transition period specified.

- d. If the teacher feels the acceleration plan is not working, evidence and documentation supporting the issues can be presented for review and consideration. The school may choose to revise or discontinue the accelerated placement if there is enough evidence to support the change.
- e. If behavior issues interfere with instruction for other students in the class or if the child is unable to adjust to the new environment, the accelerated placement will be terminated. Recommendations for terminating placement shall be accompanied by documentation of the specific issues and strategies utilized to address the issue.
- f. At the end of the transition period, if the accelerated placement appears to be appropriate and benefitting the child, the placement shall become permanent. The student's records shall be modified accordingly, and the accelerated placement shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
- g. The accelerated placement shall be reviewed annually. This will not require new collection of evidence and convening of the acceleration evaluation committee unless there is documentation/evidence which indicates that the placement is no longer appropriate for the child.

### **Early Graduation District Policy 08.113**

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.<sup>4</sup> Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

### **Alternative Credit Options**

In addition to regular classroom-based instruction, students may earn credit through the following means.

#### **Online Courses**

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board. Credit from an online course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.

The District shall recognize only those online courses that meet the international standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

As determined by school/council policy, students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Academic Standards and District graduation requirements. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in an online course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for an online course shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school.

The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for expelled students who are permitted to take online courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking online courses.



## Alternative Credit Options

### Dual Credit Courses

To differentiate/accelerate the curriculum to meet the needs of students, the District shall recognize courses from local post-secondary institutions. Eleventh (11<sup>th</sup>) and twelfth (12<sup>th</sup>) grade students will be provided the opportunity to participate in a dual credit program during the school day. A qualifying student may enroll for up to fifteen (15) hours of college course work per semester and be awarded both elective credit(s) at Pike County high schools and college hours at the post-secondary institution.

1. Each school will develop specific SBDM policy to outline requirements for participation at each post-secondary institution. These requirements will include the following criteria:
  - a. Students must be juniors or seniors. Written parental permission, principal and guidance counselor recommendation will be required.
  - b. Students must have an ACT composite score of twenty (20) or above and have a high school GPA of 3.25 in order to participate in dual credit course work.
  - c. Students who have been involved in any disciplinary action throughout high school will not be eligible to participate in dual credit classes. Students must have maintained regular attendance throughout high school as defined by Pike County Board of Education policy.
  - d. Students must maintain a college GPA of 3.0 in order to continue taking classes prior to high school graduation.
  - e. Students who participate will be responsible for transportation, fees, tuition, and any other associated costs. No student may transport another student to a dual credit class unless there is proof of insurance and written parental permission on file in the guidance office. Permission forms must be signed by the parent of the student driving, the parent of the student, being transported by another student, and the school principal. Students must provide official documentation to the high school of participation in college courses and mid-term grades awarded before credit toward high school graduation will be recognized.
  - f. A check-in and check-out procedure must be developed at each high school. This extended education experience will be part of the student's school day/program.
  - g. Supervision of students on school days that college classes do not meet will be the responsibility of the high school.
2. Each high school is responsible for assuring the course content offered at the post-secondary institution fulfills the standards set forth in the Kentucky Academic Standards for Kentucky Schools. The school shall request a list of academic expectations as described in the Kentucky Learning Goals for each course to be considered for dual credit.

Students who participate in dual credit classes must understand that dropping the college class after the semester begins may endanger their high school graduation because of the number of credits required for a diploma.

**Alternative Credit Options**

**Dual Credit Courses**

3. Grades for college courses taken on the high school campus will not be weighted but will be included in the calculation of cumulative GPA toward high school graduation. Grade point average for dual credit classes off campus will be calculated based on the number of classes taken on the high school campus plus the number of classes taken off campus students have completed.

**REFERENCE:**

[KRS 158.622](#)

**RELATED POLICIES:**

08.113, 08.2323, 09.1221, 09.3, 09.435

Adopted/Amended: 9/9/2014

Order #: 14-09-V-32

**Pike County Schools**  
**Referral Form**  
**Gifted Student Service Acceleration**

Date of request \_\_\_\_\_

Student Name \_\_\_\_\_ Birthdate \_\_\_\_\_

School \_\_\_\_\_ Current Grade Placement \_\_\_\_\_

Person(s) completing the referral

Name \_\_\_\_\_ Relationship to student \_\_\_\_\_

1. Please check the type of acceleration requested.
  - a.  Early admission to kindergarten
  - b. Grade skipping:  single grade  multi-grade
  - c. Subject acceleration:  one grade level  more than one grade
  - d. Dual credit (high school only)
  
2. Please attach the following information, which MUST accompany this request.
  - a. Test results for
    1. Specific academic areas: classroom tests, etc.
    2. Achievement test(s)
    3. Above grade level or end of year tests (especially for single subject acceleration)
    4. Cognitive ability or aptitude test(s)
  
3. Previous and/or current teacher observations of student's independent work, cooperative group work, thinking and problem-solving abilities.
  
  
  
  
  
  
  
  
  
  
4. Daily work: a minimum of five work samples (worksheet, theme paper, open-ended response, etc.) which show evidence of skills transference (makes applications, connections, etc.) and higher order thinking and/or critical thinking skills.
  
  
  
  
  
  
  
  
  
  
5. Measure(s) of social and emotional development.
  
  
  
  
  
  
  
  
  
  
6. Input from parents, private instructors, etc.

**(continued on back)**

**For the Teacher, Guidance Counselor, or School Administrator:**

Standardized Test Scores (from the last 2 years)

Name of standardized test	Date of test	Subject area(s)	Score(s)

Transcript Grades (from last 2 years)

School year/date	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade
	ELA		Math		Science		Social Studies	
	ELA		Math		Science		Social Studies	

ACT Scores

Year	Composite	English	Math	Reading	Science

Describe any superior cognitive or academic behaviors that qualify the student for acceleration.

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Describe the student's social and emotional behavior.

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Provide any additional information that is pertinent to this application.

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Application completed by: \_\_\_\_\_

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

For Office Use Only

- \_\_\_ Referral form
- \_\_\_ Parent consent form
- \_\_\_ Student test scores
- \_\_\_ Student transcript
- \_\_\_ Student work samples

School Level Gifted and Talented Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

School Principal \_\_\_\_\_ Date: \_\_\_\_\_

**Pike County Schools**  
**Permission for Acceleration Assessment**



Child's Name \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address:

\_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

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

\_\_\_\_\_

Referred By: \_\_\_\_\_

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Your child has been referred as a potential candidate for academic acceleration. Assessments are required for identification purposes.

No assessment will be done without your consent. Please read the information below and return this form to school as soon as possible. If you have questions, please contact your School Level Gifted and Talented Coordinator, the District Gifted and Talented Resource Instructor, or the District Gifted and Talented Coordinator.

**TESTING IS FOR PLACEMENT PURPOSES ONLY AND DOES NOT GUARANTEE THAT ACCELERATION WILL BE OFFERED.**

I understand that if I grant permission, my child will receive assessment(s) by designated school/district personnel and that the information may be shared with principals, teachers, and other appropriate school personnel. I will be notified of the decision-making process and meeting to determine the appropriate placement for my child based on this assessment.

- Permission is given to conduct the assessment(s)
- Permission is denied

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Relationship to Child

\_\_\_\_\_  
Date

**Pike County Schools**  
**Acceleration Evaluation Committee Recommendations**

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

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

The student is being considered for the following:

\_\_\_\_\_ Content Acceleration: Content Area(s): \_\_\_\_\_

\_\_\_\_\_ Grade –Level Acceleration (From \_\_\_\_\_ Grade to \_\_\_\_\_)

Assessment(s) used for recommendation and scores earned (attach additional data if needed.)

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Our recommendation is as follows:

\_\_\_\_\_ Allow student to be accelerated

\_\_\_\_\_ Not allow student to be accelerated

\*If approved, the student’s GSSP (Gifted Student Service Plan) shall reflect the Acceleration Plan to support successful transition to the accelerated setting.

Rationale: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Acceleration Evaluation Committee Members

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Level Committee Members

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Pike County Schools Acceleration Agreement



Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

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

It is our goal to provide educational opportunities that allow all students to excel in any content area and at any grade level. Regardless of whether or not a student needs content or grade level acceleration, the Pike County School System strives to accommodate those academic needs.

Our School Level Gifted and Talented Committee, in response to the school's Acceleration Evaluation Committee's recommendations, has review current academic data and discussed that your child, \_\_\_\_\_, is working significantly beyond the current grade level's academic requirements. So that your child can be instructed at a level and pace that are more equivalent with the identified ability, we recommend that your child be accelerated as follows:

\_\_\_\_\_ Content Acceleration (Content Area(s): \_\_\_\_\_)

\_\_\_\_\_ Grade-Level Acceleration (From \_\_\_\_\_ Grade to \_\_\_\_\_ Grade)

There are many other factors to discuss when considering content or grade-level acceleration, and we would like the opportunity to meet with you to discuss these other factors. Please call the school at your earliest convenience so that we may schedule a day and time to discuss this opportunity for your child.

We look forward to meeting with you. Thank you for your continued support.

Sincerely,

\_\_\_\_\_, Principal

\_\_\_\_\_, School Level Gifted and Talented Coordinator

-----  
Please sign and date that you have received this letter and return this portion to the school at your earliest convenience.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

# Pike County Schools Acceleration Agreement



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

Grade: \_\_\_\_\_ Type of Acceleration: Subject \_\_\_\_\_ Whole Grade \_\_\_\_\_  
(list subject)

Placement From:

\_\_\_\_\_  
Grade, Subject, Teacher

Placement To:

\_\_\_\_\_  
Grade, Subject, Teacher

Transition Period Begins: \_\_\_\_\_ Ends: \_\_\_\_\_  
Month/Day/Year Month/Day/Year

Strategies to Ensure a Successful Transition:

Strategies to Ensure Continuous Progress Following the Transition Period:

Requirement for Earning High School Credit Prior to Entering High School (if applicable):

Staff member assigned to monitor the implementation of this plan:

\_\_\_\_\_  
Name/Position Date

\_\_\_\_\_  
Parent/Guardian Date



## Pike County Schools

### Early Kindergarten Entrance

#### Senate Bill 24

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Senate Bill 24 (SB 24), enacted during the 2012 Regular Session, amends [KRS 158.030](#) by requiring each local school board to adopt a policy for parents or guardians to petition the board to enroll a child who does not meet the kindergarten age requirement of turning 5 years of age on or before October 1. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-2018 school year. The policy must include an evaluation process that will help determine a child's readiness for school.

#### Senate Bill 35

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Senate Bill 35 (SB 35), enacted during the 2006 Regular Session, permits a child who is at least 5 years of age (on or before October 1) but less than 6 years of age to be advanced through the primary program if the student is determined to have acquired the academic and social skills taught in first level primary (kindergarten). Senate Bill 35 also provides that the student may be classified as other than a first level primary (kindergarten) student for purposes of funding. It's important to note the kindergarten age requirement of turning 5 years of age changes to August 1 in the 2017-2018 school year.

#### School Readiness Definition

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##### **Ready to Grow...Ready to Learn...Ready to Succeed**

Children who are not age- eligible for kindergarten must demonstrate readiness in all developmental domains to be consistent with Kentucky's school readiness definition. School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. (*Governor's Task Force on Early Childhood Development and Education*).

#### Five Developmental Domains

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To be recommended for early entrance to kindergarten, children will need to demonstrate above-average performance and development in academic skills. As well as, the following:

- Approaches to learning;
- Health and physical well-being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge.

The standards for early admittance are very high to ensure that students are not frustrated by their advanced grade placement. There will be no consideration, including an appeals process, for children with birthdates beyond November 1. (The November 1 date will adjust to September 1 in 2017-2018 in accordance to Senate bill 24 and Senate Bill 35). Additionally, final placement considerations will include availability of space and funding.

#### Parent Application

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Parent and/or guardian must complete the "**Application for Early Kindergarten Entrance**," the "**Parent Questionnaire**," and the "**Readiness Indicators Checklist**" before being considered for early placement. The "**Early Settings Information**" form must be completed by a preschool or childcare teacher or other adult providing therapy, education, or care for the child. All forms must be totally completed and submitted between March 15 and May for an assessment to be scheduled. The child will be screened at the next available assessment window. This form must be submitted to the Principal of the school in which the student wishes to attend prior to scheduling the actual Kindergarten Readiness Screening.

Your child will be evaluated by qualified school personnel. Upon completion of all assessments, all data collected will be reviewed.

There are two possible outcomes of individual testing:

- The student did not demonstrate the needed readiness skills and is not eligible for early entrance into kindergarten, or:
- The student did demonstrate the needed readiness skills and is eligible for early entrance into kindergarten. Families of students found eligible must complete the regular registration process through their home school to enroll the student into a kindergarten program for the following year.

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#### Evaluation /Identification Process

- 1) The process should include multiple measures of child’s readiness for school. Multiple measures and sources are essential to making the best decision and are best practice. These measures include, but are not limited to the following:
  - parent observation and input
  - data from prior settings, such as child care, state-funded preschool, Head Start and other early childhood programs (i.e., anecdotal records, including observations, should reveal that the student follows group instruction, regulates his/her attention and focus for extended periods and interacts appropriately with peers and adults)
  - valid and reliable, research-based assessment of all early childhood domains
  - A list of general characteristics of children with high potential. (See Traits of Giftedness Chart on page 177)
  - common kindergarten readiness assessment (BRIGANCE© kindergarten screen)
  - norm-referenced assessments
- 2) The process may consider the transition points all children experience.
- 3) School districts should provide training and professional development to kindergarten teachers on the characteristics and needs of young children with high potential.

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#### Committee

A team approach is recommended with membership including the principal, teachers, parents, counselor/psychologist, district gifted and talented coordinator, or district gifted and talented resource instructor. At least one member of the team should represent the district office and understand early childhood development.

- ***What might a team consider in order to determine if a child’s ready for school?***
  - Relevant information from multiple measures and sources should be reviewed to provide the school principal with the best possible recommendation about a child’s readiness for kindergarten. The school is responsible for making final placement decisions.
  - Team should consider child’s readiness in **all** domains to determine readiness for kindergarten. Children develop at varying rates within the different domains, and some children will exhibit skills far above their age group while others may take longer to demonstrate the same set of skills. Therefore, uniqueness is to be valued.
  - A school district may advance a student through the primary program when it is determined that it is in the best educational interest of the student.

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#### Timeline for the Process

March 15- May 1	Completed Application Packet Submitted
2 weeks prior to the 1 <sup>st</sup> day of school	Assessments Scheduled and Administered
30 days after the 1 <sup>st</sup> day of school	Parents Notified of Response to Petition

## Delivery Service Options

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Children accepted in the early kindergarten entrance program will participate in the Primary Talent Pool and receive services that allow for continuous progress through a differentiated curriculum, flexible grouping, and regrouping based on individual needs, interest, and abilities of the student. Emphasis on educating gifted students in the general primary classroom shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis by matching services to student interest, needs, and abilities.

The following is a list of multiple Service Delivery Options that may be available to students in the Primary Talent Pool: Cluster Grouping, Collaborative Teaching and Consultation Services, Differentiated Study Experiences in the Regular Classroom, Enrichment Activities during the School Day, Independent Studies, various Acceleration Options, Special Counseling Services, Mentorships, Distance Learning, Special Counseling Services, Resource Services, and Academic Competitions.

*\*There shall be a 30-day transition period for accelerated students. Refer to Accelerated Placement Transition Period, page 163.*

**Pike County Schools**  
**Early Kindergarten Entrance**

**Traits of Giftedness**

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area. This list of traits may help you better understand whether or not your child is gifted.

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7<sup>th</sup> ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.



## Pike County Schools Application for Early Entrance Kindergarten Program

Please complete this application if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten placement, and should be considered for early placement in kindergarten and has a birth date that occurs before the legal age of kindergarten entrance in Kentucky.

### Student Information

Child's Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Address \_\_\_\_\_

Gender: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Phone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

### Preschool Experience

List the preschool, Head Start, special education program, and/or other child care programs attended. Include the dates of attendance and the approximate number of hours per week attended.

Name of School/Program	Dates of Attendance	# of Hours

### Assessment

Please provide any assessment data that demonstrates your child's readiness for early placement in kindergarten. Attach copies to this form.

Assessments	Scores	Dates	Comments

I hereby certify that the above information is true and accurate. I understand that this information is being provided for possible early admission to kindergarten, and that school officials may verify the information on this form. I understand that if any of the information above is false, it is possible that my child may not be considered or may be removed from the program once enrolled. I also understand that my child may only be assessed once for Early Entrance to Kindergarten.

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



## Pike County Schools Early Entrance to Kindergarten Parent Questionnaire

Directions: Please answer each question below. If more space is needed, attach additional paper.

- 1) Why do you believe your child should be considered for early entrance to kindergarten?
  
  
  
  
  
  
  
  
  
  
- 2) What responsibilities does your child have at home? What types of prompting is required for your child to fulfill those responsibilities?
  
  
  
  
  
  
  
  
  
  
- 3) How does your child respond when he/she tries something that is new and challenging? How does your child respond when not successful?
  
  
  
  
  
  
  
  
  
  
- 4) How long does your child maintain interest in an activity of their choosing?
  
  
  
  
  
  
  
  
  
  
- 5) Describe your child's interaction with books at home.
  
  
  
  
  
  
  
  
  
  
- 6) What kinds of experiences has your child had with writing tools such as crayons, pencils, and markers?
  
  
  
  
  
  
  
  
  
  
- 7) What kinds of experiences has your child had with scissors?

(continue on back)

8) What could your child show or tell me about the following:

- a. Letters
- b. Numbers
- c. Shapes
- d. Patterns

9) How does your child respond to change?

10) On a scale of 1-10, how would you rate your child's ability to do things for her/himself? Why did you choose that rating?

11) Describe your child as your child works/plays with other children.

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



**Pike County Schools**  
**Early Kindergarten Entrance**  
**Readiness Indicators Checklist**

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

Directions: Check the readiness indicators that apply to the child applying for early kindergarten entrance.

**Health and Physical Well-Being**

**My child:**

	Eats a balanced diet
	Gets plenty of rest
	Receives regular medical and dental care
	Has had all necessary immunizations
	Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
	Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles
Comments:	

**Emotional and Social Preparation**

**My child:**

	Follows simple rules and routines
	Can express his or her own needs and wants
	Is curious and motivated to learn
	Is learning to explore and try new things
	Has opportunities to be with other children and is learning to play/share with others
	Can be away from parents/family without being upset
	Can work well alone
	Has the ability to focus and listen
Comments:	



**Language, Math and General Knowledge**

**My child:**

	Uses 5-6-word sentences
	Sings simple songs
	Recognizes and says simple rhymes
	Is learning to write her name and address
	Is learning to count and plays counting games
	Is learning to identify and name shapes and colors
	Has opportunities to listen to and make music and to dance
	Knows the difference between print and pictures
	Listens to stories read to them
	Has opportunities to notice similarities and differences
	Is encouraged to ask questions
	Has his television viewing monitored by an adult
	Understands simple concepts of time (night and day, today, yesterday, tomorrow)
	Is learning to sort and classify objects

**Comments:**

*\*\*School readiness skills and behaviors are aligned to Kentucky Early Childhood Standards and were adapted from the Final Report of the National Governors Association Task Force on School Readiness, the Northern Kentucky Council of Partners in Education Kindergarten Readiness pamphlet, the United States Department of Education School Readiness Checklist, the Maryland Model of School Readiness, and the School Readiness in North Carolina Report to the North Carolina State Board of Education.*

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



## Pike County Schools Early Entrance to Kindergarten Settings Information

**This form must be completed by a preschool/childcare teacher or other adult providing therapy, education, or care for the child.**

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last First MI

Name of Program Attended \_\_\_\_\_

Program Address \_\_\_\_\_  
Street City State Zip Code

Phone \_\_\_\_\_ Dates Attended \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Person Completing the Early Settings Information \_\_\_\_\_

Role or Position \_\_\_\_\_ Signature \_\_\_\_\_

Please respond to each of the following statements by circling the most appropriate choice based on this child's typical performance in your classroom.

**N – Not Yet** – This child demonstrates this skill with accuracy less than 10% of times attempted or does not yet attempt this skill.

**E – Emerging** – This child demonstrates this skill with accuracy more than 10% of times attempted, but less than 80% of times attempted.

**M – Mastered** – This child demonstrates this skill with accuracy more than 80% of times attempted.

Can separate from parents, demonstrating security	N	E	M
Demonstrates independent personal care skills (toileting, dressing, feeding)	N	E	M
Follows daily classroom routine without prompt	N	E	M
Transitions from one activity to another without resistance or prompt	N	E	M
Adheres to classroom and outdoor rules with little prompt	N	E	M
Works independently	N	E	M
Is eager to try new things	N	E	M
Is persistent when faced with adversity	N	E	M
Works until a task is completed	N	E	M
Shows pride in efforts and completed tasks	N	E	M
Demonstrates curiosity and a willingness to explore	N	E	M
Works or plays cooperatively with peers	N	E	M
Demonstrates responsibility by caring for materials and the classroom environment	N	E	M
Understands and follows two-step directions	N	E	M
Can attend to a group book reading	N	E	M
Speaks in complete sentences	N	E	M
Participates in turn taking as a part of conversation for at least three exchanges	N	E	M
Can retell a story with events in correct sequential order.	N	E	M
Demonstrates understanding of positional words (up, in, near, under, over, behind)	N	E	M
Demonstrates understanding of time (before, after, tomorrow, yesterday)	N	E	M
Demonstrates understanding of sequence (first, next, then)	N	E	M
Recognizes all upper-case letters of the alphabet	N	E	M

Distinguishes between printed letter and numeral	N	E	M
Identifies the beginning sound of simple words	N	E	M
Provides two rhyming words when offered a simple word such as "hat"	N	E	M
Writes first name with letters in correct order	N	E	M
Can use scissors with control and intentionality	N	E	M
Classifies objects by shape, size or color and can describe rationale for classification	N	E	M
Recognizes and can continue simple patterns	N	E	M
Counts to at least 30 (rote count)	N	E	M
Counts at least 10 objects (meaningfully count)	N	E	M
Matches correct number of objects to written numerals 1-5	N	E	M
Distinguishes which group of objects has more and which group has less	N	E	M
Recognizes first and last name in print	N	E	M
Demonstrates knowledge of front and back of book	N	E	M
Turns pages in a book, one at a time	N	E	M
Understands the difference between text and picture	N	E	M
Demonstrates understanding of reading left to right and top to bottom	N	E	M
Reacts to conflict by using words to problem solve	N	E	M
Seeks to calm self when angry or frustrated	N	E	M

What strengths does this child demonstrate that would facilitate success upon early entry into the kindergarten setting?

What supports might this child need to be successful upon early entry into the kindergarten setting?

Other comments or concerns regarding this child's early entry into the kindergarten setting.



**Pike County Schools  
Early Entrance to Kindergarten  
Data Collection and Reporting**

**Required Application Documentation**

\_\_\_\_\_ Application Date Received \_\_\_\_\_  
 \_\_\_\_\_ Parent Questionnaire Date Received \_\_\_\_\_  
 \_\_\_\_\_ Early Settings Information Date Received \_\_\_\_\_

**Initial Data Collection**

Brigance Screening Score: \_\_\_\_\_ (Minimum expectation: 85) Date Received: \_\_\_\_\_  
 Anecdotal Records: \_\_\_\_\_ Observations: \_\_\_\_\_ Other: \_\_\_\_\_

Assessments	Scores	Dates	Comments

Initial Data Review, Discussion and Recommendation:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Child is eligible for Early Entry to Kindergarten

\_\_\_\_\_ Child is NOT eligible for Early Entry to Kindergarten

---

**Signatures and Titles of Participants**

\_\_\_\_\_ / \_\_\_\_\_

Signature Title

\_\_\_\_\_ / \_\_\_\_\_

Signature Title

\_\_\_\_\_ / \_\_\_\_\_

Signature Title

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# TWICE EXCEPTIONAL LEARNERS

## **Pike County Schools**

### **Twice Exceptional Learners**

Students with disabilities may also be gifted and talented. Identification of these students is problematic. Their disability often masks their gift, and conversely, they may use their gifts to compensate for their disability. This may cause both exceptionalities to appear less extreme. In addition, the frustrations associated with unidentified strengths and disabilities may result in behavioral and social/emotional issues. In order for these children to reach their potential, it is essential that their intellectual strengths be recognized and nurtured, at the same time as their disability is appropriately accommodated. District and school personnel will work together to identify gifts and disabilities and provide services for both, so that students may reach their full potential.

#### **Appropriate Identification**

School personnel need to be sensitive to clues that seem to reveal contradictions in abilities.

Possible examples are:

- Above grade extensive vocabulary/struggle with spelling basic words
- Strong verbal expression/poor illegible handwriting
- Good listening comprehension skills/low self-concept
- Sophisticated sense of humor/difficulty engaging in social aspects of the classroom
- Difficulty sitting still/can become deeply immersed in special interests or creative activities

These types of contradictions may be indicators of possible twice exceptionality worth further investigation. Educators who suspect a student may be twice exceptional should contact a school psychologist to conduct a comprehensive evaluation in order to make an accurate diagnosis.

#### **Helpful strategies**

- Use interventions which nurture the student's potential in their area of strength.
- Provide opportunities for the student to exercise their areas of high ability.
- Identify learning gaps and provide explicit instruction in those areas.
- Identify a case manager who is responsible for facilitating communication and collaboration between and among counselors, special educators, gifted educators, and general educators. The GAT Coordinator should be part of the IEP team.
- Connect students with resources and technology tools to compensate for weaknesses.
- Provide course options that ease course load and accelerate strength areas such as web based learning opportunities.
- Teach and encourage students to use compensation strategies to compensate for weaknesses.
- Pay particular attention to transitions from one school level to another, creating a comprehensive transition plan.
- Provide social and emotional support through counseling services that develop self-esteem and self-efficacy.

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# THE GIFTED UNDERACHIEVER

## Pike County Schools

### Underachievement of the Gifted and Talented Student

There is no universal definition of underachieving in regards to gifted and talented students. There are some agreed upon characteristics, however.

A gifted underachiever is a student who demonstrates high ability in their area of identification, but does not perform at that level in the classroom. Underachievement is a discrepancy between ability and performance, or “unfulfilled potential.”

The Pike County Board of Education follows, agrees, and complies with the Kentucky Department of Education on the following statements regarding underachievement of the gifted and talented student:

**A. Underachievement in an identified content area: (Math, Language Arts, Social Studies, Science, Music, Drama, Dance, Visual Art, all of which have a curriculum).**

The most commonly applied standard of an underachieving gifted and talented student is the student who is performing **below the average for the current grade/subject level.**

The National Research Center on the Gifted and Talented (NRCGT) states: The academically able underachiever (in Math and Language Arts) shows a discrepancy as evidenced by lower than expected academic performance by meeting **both** of the following criteria:

1. Has grades in the bottom half of his/her class or has a “C” average.
2. Is recommended by the classroom teacher, gifted specialist, and/or counselor as being a bright underachiever.

To be “identified” as an underachiever, the gifted student needs to be underachieving during the **current** academic school year. Students who have done poorly in previous school years, but have improved his/her grades recently should **NOT** be included in this group. This can be observed as failing to achieve the academic level of which he/she is capable and often below achievement levels of those with average abilities.

**B. Underachievement in other areas: (areas of giftedness with no curriculum)**

1. **General Intellectual Ability:** "General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

To determine underachievement in the area of General Intellectual ability, a test of cognitive ability or the use of a current CSI (Cognitive Skills Index) score may help to decide if the student is performing up to the level of his/her mental abilities. Underachievers may exhibit a decline in IQ or achievement test scores over time. This can also be observed in classroom activities and assignments. A student identified as gifted in the area of general intellectual may or may not show his/her abilities through academic achievement and have more to do with his/her thinking abilities. Examples include: a student who may score high on a *Stanford-Binet* and likely be a student with high verbal and abstract reasoning abilities, but may not have a high-level ability in math, science, art, etc. or a student who may score high on the *Raven Progressive Matrices* or the *Wechsler Intelligence Scale for Children* indicating high visual-spatial abilities, but may not ensure high academic performance. High visual-spatial abilities are not always accessed in regular classroom activities and assignments. Is the student working at their level of potential in relation to how they use abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information? Is the student consistently standing out among peers in these capacities? The underachiever will not be performing at his/her level of ability.



## 2. Leadership

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

To determine an underachieving leader:

- (a) Look at unfulfilled potential as observed by someone who knows the child and is familiar with high levels of ability in leadership.  
Or
- (b) Observe students who use their abilities in socially unproductive and unacceptable ways, often leading students in the "wrong" direction.

An underachieving leader may choose unethical and expedient solutions to problems, going with the group rather than against it, compromise his/her values, lack commitment to principles and causes, does not identify with humanity, cannot admit to his/her shortcomings, and is unwilling to accept societal norms.

## 3. Creative or Divergent Thinking

"Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

To determine an underachieving creative or divergent thinker, look at unfulfilled potential as observed by someone who knows the child and is familiar with high levels of ability in creativity.

Creative underachievers may have high scores on measures of creative ability yet demonstrate few of the characteristics of creativity; divergent thinking, flexibility, fluency elaboration, originality, etc.

A creative underachiever may produce ideas but lack initiative to follow through and fail to generate products needed to evaluate his/her creativity. Conversely, underachievers can demonstrate creative behaviors, yet he/she fails to demonstrate creative abilities on standardized tests.

**Caution:** Paper/pencil tests and timed tests often conflict with creative and divergent thinking.

## C. Providing Services to the Gifted and Talented Underachiever

Individual student needs and abilities and the high-level attainment of goals are correlated to his/her individual achievement/underachievement.

Pike County Schools shall provide professionally qualified and certified personnel to differentiate instruction to meet his/her *individual needs*, provide educational experiences commensurate with his/her interests, *needs and abilities*; and *facilitate the high-level attainment of goals*.

In keeping with 704 KAR 3:285, Pike County Schools shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

That is:

- (1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:
  - (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
  - (b) for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

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

### **Service Delivery Options**

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

- (a) Are *qualitatively differentiated* to **meet his individual needs**;
- (b) Result in educational experiences commensurate with his **interests, needs and abilities**; and
- (c) Facilitate the **high-level attainment of goals** established in KRS 158.6451.

*This section has been adapted for use in the Pike County Handbook for Gifted and Talented Education Program Handbook from the Kentucky Department of Education Gifted and Talented Resources, Frequently Asked Questions about Gifted and Talented Underachievement.*

See

more

at: <http://education.ky.gov/specialed/GT/Documents/Frequently%20Asked%20Questions%20Underachievement%20GT.doc>

# PIKE COUNTY SCHOOLS

## GIFTED AND TALENTED HANDBOOK



# APPENDIX



## Pike County Schools Student Folder Content Checklist

- \_\_\_ 1. Anecdotal Records (If Applicable)
- \_\_\_ 2. Identification Documents and Documentation
- \_\_\_ 3. Inventories– Student, Parent, and/or Teacher
- \_\_\_ 4. Gifted Student Service Plan
- \_\_\_ 5. Missing Student Information
  - \*Any documentation that shows efforts to obtain gifted and talented information from other schools/districts.
  - \*Examples include email communication, phone records, letters requesting information, etc.
- \_\_\_ 6. Products Created by Students
  - \*Inventions, Original Videos, Artwork
- \_\_\_ 7. Portfolio Documentation
  - \*Creative & Performing Arts & Leadership
- \_\_\_ 8. Primary Talent Pool Documentation (If Applicable)
- \_\_\_ 9. Progress Reports
  - \*Two per year
- \_\_\_ 10. Signed Documents from Parents
- \_\_\_ 11. Special Considerations Documents
  - \*If pertinent to identification underachieving/disadvantaged
- \_\_\_ 12. Teacher Checklists
- \_\_\_ 13. Testing and Assessment Data (State Assessment, MAP, Inview, etc.)

**Pike County Schools**  
**Permission to Gather Information**



Date:

Dear:

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program as having potential in at least one of the five areas of giftedness (Creativity, General Intelligence, Leadership, Specific Academic, and/or Visual or Performing Arts) . In order to be placed in the program, three pieces of supporting evidence must be placed on file before being reviewed by a committee of professionals and educators who will decide on actual placement into the program.

If you would like for us to collect this necessary evidence, we must first have your permission. Please sign in the area indicated below so that we may contact his/her teachers for appropriate documentation.

If you have any questions concerning the placement of your child in this program, please feel free to contact me at \_\_\_\_\_.

Yours truly,

\_\_\_\_\_  
Gifted and Talented Coordinator

I hereby grant permission for my child's school to gather appropriate evidence for possible placement into the Gifted and Talented program.

Parent's Signature \_\_\_\_\_

Please return this letter to me by \_\_\_\_\_.



## PIKE COUNTY SCHOOLS

### GIFTED & TALENTED IDENTIFICATION INFORMATION REQUEST

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_. However, the initial documentation needed for identification has been misplaced. In order for our school to offer gifted and talented services to your child, we need your permission. The gifted and talented program in Pike County Schools' nomination and identification process includes data from sources such as state and local testing results, teacher recommendations and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in Gifted & Talented for the identified areas listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. A progress report reflecting your child's progress will be sent to you at the end of each semester. Students participating in the gifted and talented program in Pike County Schools may receive differentiated services in the classroom, in a cluster group setting or specialty classes. Your support and encouragement will help your child make the adjustments to any changes.

It is necessary that you give permission for your child to receive these services as a part of the development of the GSSP. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school immediately.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



## Pike County Schools Gifted and Talented Identification Information Request

Date \_\_\_\_\_

According to our records, \_\_\_\_\_ was previously identified to receive gifted and talented services in the following area(s): \_\_\_\_\_. However, the initial documentation needed for identification has been misplaced **PRIOR** to your child enrolling in our district. In order for our school to offer gifted and talented services to your child, we need your permission. The Pike County Schools' Gifted and Talented Program nomination and identification process includes data from sources such as state and local testing results, teacher recommendations, and portfolio reviews. Your child will be offered additional enrichment opportunities and experiences in the area(s) of giftedness listed above.

A Gifted Student Services Plan (GSSP) will be designed annually to ensure appropriate services are provided. The GSSP will be available for your viewing on Infinite Campus. A progress report reflecting your child's progress will also be available for you to view on Infinite Campus at the end of each semester (January and May). Students participating in the gifted and talented program in the Pike County Schools may receive differentiated services in the classroom, in a cluster group setting, or in specialty classes. Your support and encouragement will help your child be successful in this program.

It is necessary that you give permission for your child to receive these services. Please find the attached "Permission/Denial Form" to be used for this purpose. Please return the form to your child's school as quickly as possible.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator



# Pike County Schools Permission/Denial Form Formal Identification

Please complete the following statement and return this form to your child's school.

I give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs.

I do not give permission for \_\_\_\_\_ to be formally identified as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Please be advised that no changes will be made to your child’s identification or service delivery options in the Gifted Student Service Plan (GSSP) **without your written request** to the School Gifted & Talented Committee where your child attends school.

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the School Gifted & Talented Committee will be implemented **after** your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school **in writing** of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year and must re-qualify for re-entry at the next entry level.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

For School Use Only

\_\_\_\_\_  
Date Received at School

\_\_\_\_\_  
School Gifted & Talented Coordinator



## Pike County Schools Permission for Testing



Your child is being considered for Pike County's services for gifted children. The School Gifted & Talented Committee will review all pertinent information and documentation. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

Please help us assess your child's potential by completing the form below and returning it to your child's school by \_\_\_\_\_. You will be sent a consent form for your signature within a few weeks if your child qualifies for Gifted & Talented. Please call your child's school if you have any questions or you need additional information.

Thank you,

\_\_\_\_\_  
School Level Gifted & Talented Coordinator

Check all that apply. Shows interest in:

Art \_\_\_ Language \_\_\_ Social Studies \_\_\_ Large Group Activity \_\_\_  
Dance \_\_\_ Math \_\_\_ Reading \_\_\_ Small Group Activity \_\_\_  
Drama \_\_\_ Music \_\_\_ Writing \_\_\_ Prefers:  
Language Arts \_\_\_ Science \_\_\_ Family Activity \_\_\_ Activity Alone \_\_\_

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child. Check YES or NO. If an item does not apply, leave it blank.

- Yes  No  Has advanced vocabulary, expresses opinion well
- Yes  No  Thinks quickly
- Yes  No  Recalls facts easily
- Yes  No  Wants to know how things work
- Yes  No  Was reading before starting kindergarten
- Yes  No  Puts unrelated ideas together in new and different ways
- Yes  No  Becomes bored easily
- Yes  No  Asks "why" or questions everything
- Yes  No  Likes "grown-up" things and likes to be with older people
- Yes  No  Has a great deal of curiosity
- Yes  No  Is adventurous
- Yes  No  Has a good sense of humor
- Yes  No  Tends to be impulsive (acts before thinking)
- Yes  No  Tends to dominate others
- Yes  No  Is persistent; sticks to a task
- Yes  No  Has good physical coordination and body control
- Yes  No  Is independent and self-sufficient

- Yes  No  Is aware of the surroundings and what is taking place around him/her
  - Yes  No  Has a long attention span
  - Yes  No  Wants to do things independently (places an order, plans a trip or research a purchase, etc.)
- 

\_\_\_ I give permission for the Gifted and Talented staff to review all relevant documentation and to test my child.

\_\_\_ I do NOT give permission for the Gifted and Talented staff to review information or test my child.

Parent/Guardian Signature \_\_\_\_\_

Home Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Child's Name \_\_\_\_\_

# Pike County Schools Gifted and Talented Student Interest Survey



Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

What activities do you enjoy doing and find most interesting? Check off these activities. Circle the ones in each category that are most important to you.

<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Short stories</li> <li><input type="checkbox"/> Newspaper articles</li> <li><input type="checkbox"/> Special class reports</li> <li><input type="checkbox"/> Songs/lyrics</li> <li><input type="checkbox"/> Plays/skits</li> <li><input type="checkbox"/> Diary/Journal entries</li> <li><input type="checkbox"/> Poetry</li> <li><input type="checkbox"/> Puzzles/word games</li> <li><input type="checkbox"/> Journal entries</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter books</li> <li><input type="checkbox"/> Reference books</li> <li><input type="checkbox"/> Textbooks</li> <li><input type="checkbox"/> Comics</li> <li><input type="checkbox"/> Newspapers</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Anything I can get my hands on</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forensics</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Astronomy/space</li> <li><input type="checkbox"/> Nature/ecology</li> <li><input type="checkbox"/> Marine science</li> <li><input type="checkbox"/> Geology/earth science</li> <li><input type="checkbox"/> Doing experiments</li> <li><input type="checkbox"/> Creating science projects</li> <li><input type="checkbox"/> Working with animals</li> <li><input type="checkbox"/> Visiting science museums</li> <li><input type="checkbox"/> Visiting the zoo/aquariums</li> <li><input type="checkbox"/> Bird-watching</li> <li><input type="checkbox"/> Collecting rocks/shells</li> <li><input type="checkbox"/> Meteorology</li> <li><input type="checkbox"/> Anatomy</li> <li><input type="checkbox"/> Medicine</li> <li><input type="checkbox"/> Agriculture</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archaeology</li> <li><input type="checkbox"/> Foreign affairs</li> <li><input type="checkbox"/> Politics</li> <li><input type="checkbox"/> Ancient cultures</li> <li><input type="checkbox"/> Law</li> <li><input type="checkbox"/> People</li> <li><input type="checkbox"/> War</li> <li><input type="checkbox"/> Foreign countries</li> <li><input type="checkbox"/> Historical figures/events</li> <li><input type="checkbox"/> Government</li> <li><input type="checkbox"/> Historical trivia</li> <li><input type="checkbox"/> Traditions/cultures</li> <li><input type="checkbox"/> Visiting historical museums</li> <li><input type="checkbox"/> History</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>MATH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Puzzles/logic games/mazes</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Working with numbers</li> <li><input type="checkbox"/> Graphs</li> <li><input type="checkbox"/> Stock market</li> <li><input type="checkbox"/> Geometry</li> <li><input type="checkbox"/> Working with Calculators</li> <li><input type="checkbox"/> Strategy games</li> </ul>	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acting</li> <li><input type="checkbox"/> Directing</li> <li><input type="checkbox"/> Filmmaking</li> <li><input type="checkbox"/> Pantomime</li> <li><input type="checkbox"/> Radio broadcasting</li> <li><input type="checkbox"/> Puppetry</li> <li><input type="checkbox"/> Working with sets or stage</li> <li><input type="checkbox"/> Performing</li> <li><input type="checkbox"/> Comedy routines</li> <li><input type="checkbox"/> Monologues</li> <li><input type="checkbox"/> Shakespeare</li> <li><input type="checkbox"/> Impersonating/Doing impressions</li> <li><input type="checkbox"/> Costume designing</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>ART</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Painting murals</li> <li><input type="checkbox"/> Painting</li> <li><input type="checkbox"/> Sculpting</li> <li><input type="checkbox"/> Working with clay</li> <li><input type="checkbox"/> Studying art history</li> <li><input type="checkbox"/> Drawing cartoons</li> <li><input type="checkbox"/> Weaving</li> <li><input type="checkbox"/> Experimenting with junk art</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Visiting art museum</li> <li><input type="checkbox"/> Working with colors</li> <li><input type="checkbox"/> Doodling Other _____</li> </ul>	

MUSIC	DANCE	TECHNOLOGY	MISC
<input type="checkbox"/> Playing instruments <input type="checkbox"/> Attending concerts/musical performances <input type="checkbox"/> Being in a band <input type="checkbox"/> Listening to music <input type="checkbox"/> Singing with a group <input type="checkbox"/> Recording music <input type="checkbox"/> Composing music <input type="checkbox"/> Making instruments <input type="checkbox"/> Musicology (music history) <input type="checkbox"/> Singing <input type="checkbox"/> Other _____	<input type="checkbox"/> Dancing alone <input type="checkbox"/> Dancing for others <input type="checkbox"/> Attending dance performances <input type="checkbox"/> Watching people dance <input type="checkbox"/> Making up dances <input type="checkbox"/> Other _____	<input type="checkbox"/> Playing computer games <input type="checkbox"/> Creating new video games <input type="checkbox"/> Computers in general <input type="checkbox"/> Animation/computer art <input type="checkbox"/> Watching TV <input type="checkbox"/> Movies/theater <input type="checkbox"/> Digital music <input type="checkbox"/> Creating web pages <input type="checkbox"/> Online communication <input type="checkbox"/> Digital photography <input type="checkbox"/> Word processing <input type="checkbox"/> Programming <input type="checkbox"/> Other _____	<input type="checkbox"/> Chess <input type="checkbox"/> Photography <input type="checkbox"/> Building models <input type="checkbox"/> Cooking <input type="checkbox"/> Business <input type="checkbox"/> Languages <input type="checkbox"/> Cheerleading <input type="checkbox"/> Studying <input type="checkbox"/> Fixing things <input type="checkbox"/> Research <input type="checkbox"/> Psychology <input type="checkbox"/> Traveling <input type="checkbox"/> Selling stuff/own business <input type="checkbox"/> Secret Codes <input type="checkbox"/> Mechanics/bike repair <input type="checkbox"/> Collecting stuff <input type="checkbox"/> Other _____

What do you see as your strengths? \_\_\_\_\_

What do you see as your greatest need? \_\_\_\_\_

What clubs/groups are you a part of? \_\_\_\_\_

What instruments can you play? \_\_\_\_\_

What is your favorite subject? \_\_\_\_\_



# Pike County Schools Building Committee Decision Form

It is the decision of the \_\_\_\_\_ Building Level Gifted and Talented Committee to **RECOMMEND** \_\_\_\_\_ for placement in the Pike County gifted and talented Program in the area(s) of:

- |   |  |
|---|--|
| <input type="checkbox"/> General Intellectual | <input type="checkbox"/> Visual or Performing Arts |
| <input type="checkbox"/> Creativity           | <input type="checkbox"/> VPA- Music (Instrument)   |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> VPA-Music (Voice)         |
|   | <input type="checkbox"/> VPA- Dance                |
|   | <input type="checkbox"/> VPA- Drama                |
|   | <input type="checkbox"/> VPA- Art                  |

Specific Academic Area

- SAA- Language Arts
- SAA- Math
- SAA- Science
- SAA- Social Studies

Scores for identification were present in the area of: \_\_\_\_\_

It is the decision of \_\_\_\_\_ Building Level Gifted and Talented Committee to **DENY** \_\_\_\_\_ for Gifted and Talented Placement in the area(s) of:

- |   |   |
|---|---|
| <input type="checkbox"/> General Intellectual | <input type="checkbox"/> Visual and Performing Arts |
| <input type="checkbox"/> Creativity           | <input type="checkbox"/> VPA- Music                 |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> VPA-Dance                  |
|   | <input type="checkbox"/> VPA-Drama                  |
|   | <input type="checkbox"/> VPA- Art                   |

Specific Academic Area

- SAA- Language Arts
- SAA- Math
- SAA- Science
- SAA- Social Studies

Explanation: \_\_\_\_\_

Committee Signatures:

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_



## Pike County Schools Gifted and Talented Grievance Form (School Level)

Parents/Guardians,

In order to formally file your grievance regarding your child's gifted and talented placement and/or services please complete the following information:

**Completed grievance forms should be returned to school principal with a copy sent to the District Gifted and Talented Coordinator at the Pike County Board of Education.**

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

Address: \_\_\_\_\_

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

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

Gifted Area of Concern: (Please circle) **General Intellectual, Specific Academic, Creative or Divergent Thinking, Leadership/Psychosocial Ability, Visual/Performing Arts**. In explaining your grievance, be very specific. Give full name, dates, exact location and specific occurrence(s). Use additional sheet, if needed.

What results are you seeking from this grievance?

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Parent/Guardian Signature: \_\_\_\_\_

Date Received at Student's School: \_\_\_\_\_

Date School Level Committee Met to Review Grievance: \_\_\_\_\_

Committee's Response:

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Supporting Data Submitted with Grievance Form:

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Date response given to grievant: \_\_\_\_\_

Principal's Signature:

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School Level Gifted & Talented Coordinator's Signature: \_\_\_\_\_

I am satisfied with the committee response.

I am not satisfied with the committee response and wish to send it to the District Committee.

Parent/Guardian

Signature \_\_\_\_\_ Date \_\_\_\_\_



## Pike County Schools Gifted and Talented Grievance Form (District Level)

Parents/Guardians,

In order to formally file your grievance regarding your child's gifted and talented placement and/or services please complete the following information:

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

Address: \_\_\_\_\_

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

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

Gifted Area of Concern: (Please circle) **General Intellectual, Specific Academic, Creative or Divergent Thinking, Leadership/Psychosocial Ability, Visual/Performing Arts**. In explaining your grievance, be very specific. Give full name, dates, exact location and specific occurrence(s). Use additional sheet, if needed.

What results are you seeking from this grievance?

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Parent/Guardian Signature: \_\_\_\_\_

Date Received at the Central Office: \_\_\_\_\_

Date District Gifted & Talented Committee Met to Review Appeal: \_\_\_\_\_

Decision of the District Gifted and Talented Committee:

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**Further Documentation and Information (If needed):**

Date Appeal Forwarded to the Superintendent: \_\_\_\_\_

Date of Superintendent's Ruling: \_\_\_\_\_

Superintendent's Ruling:

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Date of Notification to Parent/Guardian: \_\_\_\_\_

Date Appeal Was Forwarded to the Board of Education: \_\_\_\_\_

Board of Education's Ruling:

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Date of Notification to Parent/Guardian: \_\_\_\_\_

\_\_\_\_\_  
District Gifted and Talented Coordinator's Signature

\_\_\_\_\_  
Date

**The Pike County Gifted and Talented Program will adhere at all times to the state and district regulations, policies and procedures that govern the program. It may be necessary to change or update certain forms or documents to remain in compliance. Please check with the district office or online for the latest version of Gifted and Talented handbook.**