

QUAD-DISTRICT
Gifted and Talented Program

Policies
And
Procedures

Carlisle County Fulton County Fulton Independent Hickman County

Revised 2014

Introduction

The Quad-District Gifted Consortium includes the Carlisle County, Fulton County, Fulton Independent, and Hickman County School Districts. These four school districts use state and local funds to employ two certified gifted teachers with one teacher also serving as the gifted coordinator for the four districts. These teachers travel to each district one day per week and use the fifth day as a follow-up/records day rotating between the four districts. Each district transfers state gifted funds to the fiscal agent, Hickman County Board of Education, each year. Additional expenses are divided among the four districts which are billed at the end of the school year.

This Policies and Procedures Manual was written as a guide for the four districts and was presented to each of the four school boards. A copy will be made public at each board of education office and at each of the schools represented.

Areas in which Kentucky identifies students as gifted in 704-KAR 003.285:

GENERAL INTELLECTUAL ABILITY (GI)

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3.285)

SPECIFIC ACADEMIC APTITUDE (SA)

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

CREATIVITY (C)

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by Innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

LEADERSHIP (L)

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. (704 KAR 3.285)

VISUAL AND PERFORMING ARTS (VPA)

Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3.285)

Administrative Guidelines/Procedures

General Consortium Guidelines

The Quad-District Consortium Gifted Education Committee is charged with the task of developing policies, procedures, and identification standards for the Quad-District Gifted Consortium. This committee is also charged with the duties of planning, implementing, and evaluating the consortium activities and will be known as the PIE Team. This Committee consists of representatives from each district and may consist of teachers, administrators, and/or counselors, along with the gifted education teachers and the consortium GT Coordinator. The PIE Team meets as needed to plan and evaluate the program.

The fiscal agent for the Quad District Gifted Consortium is the Hickman County Board of Education.

Committees are formed in each school served by the Gifted Consortium to identify students for the primary talent pool and for formal identification of students in grades 4-12 in each of the five identified areas of giftedness.

Parents are notified by letter if they have a child who is eligible to receive gifted education services in one or more of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the Consortium in designing the Gifted Student Services Plan (GSSP) for their child.

Parents/guardians may appeal a decision as provided in each school district's *District Procedure – Procedural Safeguards and Grievances* (Handbook Appendix A).

Criteria for identification are listed for each specific area of giftedness and are included in this handbook in Sections 1-5.

Identified students are served each year at all levels (primary, upper elementary, middle school, and high school) with more than one service option.

Transfer students from other Kentucky school districts will qualify for the gifted education program upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the school upon

enrollment. Per Kentucky law, transfer students from other states must go through the full District referral/identification process.

General School Guidelines

A parent permission form must be signed by the parent/guardian before:

- a student can be administered an individual assessment
- placement in the GT program
- a Gifted Student Services Plan (GSSP) is written
- services are provided to the student

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities. **Gifted and talented teachers and classroom teachers may collaborate to develop the GSSP, with the teacher who serves the student in an identified area bearing the responsibility of ensuring it is completed according to Consortium timelines.**

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 either electronically, by mail, or sent home with the student. They will also receive a minimum of two progress reports (one each semester) throughout the year either electronically or included with report cards.

Each student will have a GT folder that will be maintained and updated throughout the academic career. This folder will be kept in the gifted education teacher's files. A copy of the GSSP outlining identified areas will be given to the school counselor to be placed in the student's cumulative file to alert the regular classroom teacher of the student's placement in the gifted education program.

General District/School Guidelines - Nomination Timeline and Process

Screening and identification assessments will be administered to all exiting third and/or beginning fourth graders. Students in grades 4-12 who are recommended for reevaluation or who are new to the district may also be screened or assessed, if referred by a teacher, parent, administrator, or self.

Parents, teachers and administrators will be encouraged to nominate students throughout the year, as desired. Supporting documentation/evidence must be included when teachers and administrators nominate students.

School Committee Guidelines

The School Gifted Education Committee makes placement decisions for all five (5) identification categories - General Intellectual Ability, Specific Academic Aptitude, Creativity, Leadership, and Visual/Performing Arts based on KRS 157.200.

Once a student is identified, the student will qualify for services as long as they are in school. Students placed in the Gifted Education Program do not have to be identified each year.

Once formally placed, a student may not be removed from the gifted education program. A parent/guardian, however, may request in writing that a student no longer receive gifted education services.

The Gifted Education Coordinator/Designee will forward to each school administrator and appropriate grade level teachers a roster of students (by category) who have been approved and recommended for services by the School Committee.

Gifted Education Teacher Guidelines

Responsibilities of the Gifted Education Teacher include, but are not limited to:

- Formal identification of students grades 4-12 in five different areas (each area has a different set of assessments that must be administered and evidence to collect):
 - Review assessment data as it is received and notify teachers of students whose scores indicate they are potential candidates for the Gifted Education Program.
 - Solicit program referrals each fall and spring. Accept referrals at any additional time throughout the year.
 - Facilitate completion of whole grade screening of exiting third and/or entering 4th graders.
 - Compile a list of the students recommended for formal identification and placement and facilitate the collection of evidence for each referral.
 - Facilitate completion of any individual assessments needed during the referral process.

- The Gifted Education Teacher will consult with school level committee members regarding the placement and GSSP for students qualifying for the Gifted Education Program.
- If a student is accepted into the program, send a letter of notification and a "Permission Form" to the parent/guardian. The parent must give approval for the child to receive services. A child may not begin participating in any Gifted Education Program activities until the parent permission form is received.
- Informal identification of Primary Talent Pool (K-3) students:
 - Solicit referrals each year.
 - Facilitate collection of evidence to support placement.
 - Ensure teachers receive an updated list each year.
- Collaborate with various school level individuals to determine the most appropriate service delivery options for the identified students in each category.
- Provide services to formally identified students at both schools. For all 5 areas of identification, the Gifted Education teacher provides either:
 - Direct services (i.e. – pullout classes, in-class collaboration)
 - Indirect services (i.e. – out-of-class collaboration/consultation with teachers, assistance with finding appropriate resources)
- The Gifted Education teacher shall also:
 - Plan/coordinate/schedule services to be provided by outside resources.
 - Work with classroom teachers to develop GT curriculum for direct services, as there is no text or purchased "curriculum".
 - Serve as the school contact for the Duke Tip Program. Notify the parents of qualifying students.
- Identify and notify the teacher(s) or counselor responsible for providing services and keeping appropriate records for each identified student. **The designated teacher(s) or counselor will be responsible for implementing the GSSP and for reporting student progress to parents at the end of each semester.**
- Send a letter of notification to the parent/guardian of each primary talent pool student exiting Third (3rd) grade of the end of Primary Talent Pool status.
- Maintain accurate and up-to-date Infinite Campus records and GT folders.

- Collaborate with the district coordinator to design/revise/update district procedures.
- Complete an annual GT program review as required by KDE.

Record Keeping

All relevant information for an identified student, even if the student is identified in multiple areas, is to be kept in **one** "GT" folder. The Gifted Student Service Plans (GSSPs), identification and placement forms, and all collected evidence are kept in this one folder. This "GT" folder is kept and updated by the gifted education teacher, with a summary sheet showing specific areas of identification to be placed in the child's cumulative folder as an alert for classroom teachers that the child has been formally identified and must receive GT services.

Identified students will be recorded in Infinite Campus. These records will be updated yearly by the gifted education teacher.

Gifted Student Services Plan (GSSP)

House Bill 519 requires a Gifted Student Services Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual and Performing Arts. The District Gifted Education Teacher will collaborate with the responsible teacher to complete the GSSP. **The responsible teacher is defined as the teacher who provides direct differentiated services to the student the majority of the time.** Plans are to be completed annually and a progress report sent home once each semester.

The gifted education teacher shall oversee the completion of the GSSPs. (See Appendix B of this handbook for a copy of the form used by the Quad District Gifted Consortium.) The original copy of the GSSP is to be placed in the student's "GT" folder that is kept by the gifted education teacher. For grades 6-12 the GSSP may be included electronically in the student's Individual Learning Plan (ILP) found at Careercruising.com. A copy shall also be sent home to the parent/guardian either electronically or with the student. The parent/guardian will be also notified of the User Name and Password to access the GSSP through the student ILP.

SECTION 1

GENERAL INTELLECTUAL ABILITY

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (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. A minimum of three (3) measures will be used to determine eligibility; however, the student must meet both objective and subjective criteria for inclusion in the program.

All Fourth (4th) grade students will be administered a comprehensive test of intellectual ability or a non-verbal test of mental reasoning ability (such as the RAVEN Standard Progressive Matrices).

General intellectual ability shall be determined by:

Objective Measures:

- A student scores within the ninth stanine on a full scale comprehensive test of intellectual ability (e.g. the Test of Cognitive Skills, RAVEN).
- If a student scores below the ninth stanine on a comprehensive test of intellectual ability, yet other objective measures show potential, the district may administer an individual mental ability test (e.g. the Otis Lennon School Ability Test [OLSAT]). The student must score within the ninth stanine on this test.

Subjective Measures:

- Recommendations, which may be in the form of an official "recommendation letter"
- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. – Renzulli scales)
- Student work that reflects exceptional ability

- Anecdotal records
- Inventory checklists of behaviors specific to general intellectual category

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

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.

After a student is identified, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

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.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

General Intellectual Ability

Indications (Check all that apply)

- Nationally normed intelligence (IQ) test scores (InView, Otis-Lennon, Raven, etc.)
Test name _____ Date _____ Score _____ %-ile/stanine
Test name _____ Date _____ Score _____ %-ile/stanine
- Anecdotal: Please attach comments on:
 - Level of performance
 - Special strengths and weaknesses or needs caused by giftedness
 - Ability to work independently and focus responsibly on academic tasks.
- Attach pieces of the student's work to substantiate intellectual giftedness.
- Provide additional information that you believe is relevant.

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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

Very Bright Student

- knows the answers
- is interested
- is attentive
- has good ideas
- works hard
- answers the questions
- top group
- listens with interest
- learns with ease
- 6-8 repetitions for mastery
- understands ideas
- enjoys peers
- grasps the meaning
- completes assignments

Gifted Student

- asks questions
- is highly curious
- is mentally and physically involved
- has wild, silly ideas
- plays around, yet tests well
- discusses in detail, elaborates
- beyond the group
- shows strong feelings and opinions
- already knows
- 1-2 repetitions for mastery
- constructs abstractions
- prefers adults
- draws inferences
- initiates projects

- is receptive
- copies accurately
- enjoys school
- absorbs information
- technician
- good memorizer
- enjoys straightforward, sequential presentation
- is alert
- is pleased with own learning
- is intense
- creates own design
- enjoys learning
- manipulates information
- inventor
- good guesser
- thrives on complexity
- is keenly observant
- is highly self-critical

SECTION 2

SPECIFIC ACADEMIC APTITUDE

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (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 on one criterion. A minimum of three (3) measures will be used to determine eligibility; however, the student must meet both objective and subjective criteria for inclusion in the program.

Specific Academic Aptitude shall be determined by:

Objective Measures:

- Norm Referenced Test: The criterion is met if the student scores at the 9th stanine (in content area) on a standardized achievement test (e.g. Stanford 10, ITBS, CTBS).
- AND/OR**
- A score in the 96th percentile or above in content area on EXPLORE, PLAN, SAT, PSAT or ACT or other nationally normed test.
 - If a student scores within the 92nd–95th percentile on a formal group measure of academic strength and other documentation shows potential, another standardized achievement test may be administered.

Subjective Measures and/or Supporting Evidence:

- Off-level tests
- Student awards or critiques of student performances
- Student works that reflect exceptional ability in one or more content areas (includes grades)
- A score of Distinguished in content area on K-PREP (state test)
- Recommendations, which may be in the form of an official "recommendation letter"
- A "jot-down" of specific examples of gifted behavior from classroom observations
- Anecdotal records
- Inventory checklists of behaviors specific to gifted categories

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

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.

After a student is identified, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

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

A student may be identified in Specific Academic Aptitude as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Specific Academic Aptitude in Language Arts

Indications (check all that apply)

- Nationally normed language arts scores

Test Name _____ Date _____ Language Arts score ____ %-ile/stanine

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

Test Name _____ Date _____ Score _____ %-ile

- Observed strengths in language arts (attach a statement)
- Portfolio score _____
- Anecdotal: Please attach comments on:
 - Level of performance
 - Special strengths and 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 (Attachment)
- Additional information that you believe is relevant (Attachment)

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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

- 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/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
- enjoys talking with experts in this subject area

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Specific Academic Aptitude in Math

Indications (check all that apply)

- Nationally normed math scores

Test Name _____ Date _____ Math score _____ %-ile/stanine

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

Test Name _____ Date _____ Score _____ %-ile

- Observed strengths in math (attach a statement)
- Anecdotal: Please attach comments on:
 - Level of performance
 - Special strengths and 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 (Attachment)
- Additional information that you believe is relevant (Attachment)

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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
- is intuitive and has the ability to 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

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Specific Academic Aptitude in Science

Indications (check all that apply)

- Nationally normed science scores

Test Name _____ Date _____ Science score _____ %-ile/stanine

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

Test Name _____ Date _____ Score _____ %-ile

- Observed strengths in science (attach a statement)
- Anecdotal: Please attach comments on:
 - Level of performance
 - Special strengths and weaknesses
 - Needs caused by giftedness
 - Ability to work independently and focus responsibly on academic tasks related to science
- Student's work that substantiates giftedness in Science (Attachment)
- Additional information that you believe is relevant (Attachment)

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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

- interested in science books, science museums or science programs on TV
- has science-related hobbies or collections
- likes gadgets
- learns science concepts quickly
- curious about natural relationships and wants to understand how things work
- has good questions for ideas about experiments
- persistent and sticks with investigation in spite of difficulties
- exhibits great desire to be a scientist

- eager to tell others about discoveries; shows excitement when talking about science
- prefers to work independently
- eager to complete tasks
- very alert: supplies rapid answers in science

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Specific Academic Aptitude in Social Studies

Indications (Check all that apply)

- Social Studies scores

Test Name _____ Date _____ Social Studies score _____ %-ile/stanine

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

Test Name _____ Date _____ Score _____ %-ile

- Observed strengths in social studies (attach a statement)
- Anecdotal: Please attach comments on:
 - Level of performance
 - Special strengths and 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 (Attachment)
- Additional information that you believe is relevant (Attachment)

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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

- sensitive to social issues and concerned with moral or ethical questions
- knowledgeable about current events
- reads or watches TV programs dealing with global awareness
- shows interest in learning a foreign language
- has a high interest in global issues such as environment, endangered species, etc.
- enjoys learning about the past, present, and future
- eager to tell others about discoveries; shows excitement when talking about this subject
- shows interest in people
- very alert; supplies rapid answers in this subject
- understands cause and effect
- enjoys talking with experts in this field

- can apply knowledge to a variety of social science related issues
- enjoys the Discovery and/or History channels

SECTION 3

Creativity – Identification Procedure

CREATIVITY

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by Innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(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. A minimum of three (3) measures will be used to determine eligibility.

All exiting Primary students will be administered a standardized test of creative ability (e.g. the Williams Test of Creativity)

Beware of excluding students based on behavior. Characteristics of exceptional creativity may manifest in ways that are not considered positive by others.

Creativity shall be determined by:

Objective Measure:

- A student score within the 9th stanine on a standardized test for creativity
-

Subjective Measures:

- Recommendations, which may be in the form of an official "recommendation letter"

- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. – Renzulli scales)
- Student work that reflects creative ability above and beyond that of peers
- Creative writing samples
- Anecdotal records
- Inventory checklists of behaviors specific to creativity
- Independent projects that involve some sort of physical or visual product as well
- Class projects that are significantly above and beyond those of their peers
- Video tapes of oral presentations
- Essay Tests that show evidence of creative thinking
- Parent narratives of specific evidence of student's creative thinking and/or in-depth study of topics of interest to the student or extra-curricular activities that they are involved in
- Computer work that is significantly above and beyond that of peers and even some adults

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

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 student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

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

A student may be identified in Creativity as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Creativity

Indications (check all that apply)

- Williams Creativity scores

- Creative writing (attach sample)
- Expression of creative ideas (anecdotal record attached/creative thinking activities, products)
- Production of ideas, invention (picture or narrative attached)
- Anecdotal: Please attach comments on:
 - Williams Creativity scores
 - Level of performance
 - Special strengths and weaknesses
 - Needs caused by giftedness
- Additional information that you believe is relevant (attach).

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

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

- has many ideas (fluent)
- able to change or revise ideas (flexible)
- able to add to ideas (elaborates)
- has novel ideas (original)
- values and enjoys creative thinking
- 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 expressions or opinions, is sometimes radical/tenacious
- risk-taker, adventurous, speculative
- exhibits an energy level that may at times cause student to get in trouble
- likes to be nonconforming – challenges the status quo
- has an unusual sense of humor; sees humor in situations others do not see
- has little interest in providing details
- may not read rules/instructions or may question the rules
- enjoys spontaneous activities
- appears reflective or idealistic
- tolerates ambiguity
- open to new ideas
- finds and solves problems in many situations
- intuitive
- synthesizes ideas
- has persistence
- shows a preference for complexity

SECTION 4

LEADERSHIP

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. (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 Education Program will be granted.

Criteria may include:

- Portfolio documenting leadership activities. The criterion is met if sufficient evidence pertaining to the student's leadership activities is provided.
- Letter of recommendation: The criterion is met when a letter is submitted and evidence of high performance and leadership are shown.
- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. ROETS scales)
- Student work that reflects exceptional leadership ability
- Anecdotal records
- Inventory checklists of behaviors specific to leadership category

Cautions: Don't exclude students based on inappropriate behavior. A student with leadership talent may not be a top academic performer

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

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 student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record. A student may be identified in Leadership as well as other areas. Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

TEACHER RECOMMENDATION FORM

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Leadership

Indications (check all that apply)

- Elected to office (in or out of school)

Office _____ Organization _____

Office _____ Organization _____

- Entrepreneur: type of business _____

- Volunteer work/ Community service _____

- Student awards/critiques _____

- Influences other students or adults (attach description)

- Responsibilities (assumed or assigned) (attach list)

- Anecdotal: Please use additional paper to comment on student:

- Sociogram, behavioral observations, etc. (need to support your recommendations)
- Willingness to assume leadership role(s) in class, community or student organizations
- Special strengths and weaknesses

- Needs caused by giftedness
- Ability to work independently and focus responsibility on leadership tasks
- Additional information that you believe is relevant (attach)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

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

- 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
- sought by other students for activities
- has sense of justice and fair play, shows sensitivity for other's feeling or situations
- self-confident and reliable (can be counted on to keep a promise)
- makes things happen
- listens to followers and other leaders
- sets examples for others to follow
- shares information openly with others
- helps others achieve greatness
- makes sound decisions based on the good of others
- volunteers for tasks
- takes charge of group games or activities
- excels at making decisions or solving problems
- embraces new challenges or initiatives
- well liked by peers
- influences the behavior, beliefs or actions of peers
- excels in academic achievement or intellectual pursuits
- shows an interest in the welfare of others
- exhibits a natural competitive spirit

- displays an energetic drive toward high levels of ambitions

SECTION 5

VISUAL AND PERFORMING ARTS

Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or dramas. (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 program will be granted.

Specific “talent” areas shall be determined by the following procedures:

Visual Arts

1. Recommendation is completed using Visual Arts and Performing Arts Checklist
2. A Portfolio is produced with a minimum of three pieces: The criterion is met if two to three pieces of work (2 or 3 dimensional, in any medium) are deemed of a quality to warrant services.

Performing Arts

1. Recommendation is completed using Visual Arts and Performing Arts Checklist
2. Criterion is met if a taped or live audition is judged by professionals in the field of talent and deemed of a quality to warrant services.

*The Criterion is automatically met if the student is elected 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.

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 student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record. A student may be identified in Visual and Performing Arts as well as other areas. Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

PRIMARY TALENT POOL

Primary Talent Pool

Primary 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. (704 KAR 3:285)

Identification and Services

Everything for nomination and inclusion in the primary talent pool is subjective. Identification is based on multiple evidences. No student will be denied entrance to the Talent Pool based on only one criterion. Three criteria will be used for identification. If the student meets the criteria in (3) three areas the student will be informally identified. The areas are:

- Teacher Referral Form: The criterion is met if a teacher submits a recommendation form.
- Informal assessment: e.g. - portfolio entries, anecdotal records, checklists, interviews/questionnaires, test scores, other diagnostic formal and informal data.
- Samples of student work: The criterion is met if evidences of high potential learner are submitted.

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

Primary students will receive gifted education services through collaboration and pull-out for enrichment instruction. Consultation means the gifted education teacher may provide

instructional information and materials to the primary teacher so that the classroom teacher may provide appropriate and adequate services to the informally identified student in the regular classroom setting.

Service delivery options that may be available to students in the "Primary Pool" are:

| | | |
|------------------------------|--------------------------|---------------------------|
| Collaborative Teaching | Consultation Services | Enrichment Activities |
| Cluster Grouping | Learning Contracts | Interest/Learning Centers |
| Adjusting Questions | Differentiated Studies | Tiered Assignments |
| Subject/Content Acceleration | Grade Level Acceleration | |

PRIMARY TALENT POOL

Teacher Referral Form

Student _____ Referral Date _____

School _____ Birthday _____

Referring Teacher _____

Please consider this child for the Primary Talent Pool. Below is a written statement explaining why this child should be considered. I have also attached two (2) additional pieces of informal assessment evidence and/or student work samples to support this child's inclusion in the Primary Talent Pool.

Written Statement:

The Young Gifted Child – Screening Checklist

Instructions: As you read the characteristics below, please check those that you observe “very often” in this child.

- _____ 1. Is very alert
- _____ 2. Has a long attentions span (for age)
- _____ 3. Has an excellent memory
- _____ 4. Is a rapid learner
- _____ 5. Has an advanced vocabulary
- _____ 6. Is very observant
- _____ 7. Is very curious
- _____ 8. Has one or more imaginary companions
- _____ 9. Has a vivid imagination
- _____ 10. Is very creative
- _____ 11. Asks thoughtful questions
- _____ 12. Expresses self well
- _____ 13. Solves problems in unique ways
- _____ 14. Exhibits unusual talent in art, music, or creative dramatics
- _____ 15. Uses previously learned things in new contexts
- _____ 16. Is able to order things in logical sequence
- _____ 17. Discusses and elaborates on ideas
- _____ 18. Shows desire to work independently and/or take initiative
- _____ 19. Exhibits wit and humor
- _____ 20. Is interested in reading

* Please use the back of this sheet to provide any other information that you feel may be useful.

APPENDIX