



**CHRISTIAN COUNTY**  
— PUBLIC SCHOOLS —  
A **C**ommunity **C**ommitted to **P**henomenal **S**chools



**GIFTED AND TALENTED  
EDUCATIONAL  
SERVICES**

Revised 2019

The mission of Christian County Public Schools is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

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## **SECTION I**

### **FOUNDATIONAL STATEMENTS**

#### **CHRISTIAN COUNTY SCHOOLS MISSION STATEMENT:**

Create an educational culture of continuous growth through shared partnerships and responsibilities.

#### **PHILOSOPHY**

In recognition of the differentiated needs of gifted and talented students, their needs will be met by a full continuum of services, including cluster grouping. In accordance with the district mission statement, the district's resources and strengths will be matched to student talents. Gifted and Talented students bring a unique skill set to the classroom in their areas of identification. Gifted students will be provided opportunities to broaden and extend the learning process to meet the needs indicated in the Gifted Student Services Plan (GSSP).

#### **STUDENT EXPECTATIONS**

Students are to:

- develop academic abilities to master new and different curriculum challenges.
- develop talents in the areas of leadership and the arts for personal fulfillment and contribution to their community.
- develop his/her individual potential while interacting with his/her intellectual peers to gain a realistic appraisal of his/her own ability.
- develop positive self-concepts and an appreciation of his/her giftedness to be successful in interaction with others.
- develop higher order organizational, analytical, critical, and creative thinking skills in order to solve problems.
- learn how to learn in order to meet the career challenges that he/she will face outside the classroom in the 21<sup>st</sup> Century.
- become producers and not just users of information.

#### **SCHOOL LEVEL EXPECTATIONS TO SUPPORT GIFTED**

**STUDENTS** Schools will:

- provide a learning environment (i.e. cluster grouping) that will permit and encourage the identified gifted and talented student to develop his/her individual potential in his/her identified area while interacting with intellectual and age peers
- establish a climate that values and embraces the individuality of gifted students
- complete the GSSP to enhance the unique cognitive and affective needs to the gifted student
- provide differentiated instruction to meet the needs of students in their area(s) of identification as stated in the GSSP.
- communicate with parents/guardians on progress made on goals within the GSSP.

- fulfill professional roles and responsibilities and understand legal and ethical issues relevant to the education of gifted and talented students.

### **BUILDING CLUSTER TEAM LEADERS EXPECTATIONS TO SUPPORT GIFTED STUDENTS**

Cluster Leaders will:

- Provide extra-curricular activities or clubs for gifted students
- Present staff members with information regarding G.T. identification service options, instructional strategies, pre-assessment, and/or acceleration
- Be the building contact for the Instructional Supervisor/Gifted and Talented Coordinator
- Perform other tasks and assume other responsibilities as assigned that are directly related to gifted instruction and curriculum.

### **DISTRICT LEVEL EXPECTATIONS TO SUPPORT GIFTED STUDENTS**

District will:

- collaborate with schools to identify students who possess 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
  - visual or performing arts
- develop an awareness in all staff members that gifted and talented students have unique cognitive and affective needs.
- increase the efforts meant to maximize the potential of gifted and talented students sometimes “left behind”, or traditionally underserved populations, and to provide them with appropriate enrichment experiences.
- assist classroom teachers in providing appropriate and adequate services to gifted and talented students while in the regular classroom setting.
- provide appropriate and adequate professional learning opportunities to K-12 staff on the characteristics of gifted and talented learners and methods/strategies staff can use in the regular classroom to meet the academic and affective needs of the gifted and talented student.

### **NATIONAL STANDARDS**

- Gifted and talented education services must include curricular and instructional opportunities directed to the unique needs of the gifted and talented learner.
- Appropriate gifted and talented programming must include the establishment of a systematic means of developing, implementing, and managing services.
- The development of appropriate gifted and talented education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.
- Program evaluation is the systemic study of the value and impact of services provided.
- Gifted and talented education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted and talented learners.

- Gifted and talented learners must be assessed to determine appropriate services.
- The National Association for Gifted and Talented Children has established National Standards for gifted and talented education in the United States. A complete documentation of these standards can be accessed through the following website: <http://www.nagc.org/index.aspx?id=546> .

### **EQUAL ACCESS**

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 the gifted and talented program shall be based on criteria as stated in 704 KAR 3:285 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.

### **SPECIAL CONSIDERATIONS**

When reviewing identification evidences, the Selection and Placement committee may be reviewing a student who does not meet some of the qualifying criteria. For example, there may be students who do not have a 9<sup>th</sup> stanine score or 96 percentile or above. If the committee has data to support that the student's giftedness is being masked by the reasons below, the student does not have to have a 9<sup>th</sup> stanine score. It is highly suggested the district have a process in place for identifying student using special considerations.

- Disadvantaged– economic or cultural
- Special education
- Underachieving

For more information on this topic, see the Special Considerations guidance document posted on the department's [GT Resource webpage](#).

### **THE DISTRICT'S PLAN FOR IDENTIFYING GIFTED AND TALENTED SHALL:**

Employ a multi-faceted approach and utilize on-going and long-term assessment, and be based on a variety of valid and reliable instruments to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation

## SECTION II

### LEGAL AUTHORIZATION and DISTRICT GUIDELINES

#### GENERAL DISTRICT-WIDE GUIDELINES

Christian County offers gifted education services for identified students across all grade levels. Primary students are screened and selected as high-potential learners and students in grades 4-12 are formally identified for multiple service options in one or more of the following areas:

- general intellectual aptitude
- specific academic aptitude
- creative or divergent thinking
- psychosocial or leadership skills
- visual or performing arts

Students in a primary program who display high-potential characteristics shall be selected in an informal process, be placed in a talent pool, and receive services. The definitions in 704 KAR 3:285 shall be used in the operation of the District's programs for Gifted and Talented.

1. Criteria for identification are listed in each specific area of giftedness in this handbook.
2. Each school will notify parents that they are eligible to nominate their own child for identification. Notification can be through regular newsletter, separate letter, or by phone.
3. Parents will be notified by letter that their child has been selected to participate in the primary talent pool or the gifted education services in one of the five areas. They will also receive a letter after initial identification and during transition points requesting any information that they feel would be beneficial to the school/district in developing the Gifted Student Services Plan (hereafter GSSP).
4. Should any additional testing be required to determine eligibility, permission for testing will be requested and granted from the child's parents/guardians prior to the actual testing being done.
5. Each school will have a gifted and talented building selection committee(s) in place to determine identification. This committee will consist of at least a school administrator/designee, classroom teacher, and counselor. The Gifted and Talented Coordinator may also serve as a member of this committee to finalize all placement decisions.
6. There will also be a district committee that will serve as an appellate committee for decisions made by the Building Selection Committee that are appealed.
7. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student. GSSP's will be written by the classroom teacher in consultation with the Building Level Cluster Teacher Leader and/or the building administrator and will be reviewed and approved by building administrators.
8. Parents/ guardians will receive a copy of the approved GSSP with the first 9 weeks report card.

9. Each student will have a gifted and talented folder (provided by the district) that will follow the student through his/her academic career. Folders will be maintained with the student's permanent record.
10. Students who have been nominated but not placed by the identification committee may have their parents/ guardians and/or teachers appeal the decision as spelled out in the district's Appeals Policy.
11. Students remain identified in areas of giftedness until graduation; however, appropriate levels of service are determined yearly using information from test data and classroom performance. Talent Pool participants remain in Talent Pool until the end of the primary grades. Parents of Talent Pool students will receive an exit letter at the conclusion of the program.
12. Transfer students from other Kentucky school districts will be admitted to the program upon receipt of records from the prior school. Out of state transfer students will be admitted based on Christian County criteria or approval from the Gifted and Talented Coordinator.

### **NOMINATION TIMELINE AND PROCESS**

1. Nominations from teachers, administrators, and parents will be accepted no later than October 1 for November judging and February 1 for March judging for the areas of Creativity, Leadership, and Visual and Performing Arts areas.
2. Parent input forms must be submitted no later than 30 days after notifications based on GT Assessments are sent.
  - a. Assessment scores cannot be more than 2 years old to complete nomination(s).
3. Teachers may submit any of the following pieces of evidence, as they apply to each area of giftedness: parent nomination, self-nomination, continuous progress data, jot down notes, and evidence from student portfolios (or work samples) demonstrating giftedness. These items may serve as alternative or supplemental pieces of evidence beyond information requested on nomination forms.

### **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 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.
- (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 the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.



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.
- (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.
  - (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 performances;
    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;

(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.

(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.)

## Gifted and Talented Assurances

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, districtwide, 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 districtwide 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)

## SECTION III

### Primary Talent Pool Students – Grades K-3

#### POLICY REFERENCES:

(704 KAR 3:285 Section 1(31)) (704 KAR 3:285 Section 1(18)) (704 KAR 3:285 Section1 (7))  
(704 KAR 3:285 Section1 (8))

#### PROCESS FOR SELECTION

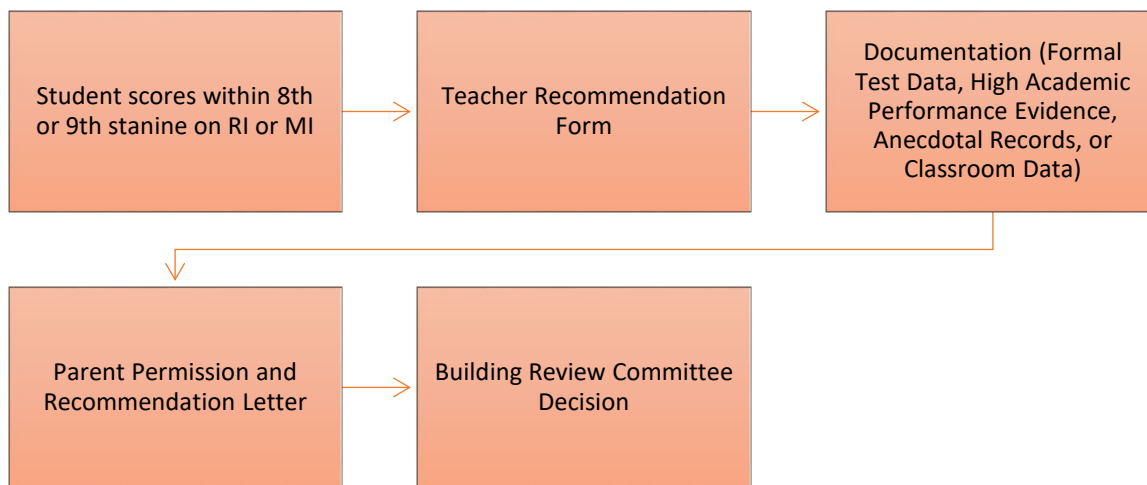
1. Nominations for Primary Talent Pool (PTP) may occur no later than October 1 of the school year for placement to be made within the current school year. Parents, Teachers, other school personnel may nominate students in the specific areas where the student shows strength.
2. To be included in the Primary Talent Pool a student shall have at least three (3) pieces of evidence that reflect strengths and/or potential in each specific area(s) of giftedness. Evidence may include the following:
  - 8<sup>th</sup> or 9<sup>th</sup> stanine placement on a universal screener during a benchmark testing cycle.
  - “Ready” or “Ready with Enrichment” scores reflected from the Brigance Kindergarten Screener.
  - Teacher Recommendation
  - Parent Recommendation
  - Building Review Meeting
3. Once data is collected for Primary Talent Pool, the gifted and talented administrative contact/chairperson of the Primary Review Committee will meet with said committee to review data and select qualifying students to be placed in the Primary Talent Pool. The committee shall consider environmental, cultural, and disabling conditions. The membership of the Primary Review Committee includes the building cluster teacher leader, principal and guidance counselor. The Gifted and Talented Coordinator will review and approve or deny all recommendations made by the committee.

NOTE: School personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child's true abilities that lead to exclusion of otherwise eligible students.

#### PARENT NOTIFICATION

1. After students are selected for the PTP, Primary Review Chairman will prepare an updated list of Primary Talent Pool students and will distribute to appropriate school personnel.
2. Primary Review Chairman will notify, by letter parents/guardians of children included in the PTP. Military dependent students will be served under the terms of the military compact.

## Steps for Primary Talent Pool\* Referrals



\***Talent pool** - 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.

## SECTION IV

### Formal Identification – Grades 4-12

#### GENERAL INTELLECTUAL ABILITY

##### POLICY REFERENCES

(704 KAR 3:285 Section 1(31) (704 KAR 3:285 Section 3 (12(a)))

##### DEFINITION

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one's peers, experience or environment. It is reflected in a variety of cognitive areas such as abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information. **General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability.** Potential Candidates for Gifted and Talented identification in General Intellectual Ability shall be assessed for evidences of giftedness. Evidences must include assessment scored at 9<sup>th</sup> stanine on a full scale comprehensive test of intelligence.

##### POPULATIONS TO BE SCREENED

All exiting primary (3<sup>rd</sup> grade)

NOTE: 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.

##### PROCESS FOR NOMINATION and SELECTION

Securing Nomination from Parent or School Personnel (grade 4-12 students):

1. All grade 3 students are assessed using a cognitive ability screener such as COGAT, Otis Lennon or OLSAT.
2. All scores are reviewed for 9<sup>th</sup> stanine status.
3. Parents of students that score in the 9<sup>th</sup> stanine (96-99<sup>th</sup>ile) are contacted for completion of the parent nomination portion of the portfolio.
4. School personnel will complete a nomination/recommendation form denoting the child's ability in the area of general intellectual intelligence.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.  
In addition to the required pieces of criteria, the Building Gifted and Talented Committee is invited to include information from their review about the student.
2. The building level committee completes the Decision Form.

##### PARENT NOTIFICATION

1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. The permission form must be returned to the school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines. Military dependent students will be served under the terms of the military compact.

## **SPECIFIC ACADEMIC ABILITY**

### **POLICY REFERENCES**

(704 KAR 3:285 Section 1(30))

(704 KAR 3:285 Section 3[12(b)])

### **DEFINITION**

Specific academic ability 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 or more subject area test scores of an achievement test. Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies or Science. Potential candidates for Gifted and Talented identification in Specific Aptitude Ability shall be identified through assessment scores at the 9<sup>th</sup> stanine on a test of specific academic aptitude.

### **POPULATIONS TO BE SCREENED**

Formal placement begins at grade 4

NOTE: 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.

### **PROCESS FOR NOMINATION and SELECTION**

Securing Nomination from Parent or School Personnel (grade 4-12 students):

1. All students in grades 3-8 are assessed annually with a universal screener. Only assessments yielding a composite score will be used as official data points.
2. All scores are reviewed for 9<sup>th</sup> stanine status or 96<sup>th</sup> percentile on universal screener benchmark testing cycles in the areas of Language Arts and Math. If a student scores at the 96<sup>th</sup> percentile and other universal screener data does not match that performance, then the Iowa Complete Battery will be administered and the student must score in the 9<sup>th</sup> stanine or at the 96<sup>th</sup> percentile on the Iowa Complete Battery.
3. All students in grade 4 are assessed annually using an achievement test such as TerraNova 3 or Iowa Complete Battery. Scores are reviewed for 9<sup>th</sup> stanine status or 96<sup>th</sup> percentile.
4. Parent is contacted to complete a parent nomination form.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. The building level committee completes the Decision Form.

### **PARENT NOTIFICATION**

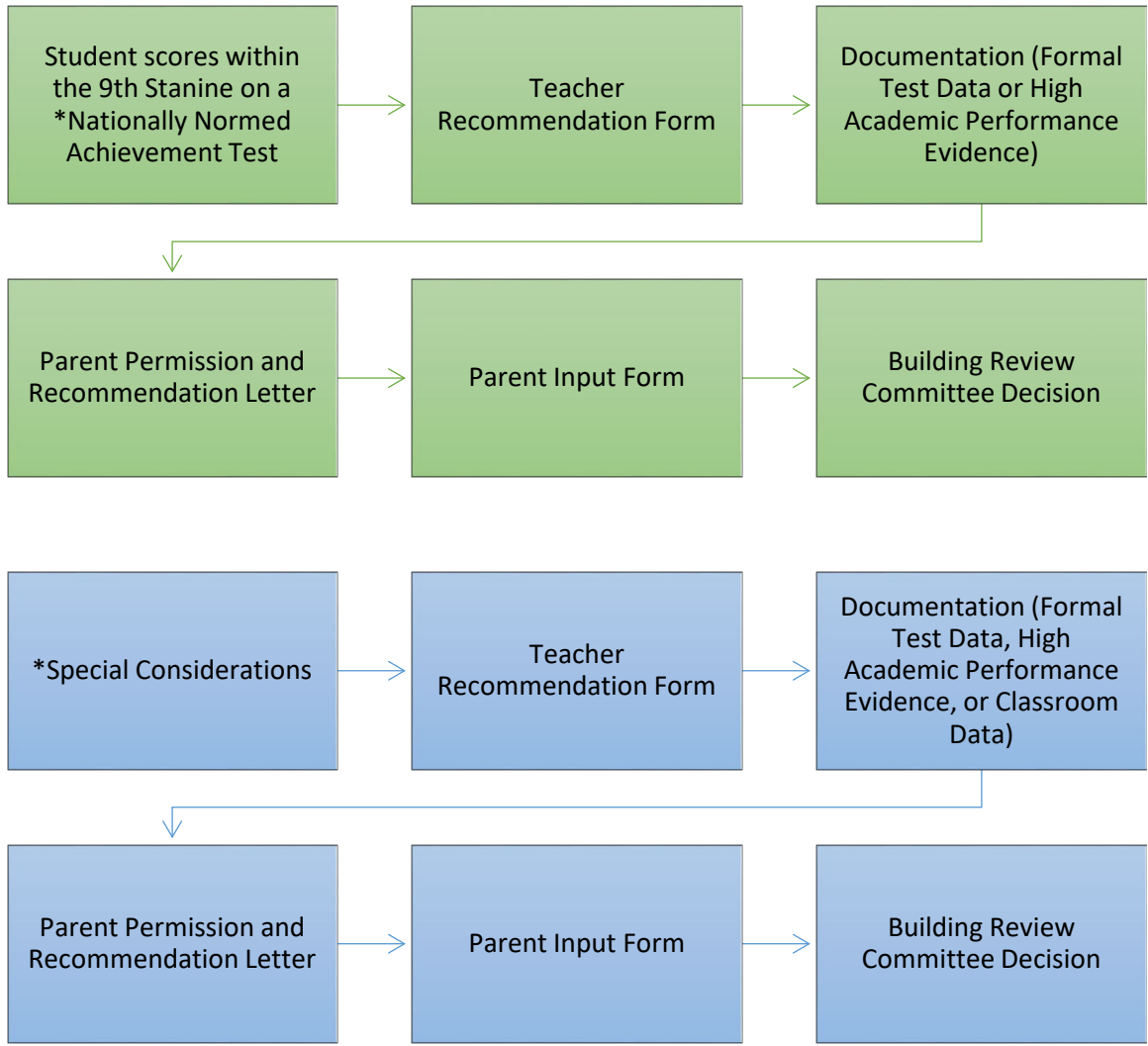
3. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. The permission form must be returned to the school counselor before services can begin.
4. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines. Military dependent students will be served under the terms of the military contract.



# Steps for Specific Academic Aptitude\* (SAA) Gifted and Talented Referrals

(Referrals for SAA must follow one of these paths.)



\*Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject test scores of an achievement test.

\*Nationally Normed Achievement Tests include, but are not limited to: OLSAT, IOWA, HMH Reading Inventory and HMH Math Inventory.

\*Special Considerations may allow students who do not qualify using formal assessment measures to be identified as GT. These students typically exhibit GT behaviors/characteristics but fail to score at or above 96<sup>th</sup> percentile on a state recognized GT assessment due to environmental, cultural, and disabling conditions which may mask their true abilities. This provision in the statute allows districts/schools an opportunity to view the whole child using external characteristics (classroom observations, additional data, recommendations, etc) in place of the 96<sup>th</sup> percentile score. In order to ensure proper equity and access for all students, special considerations can be used for identification purposes for students in all underrepresented groups.

## **LEADERSHIP**

### **POLICY REFERENCES**

704 KAR 3:285 Section 1(30)

704 KAR 3:285 Section 3[12(d)]

### **DEFINITION**

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. Leadership or psychosocial abilities shall be determined by a variety of formal and 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.

### **PROCESS FOR SELECTION**

Parent or Teacher Nomination begins the selection process:

1. Parent or Teacher contacts the Gifted and Talented Coordinator to nominate the child for Leadership Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the leadership nomination packet to parent for completion.
  - a. Leadership Portfolio MUST include the following evidences:
    - i. Letters of recommendation from individuals evidencing the child's leadership ability. Letters must show leadership both in school AND the community.
    - ii. A summary by the parent of the child's leadership abilities.
    - iii. A resume denoting the child's leadership abilities.
3. A teacher will complete a teacher recommendation form as an anecdotal Leadership evidence document.

### **Gifted and Talented Leadership Committee**

1. The Leadership committee convenes to review evidence for identification.
2. The Leadership committee along with the GT Instructor or GT Coordinator completes the Decision Form.

### **PARENT NOTIFICATION**

1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines. Military dependent students will be served under the terms of the military compact.

## **CREATIVITY**

### **POLICY REFERENCES**

(704 KAR 3:285 Section 1(8) (704KAR  
3:285 Section 3(12(c)

### **DEFINITION**

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 informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought.

### **PROCESS FOR SELECTION**

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Gifted and Talented Coordinator to nominate the child for Creativity Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the creativity nomination packet to parent for completion.
  - a. Creativity Portfolio MUST include the following evidences:
    - i. Letters of Recommendation from individuals evidencing the child's creative ability
    - ii. A summary by the parent of the child's creative thinking abilities.
    - iii. At least three work samples denoting the child's creative thinking abilities.
3. A teacher will complete a teacher recommendation form as an anecdotal evidence document.

### **Gifted and Talented Creativity Committee**

1. The Creativity committee convenes to review evidence for identification.
2. The Creativity committee along with the GT Instructor or GT Coordinator completes the Decision Form.

### **PARENT NOTIFICATION**

1. Once Identification Criteria have been met, Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to the school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines. Military dependent students will be served under the terms of the military compact.

## **VISUAL AND PERFORMING ARTS (VPA)**

### **POLICY REFERENCES**

704 KAR 3:285 Section 3(12(c))

### **DEFINITION**

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 the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

### **PROCESS FOR SELECTION**

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Gifted and Talented Coordinator to nominate the child for VPA Identification.
2. Following contact, the Gifted and Talented Coordinator distributes the VPA nomination packet to parent for completion.
  - a. VPA Portfolio MUST include the following evidences:
    - i. Letter of Recommendation from individuals evidencing the child's creative ability
    - ii. A summary by the parent of the child's ability in the potential area of identification.
    - iii. Portfolio/Audition
      1. For art, students must submit a portfolio of art samples. (5-8 pieces to be judged by a district committee.)
      2. For music, dance, or drama, students must complete an audition. Audition may be live, but can be a video.
3. NOTE- PLEASE SEE THE VPA NOMINATION PACKET FOR SPECIFIC DIRECTIONS And REQUIRED ELEMENTS.

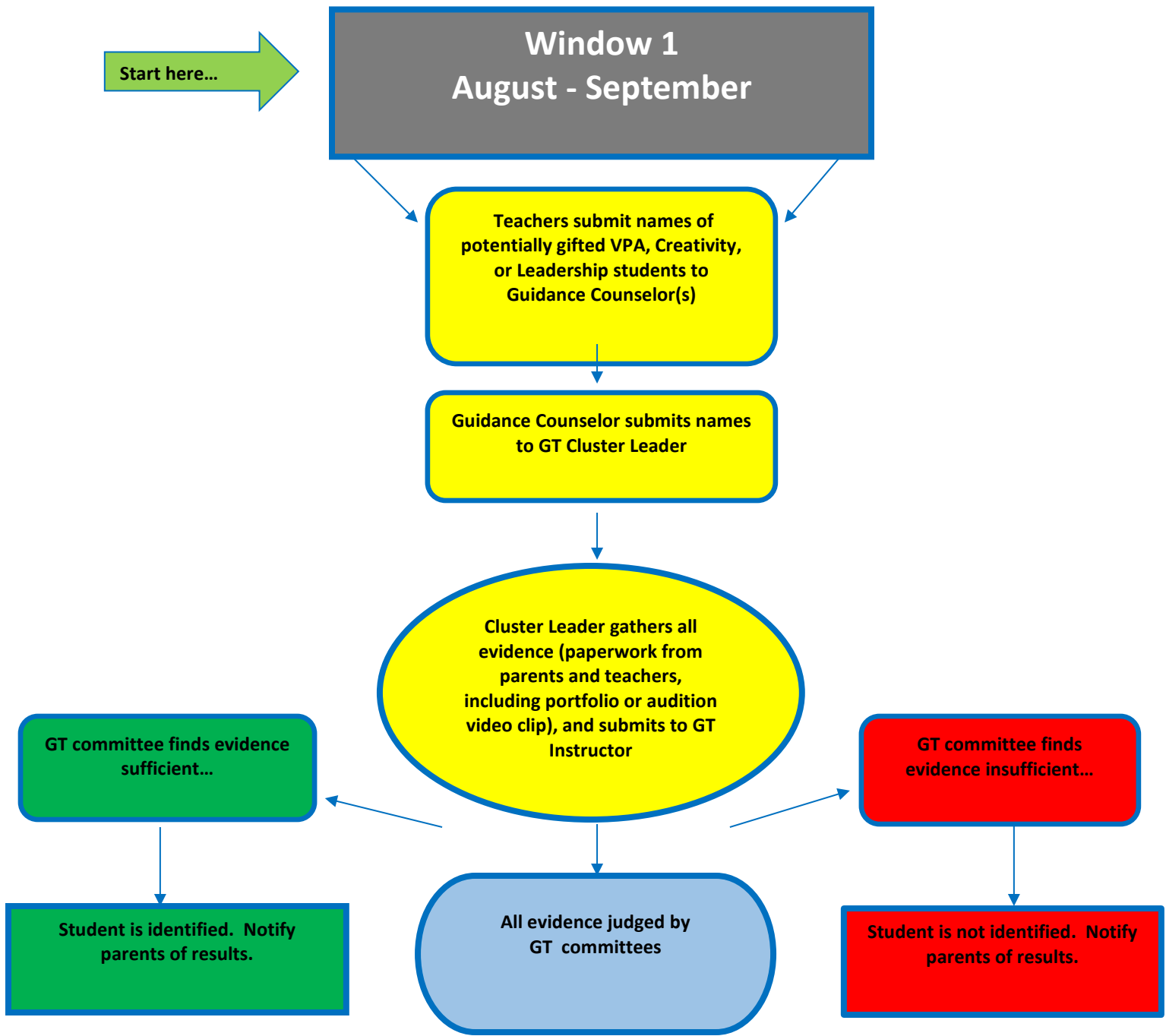
### **Gifted and Talented VPA Committee**

1. The VPA committee convenes to review evidence for identification.
2. The VPA committee along with the GT Instructor or GT Coordinator completes the Decision Form.

### **PARENT NOTIFICATION**

1. Once identification criteria have been met, the Gifted and Talented Coordinator will send a letter home to parents/guardians. A permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines. Military dependent students will be served under the terms of the military compact.



# Guidelines for GT Placement

**MUST BE RETURNED PRIOR TO BUILDING REVIEW**

| Identification Area                           | Grade                              | Window                     | Primary Evidence   | Secondary Evidence   | Tertiary Evidence                                      |
|---|------------------------------------|----------------------------|--|--|--|
| <b>General Intellectual</b>                   | 3<br>OR                            | Spring                     | 96 <sup>th</sup> ile or above<br>OLSAT   | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
|   | 4-8 upon<br>parent/teacher<br>rec. |                            | Wechsler<br>Intelligence Test  |  |  |
| <b>SAA- L. Arts<br/>SAA –<br/>Mathematics</b> | 3 – 8<br><br>OR                    | Fall,<br>Winter,<br>Spring | 96 <sup>th</sup> %ile<br>Universal<br>Screener                                       | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
|   | 4                                  | Spring                     | 9 <sup>th</sup> Stanine/96 <sup>th</sup><br>%ile on Iowa                             |  |  |
| <b>SAA- Science</b>                           | 4                                  | Spring                     | 9 <sup>th</sup> Stanine/96 <sup>th</sup><br>%ile on Iowa                             | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
| <b>SAA- So. St.</b>                           | 4                                  | Spring                     | 9 <sup>th</sup> Stanine/96 <sup>th</sup><br>%ile on Iowa                             | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
| <b>Creativity</b>                             | 4 - 12                             | Fall                       | Portfolio/work<br>samples and<br>letters of<br>recommendation                        | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
| <b>Leadership</b>                             | 4 - 12                             | Fall                       | Letters of<br>recommendation<br>(both school AND<br>community) and<br>student resume | Teacher<br>Referral Form                                       | Parent Nomination/Building<br>Committee Recommendation |
| <b>Art</b>                                    | 4 - 12                             | Fall                       | Portfolio<br>and<br>Letters of<br>recommendation                                     | District Level<br>Committee<br>Review of<br>Portfolio/Audition | Parent Nomination/Building<br>Committee Recommendation |
| <b>Dance</b>                                  | 4 - 12                             | Fall                       | Video of live<br>performance<br>and<br>Letters of<br>recommendation                  | District Level<br>Committee<br>Review of<br>Performance        | Parent Nomination/Building<br>Committee Recommendation |
| <b>Music</b>                                  | 4 - 12                             | Fall                       | Video of live<br>performance<br>and<br>Letters of<br>recommendation                  | District Level<br>Committee<br>Review of<br>performance        | Parent Nomination/Building<br>Committee Recommendation |
| <b>Drama</b>                                  | 4 - 12                             | Fall                       | Video of live<br>performance<br>and<br>Letters of<br>recommendation                  | District Level<br>Committee<br>Review of<br>performance        | Parent Nomination/Building<br>Committee Recommendation |

## SECTION V

### GIFTED STUDENTS SERVICE PLAN

#### POLICY REFERENCE

##### **704 KAR 3:285 Section 3(6) 704 KAR 3:285 Section 5(3)**

If the Gifted and Talented Identification and Placement Committee determines that the student meets criteria for identification, the persons in attendance will use documentation furnished by the parents, students, and teachers to develop an educational plan that matches the formally identified gifted and talented student's interest, needs, abilities and strengths to differentiated service options and instructional/learning strategies. This document, along with a report of the student's progress, serves as the communication vehicle between parents and school personnel.

#### GIFTED AND TALENTED STUDENT SERVICE PLAN (GSSP) PROCEDURE:

A GSSP shall be written at the time of the student's initial identification and annually following formal identification. CCPS will obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services.

1. Each school will have a gifted and talented building selection committee(s) in place to determine identification. This committee will consist of at least a school administrator/designee, cluster teacher leader, and counselor. The committee will decide appropriate services to meet student needs from information collected during the identification process. The GSSP will be written using the information collected during identification.
2. There will also be a district committee, which will serve as an appellate committee for decisions made by the Building Selection Committee that are appealed.
3. Each identified student will have an annual GSSP for service delivery in each area of giftedness. GSSP's will be written by the classroom teacher in consultation with the cluster teacher leader and /or the building administrator and will be reviewed and approved by the GT Coordinator.

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 Aptitude Ability, Leadership, Creativity, and Visual and Performing Arts. The School Committee will determine the responsible teacher to complete the GSSP. **The responsible teacher is identified as the teacher who provides direct differentiated services to the student the majority of the time.** The classroom teacher is responsible for completing the GSSP with the assistance of the GT Instructor. Plans are to be completed no later than October 30<sup>th</sup> of the new school year. The original copy of the GSSP is to be placed in the student's Gifted and Talented folder that is kept with the student's cumulative record.

## SECTION VI

### SERVICE DELIVERY OPTIONS

#### POLICY REFERENCE

KRS 158.6451. (704 KAR 3:285 Section 6(1))  
 KRS 157.200(1). (704 KAR 3:285 Section 6(5))  
 (BCBOE 08.132)

#### SERVICE CRITERIA

1. For a student in the Primary Talent Pool 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.
  - Emphasize educating potentially gifted and talented students in the general primary classroom
  - Not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options.
2. For students formally identified as gifted and talented services shall:
  - Be assigned to cluster groupings (4-8), whenever possible, to meet individual needs.
  - Receive differentiated instruction.
  - Result in educational experiences commensurate with students' interests, needs and abilities.
3. Facilitate the high-level attainment of goals established in **KRS 158.6451**.
4. Recommendations for services shall be made on an individual basis.
5. Grouping and re-grouping of students shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
6. Students shall receive services for each area of identification.
7. Persons accountable for implementing services will be noted on GSSP.

#### **SERVICES FOR PRIMARY CURRICULUM (Grades K-3)**

Classroom teachers, specialty area teachers will provide services to students selected for the Primary Talent Pool by extending the curriculum and providing enrichment for those students whose talents must be nurtured. School personnel will differentiate instruction, and may consult the Gifted and Talented Instructor for resources to assist with the design of differentiated activities to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom teacher to provide appropriate services to students in the PTP.

**Classroom and specialty area teachers may provide services to include, but are not limited to, the following:**

- Differentiated Instruction
- Cluster Grouping
- Acceleration (subject or whole grade)
- Mentorships, etc.
- Appropriate use of Resource Services



## FORMALLY IDENTIFIED STUDENTS CURRICULUM GRADES 4-12

1. A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted and talented 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.

## SERVICE DELIVERY OPTIONS FOR GIFTED STUDENT SERVICE PLANS (GSSP'S) AND DEFINITIONS

Based on administrative regulation: 704 KAR 3:285. Programs for the gifted and talented, the following options are available to choose from in designing GSSP's for individual students. Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery.

Differentiated Service Experiences – educational experiences that extend, replace, or supplement learning beyond the standard curriculum for individuals and groupings.

Advanced Placement 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). Collaborative Teaching and Consultation Services – *Collaborative* teaching means a gifted and talented education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted and talented students in **conjunction** with the regular classroom teacher. *Consultation* services means the provision of instructional information and materials prepared by the gifted and talented teacher to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted and talented student while in the regular classroom setting.

Special Counseling Services – Affectively based counseling assistance planned in coordination with the gifted and talented teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

Distance Learning – learning opportunities offered using computer technology and satellite transmission or optical fiber transmission.

Enrichment Services during the School Day (not extracurricular) – differentiated, academically based activities that supplement classroom instruction.

Independent Study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted and talented education.

Resource Services – service delivery option that (a) entails a part-time grouping of students with gifted and talented 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 setting. Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

Travel Study Options – Academically based United States and overseas travel, which may result in high school or university course credit.

**SERVICE IMPLEMENTATION**

All services to Primary Talent Pool students P1-P4 as well as formally identified students grades 4-12 will be based on the student’s interests, needs, and abilities within *district and/or building capabilities*.

All services to formally identified students in grades 4-12 will be based on the GSSP. Instructional strategies to be used by building personnel are also included in the document.

## **SECTION VII- PERSONNEL**

### **POLICY REFERENCE:**

KRS 158.6451.

(704 KAR 3:285 Section 7)

### **PROCEDURES:**

Christian County Public Schools Instructional Supervisor and/or Gifted and Talented Coordinator duties shall include but are not limited to the following:

1. Coordinate district initiatives that service gifted and talented students.
  - Maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels.
  - Monitor internal compliance with state statutes and administrative regulations.
  - Prepare all state/district reports related to gifted and talented services.
  - Maintain a current working knowledge of developments and research related to gifted and talented students.
2. Monitor and evaluate the implementation of gifted and talented services.
  - Assist schools with the implementation and evaluation of Gifted Student Services Plans.
  - Develop, implement, and evaluate professional development training programs for the District.
  - Work with administrators in the improvement of individual staff competencies in relationship to students identified as gifted and talented.
  - Work with administrators to effect horizontal and vertical continuity and articulation of gifted and talented services throughout the district.
  - Study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies.
  - Assist schools to increase the number of gifted/talented students participating in Advanced Placement tests.

## SECTION VIII- PROFESSIONAL LEARNING

### **POLICY REFERENCE:**

704 KAR 20:280

(704 KAR 3:285 Section 8)

### **PROCEDURES:**

In assuring that all personnel who work with children eligible for gifted and talented education services have the skills and knowledge necessary to meet the needs of the children, the gifted and talented services staff and other appropriate personnel will be prepared to teach gifted and talented children by:

Participating in continuing education to learn about new research in the field. Members of the staff attend workshops/seminars, take classes, read professional journals and books, and communicate electronically with experts in the field to keep abreast of current trends and discoveries in gifted and talented education.

Disseminating information to the classroom level teachers, counselors, and administrators as gifted and talented services staff is trained.

Participating in district-wide training for all teachers in Christian County conducted by district technical and curriculum experts.

Attending and distributing information to classroom teachers, counselors, administrators, and other district personnel concerning conferences, workshops, and seminars at the local, state and national levels pertaining to the nature and needs of gifted and talented students. o Sharing with principals, counselors, and teachers, as needed, material from the gifted and talented education field as new research becomes available.

Seeking to find staff members who have the capability of contributing to the team of resource teachers in order to meet specific needs on particular grade levels.

Conducting annual meetings with parents and making available speakers who will give parents insight into gifted and talented services furnished by the district, as well as insight into parenting a gifted and talented child. Whenever prominent speakers are in the area, information is sent to the parents or publicized on the gifted and talented services page of the district web site.

## SECTION IX- BUDGET & FINANCING

### **POLICY REFERENCE:**

(704 KAR 3:285 Section 9)

### **PROCEDURES:**

Because of limited funding from the State of Kentucky, the Christian County Public School's gifted and talented budget is largely supported from local district funds. CCPS follows state regulation in the allocations of the State Gifted and Talented Funds.

The Chief Instructional Officer in collaboration with the Instructional Supervisor will administer and revise the gifted and talented education program budget. (704KAR 3:285 Section 9)

## SECTION X

### PROCEDURAL SAFEGUARDS

#### **POLICY REFERENCE:**

157.200 and 157.230; and (704 KAR 3:285 Section 10) KRS 157.200 and 157.230, or

#### **PROCEDURES:**

##### **APPEAL OF IDENTIFICATION**

A student, teacher, parent, or guardian may appeal the selection and/or review decision of the Gifted and Talented Identification and Placement Committee to the Principal of their school. If their appeal is denied, the party may then appeal to the District Talented Review Committee to include the Chief Instructional Officer, Instructional Supervisor/GT, Gifted and Talented Coordinator, gifted and talented resource teachers (excluding the resource teacher on the original decision making committee), a principal from each level – elementary, middle, and high – and other appropriate personnel for follow-up assessment and/or review of evidence. Requests for review shall be communicated, in writing, to the Instructional Supervisor/GT or the Chief Instructional Officer within ten (10) school days of notification by the original Gifted and Talented Identification and Placement Committee. The District Gifted and Talented Review Committee shall provide their written decision to the parent/guardian and principal of the child’s school within ten (10) school days. The Review Committee will be appointed annually and will meet to review state regulations, and district policies.

##### **DECLINING OF SERVICES or REQUESTING CHANGE OF SERVICES**

Assuming that the district is aware that a child has met the criteria for identification for gifted and talented services, he/she will be eligible to receive services as long as he/she maintains student status in the CCPS. If students and parents are not interested in receiving gifted and talented student services, or if parents want to request a change in GT services, then parents must state in writing and submit to the principal and the Gifted and Talented Coordinator their desire to decline or change services for their child/children. At that time, appropriate personnel will be notified. If at a later date, parents want to resume services, it must be stated in writing and submitted to the Gifted and Talented Coordinator.

##### **MANAGEMENT OF STUDENT RECORDS**

Within 10 days of Gifted and Talented Identification and Placement Committee meeting, the building Gifted and Talented Teacher Cluster Leader or guidance counselor will create the purple gifted and talented file folder to be included in the student cumulative record that includes originals of:

- parent notification letter which includes the areas of identification,
- current GSSP,
- evidence forms, which include test and assessment scores and all qualifying criteria for identification,
- all other evidence used to determine identification and service needs to include tests, surveys, questionnaires, behavior checklists, conference summaries, etc.,
- copies of communiqués concerning student.

**This file shall be kept in the student’s cumulative file in a separate folder referred to as the “gifted and talented folder”.**

## **SECTION XI**

### **EVALUATION OF SERVICES**

#### **POLICY REFERENCE:**

(704 KAR 3:285 Section 5)

#### **PROCEDURES:**

- The Gifted and Talented Coordinator will analyze assessment data and prepare a document comprised of all formally identified students when the school year begins and data is available.
- Gifted and talented services staff will collect, compile, and analyze student, parent, faculty, and administrator surveys.
- The Gifted and Talented Coordinator will research and/or modify service goals and design as necessary.
- The Gifted and Talented Coordinator will prepare evaluation results and services modifications for review to school site-based councils.
- The Gifted and Talented Coordinator will prepare evaluation results and program modifications for review by the board of education.
- The Gifted and Talented Coordinator will prepare Annual State Gifted and Talented Report and set goals and a procedure for meeting any areas needing improvement prior to May 15.
- The Gifted and Talented Coordinator will review data analysis to include statistics that would encompass the whole population, including traditionally underserved populations.

## **SECTION XII**

### **FORMS**

## Gifted and Talented Teacher Referral Form

Child \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Mark the area of identification below.

Please write a brief statement, beyond assessment scores, to describe characteristics observed.

*Reason for Recommendation*

General Intellectual Ability \_\_\_\_\_  
\_\_\_\_\_

Specific Academic Ability

- Reading/Language Arts \_\_\_\_\_
- Mathematics \_\_\_\_\_
- Science \_\_\_\_\_
- Social Studies \_\_\_\_\_

Creative Thinking Ability \_\_\_\_\_  
\_\_\_\_\_

Leadership \_\_\_\_\_  
\_\_\_\_\_

Visual or Performing Arts Ability  
(Art, Music, Dance, Drama) \_\_\_\_\_  
\_\_\_\_\_

Continued on back





### Behavioral Characteristics Checklist

Many gifted children display some similar behavioral characteristics. Please mark an X for those you have observed in the child.

| <b>Behavior</b>  | <b>X</b> | <b>Behavior</b>  | <b>X</b> | <b>Behavior</b>           | <b>X</b> |
|--|----------|--|----------|---------------------------|----------|
| Speaks or writes fluently                                  |          | Wide range of interests                                  |          | Keen sense of humor       |          |
| Large Vocabulary   |          | Highly developed curiosity                               |          | Adventurous—a risk taker  |          |
| Ability to learn basic skills quickly with little practice |          | Shows interest in world problems                         |          | Highly imaginative        |          |
| Ability to retain a great deal of information              |          | Enjoys learning new things and new ways of doing things  |          | Not interested in details |          |
| Easily bored with routine tasks                            |          | Interested in experimenting and doing things differently |          | Emotionally sensitive     |          |

I recommend this student for Gifted and Talented placement in the area(s) indicated in this document.

\_\_\_\_\_  
Signature of Person Completing Referral

\_\_\_\_\_  
Title/Position

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Date

## Christian County Public Schools Gifted and Talented Parents/Guardians Nomination and Permission for Testing

Child's Name:

|   | Possible Areas of Identification | Evidences Required for Identification   | <b>Sign in this column beside the areas(s) you give permission for CCPS to assess your child*</b> |
|---|----------------------------------|---|---|
|   | General Intellectual (GI)        | 9th Stanine test of cognitive ability (OLSAT/CogAt, etc.)<br>2 additional supporting evidences                                      |   |
| <b>Specific Academic Aptitude (SAA)</b> | Language Arts                    | 9th stanine/96th %ile on a nationally norm referenced test for language arts or reading<br>2 additional supporting evidences        |   |
|   | Mathematics                      | 9th stanine/96th %ile on a nationally norm referenced test for mathematics<br>2 additional supporting evidences                     |   |
|   | Science                          | 9th stanine/96th %ile on a nationally norm referenced test for science<br>2 additional supporting evidences                         |   |
|   | Social Studies                   | 9th stanine/96th %ile on a nationally norm referenced test for social studies<br>2 additional supporting evidences                  |   |
|   | Leadership                       | Resume of leadership activities for scoring by panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian |   |
|   |                                  |   |   |

|                                  |            |   |  |
|----------------------------------|------------|---|--|
|                                  | Creativity | Portfolio with at least 3 work samples for scoring by panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian                    |  |
| Visual and Performing Arts (VPA) | Art        | 5 - 8 piece portfolio of original artwork pieces for scoring by panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian          |  |
|                                  | Dance      | Live audition (can be video clip) to be scored by panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian                        |  |
|                                  | Drama      | Live audition (can be video clip) to be scored by panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian                        |  |
|                                  | Music      | Perform 2 5-minute musical scores (can be video clips) to be scored by a panel of judges<br>3 letters of recommendation with 1 being from the parent/guardian |  |

**\*I give permission for the Gifted and Talented staff to review all relevant documentation and to test my child if necessary**

For official use only

**Gifted and Talented Identification Placement Committee Form**

Name of student in referral: \_\_\_\_\_

Area of referral: \_\_\_\_\_

Action by committee (select one):

**Recommended for GT identification**

**Not recommended for GT identification at this time for the following reason(s):**

Member and  
Role \_\_\_\_\_ Date \_\_\_\_\_

Member and  
Role \_\_\_\_\_ Date \_\_\_\_\_

Member and  
Role \_\_\_\_\_ Date \_\_\_\_\_

Member and  
Role \_\_\_\_\_ Date \_\_\_\_\_

### Special Considerations Form

Mark those items that are applicable to this student: \_\_\_\_\_

**ENVIRONMENTAL:**

- Transiency – at least 3 moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

**LANGUAGE:**

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

**CULTURAL:**

- 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:**

- Residence in depressed economic area with 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

**STUDENT WITH AN INDIVIDUAL LEARNING PLAN (IEP) OR 504 PLAN:**

- Student has IEP
- Student has 504 Plan

**UNDERACHIEVING STUDENT:**

- Achievement gap between what the student should be able to do and current performance

**OTHER:**

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

Dated & verified by: \_\_\_\_\_ Title: \_\_\_\_\_

## Gifted and Talented Peer or Self Nomination

Please complete all the information requested.

Name Of Student Being  
Referred:

Grade:

Name Of Student  
Making Referral:

School:

Person making the referral is: (please check one)

- Peer
- Self

Please check the area(s) in which the student is being referred.

- General Intellectual
- Specific Academics:
- Language Arts
- Math
- Science
- Social Studies
- Creativity
- Leadership
- Visual/Performing Arts
  - Drama
  - Dance
  - Art
  - Music

**Please give specific reasons you believe this student is GT and talented:**

Referring Person's Signature \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## General Intellectual Ability Form: Grades 4-12

Date:

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

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

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

“GIA Checklist: The following are characteristics that may be demonstrated by students specific to this area of identification. Not all characteristics must be exhibited by the student.

- Sees connections/recognizes patterns. May want to know how the subject matter being taught “fits in”
- Asks many probing questions, sometimes to the point of driving others “up the wall”
- Appears to have a deep sense of justice. May correct others seen as wrong.
- Able to work one or two years above others in age group
- Widely read or likes to read. May prefer to read rather than be with others.
- Seems to know many things that have not been taught
- Has a large vocabulary but may choose when to display it
- Benefits from rapid rate of presentation
- May refuse to do work seen as “busy work”
- Displays intensity for learning. Preoccupied and hard to move on to a new area
- Prefers a few close friends to many friends
- Likes to observe before trying new activities
- Thinks through ideas before sharing with others
- Knowledgeable about things other peers may not be aware of
- Prefers to work independently with little direction
- May resist being leader of a group
- Displays abstract thinking
- Requires time to think before responding
- High energy level – physical, intellectual and psychological
- May have discrepancies between physical, social and intellectual development

Anecdotal Evidences:

Please describe the intellectual strengths that this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environment to challenge, motivate or further develop these cognitive strengths.

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

Cultural

Linguistic

Minority

Disadvantaged

Underachieving

Special Needs

Explain any items selected above:

Enter text here.



## Specific Academic Aptitude Form: Grades 4-12

Date:

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

Indicate the specific academic aptitude area(s) for which this referral is being made:

- Language Arts
- Math
- Science
- Social Studies

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

- Highly recommend
- Recommend
- Recommended with reservation
- Do not recommend

Language Arts Checklist:

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

Math Checklist:

- Gets correct answer, but may find it difficult to explain the process
- Invents new, obscure systems and codes

- Reasons effectively - likes logic problems and puzzles
- Grasps the abstract nature of mathematics easily
- Enjoys trying to solve difficult problems
- Likes to solve problems through discovery
- Is intuitive, with the ability to do deductive and inductive reasoning
- Exhibits a 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 in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is inquisitive
- Is very alert and supplies rapid answers in math
- Enjoys talking with experts in this subject

#### Science Checklist:

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

#### Social Studies Checklist:

- Sensitive to social issues, concerned with moral and ethical questions.
- Knowledgeable about current events
- Reads or watches TV programs dealing with global awareness (Discovery Channel, The Learning Channel, The History Channel, etc.)
- Shows interest in learning a foreign language
- High interest in global issues of environment, endangered species, etc.
- Enjoys learning about past, present and future
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is inquisitive

- Is very alert and supplies rapid answers in social studies
- Understands cause and effect
- Can apply knowledge to a variety of social studies-related issues
- Enjoys talking with experts in this subject

Anecdotal Evidences pertaining to the area(s) of referral:

Please describe the academic strengths that this child has demonstrated compared to peers:

Describe opportunities provided in the classroom or other environments to challenge, motivate or further develop these academic strengths.

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> Cultural   | <input type="checkbox"/> Disadvantaged  |
| <input type="checkbox"/> Linguistic | <input type="checkbox"/> Underachieving |
| <input type="checkbox"/> Minority   | <input type="checkbox"/> Special Needs  |

Explain any items selected above:

# Visual and Performing Arts Referral Form: Grades 4-12

Date: [Click here to enter text.](#)

Student Name:

School:

Grade:

Person completing referral:

Relationship to student:

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

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

## Art Checklist

- May be asked by others to do art work
- Understands and comments on color, shapes and structure of things
- Enjoys and appreciates or may be critical of own art work and work of others
- Takes pride in doing things well
- Uses art to express feelings and experiences
- Consistently does outstanding art work
- Has ability to solve problems that occur during the use of various materials
- Enjoys discussing a variety of art
- Masters basic art skills quickly and easily
- Shows feeling and expressiveness in art pieces
- Concentrates on art projects for long periods
- Enjoys tasks which involve seeing, visualizing or manipulating lines and objects
- Demonstrates elaboration in art work
- Willing to experiment and try new combinations of art media
- Enjoys open-ended art activities
- Has an appreciation of the beauty and value of fine art and functional or applied art

## Dance Checklist

- Uses body as an instrument of expression
- Dances or moves to music frequently; encourages others
- Uses movement to recreate an emotion or environment
- Able to think of many ways of solving movement problems
- Displays grace and fluidity of movement
- Successful in performing before an audience
- Quickly learns choreographed movements

- 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 observing different styles of dance
- Communicates to others through his/her dance
- Deals effectively with own center for gravity
- Demonstrates original talent by choreographing movements for others

### Drama Checklist

- Eager to perform in classroom plays or skits
- Effectively uses voice, gestures and facial expressions to communicate feelings while reading scripts or performing
- Commands and holds the attention of a group when speaking
- Able to evoke emotional responses from audience by making them laugh, frown, feel tense, etc.
- Is able to mimic the way people speak, talk, gesture
- Shifts readily into the role of another character
- Has imagination with a strong sense of fantasy
- Uses voice to reflect changes in mood
- Demonstrates interest in dramatic activities
- Seems to pick up skills in drama without instruction
- Sees different ways to portray a character when reading a script
- Has a sense of humor and sees humor in situations others do not see
- Notices the small details in a play
- Has the ability to create original plays, skits, etc.
- Has the ability to transform his/her personality into a role of another character, animal or object
- Has natural talent to quickly assume a role

### Music Checklist

- Perceives the fine differences in sound
- Easily remembers melodies and can reproduce them accurately
- Sensitive to rhythm
- Sustains interest in musical activities
- Expresses feelings or emotions through musical performance
- Makes up original tunes, writes lyrics or both
- Has the ability to adapt from one instrument to another or from one voice part to another
- Has basic understanding of the background of music
- Identifies short rhythmic patterns as similar or different
- Has ability to show improvisation
- Sings on pitch
- Is able to discuss musical concepts at a high degree of understanding
- Is interested in musical instruments
- Enjoys various musical performances
- Plays or would like to play a musical instrument

- Takes private lessons to enhance natural ability

Anecdotal Evidences:

Please describe the strengths that this child has demonstrated compared to peers:

Does this child have any special considerations that may mask his/her GT abilities? (Check all that apply.)

- Cultural
- Underachieving
- Special Needs
- Disadvantaged
- Linguistic
- Minority

Explain any items selected above:

List awards (if applicable):