

HARLAN COUNTY SCHOOLS
GIFTED AND TALENTED
HANDBOOK
Policies, Procedures, Forms



Table of Contents

Introduction.....3

Regulations Related to Gifted and Talented4

HCPS Board Policy on Gifted Education -----18

Gifted Student Bill of Rights.....21

Gifted and Talented Assurances-----22

General District Guidelines.....24

Suggested Timeline -----25

Procedures for Identification -----26

Local Norms.....30

Special Considerations -----37

Procedures for Determining Service Options.....44

Procedures for Entering Data into Infinite Campus47

Procedures for Completing GSSP and Progress Report.....49

Primary Talent Pool.....51

Folder Directions.....55

Roles and Responsibilities of District Gifted Coordinator.....56

Roles and Responsibilities of School Level Liaisons.....57

Roles and Responsibilities of Teachers and School Administrators.....58

Procedures for Program Evaluation.....59

Procedural Safeguards.....60

Procedures for Requesting Change of Service.....60

Appendices.....61

INTRODUCTION

Welcome to Harlan County Schools Gifted and Talented Program. The purpose of this handbook is to provide educators with tools necessary to carry out the gifted program in accordance with state and federal regulations regarding students considered as exceptional learners in the category of gifted and talented.

704 KAR 3:285 is the Kentucky administrative regulation pertaining to gifted and talented students and the foundation for guidance in identifying and servicing gifted and talented learners. Statutory requirements related to 704 KAR 3:285 are KRS 156.070, 157.196, 157.220, and 157.224. Included in this handbook are regulations relating to gifted education and definitions of specific terminology within those laws. Also included are specific processes and procedures pertaining to each category of giftedness as well as forms for use in the identification and diagnosis of gifted and talented students in grades K-12 in Harlan County Schools.

The Harlan County Board of Education is committed to addressing and supporting the needs of children identified as possessing the ability to perform at exceptionally high levels. These students are those in K-3 who demonstrate characteristics and behaviors of high potential ability learners and those in grades 4-12 who demonstrate ability in one of the following areas: General Intellectual Ability, Specific Academic Aptitude, Creative or Divergent Thinking, Psychosocial Leadership, and Visual or Performing Arts.

Harlan County Schools recognize the cultural, socio-economic, and geographic disadvantage of many of our students and are committed to mining for unrealized potential and existing gifts that may be masked by these disadvantages. We believe giftedness occurs in all zip codes, in many different disciplines, in many different cultures, and at all socioeconomic levels. Our goal is to find and serve these students in compliance with the law.

"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."

- Dr. Linda Silverman

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, wellthought-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

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 KR 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. 7-5-1978; 9 Ky.R. 40; eff. 8-11-1982; 17 Ky.R. 111; eff. 9-13-1990; 20 Ky.R. 1685; 2350; eff. 3-9-1994; 26 Ky.R. 203; 608; eff. 9-1-1999; Crt eff. 11-16-2018.)

157.196 Individual education plan for exceptional children – Administrative regulations.

- (1) The General Assembly declares that parents play a critical role in the education of their students. Parents have a major responsibility to assist in the education of their students and deserve respect and meaningful involvement in the decision-making process related to the students' education.
- (2) Each exceptional student as defined in KRS 157.200 shall have an individual education plan that shall serve as the centerpiece of the student's educational career and the communication vehicle between the parents and school personnel. The plan shall enable the parents and school personnel to decide the student's educational needs, the services needed to achieve those needs, and the anticipated results. The plan shall be used as a document to monitor the student's progress. School personnel shall provide the parents with reports of the progress toward the student's annual goals at least as often as report cards go to nondisabled students.
- (3) The Kentucky Board of Education shall promulgate administrative regulations establishing procedures for the development and monitoring of individual education plans that are in compliance with the Federal Individuals with Disabilities Education Act, as amended. These administrative regulations shall be written in clear, easily understood language that is free of education jargon.

Effective: July 15, 1998

History: Created 1998 Ky. Acts ch. 514, sec. 2, effective July 15, 1998.

157.200 Definitions for KRS 157.200 to 157.290.

(1) "Exceptional children and youth" means persons under twenty-one (21) years of age who differ in one (1) or more respects from same-age peers in physical, mental, learning, emotional, or social characteristics and abilities to such a degree that they need special educational programs or services for them to benefit from the regular or usual facilities or educational programs of the public schools in the districts in which they reside. The Department of Education, through administrative regulations promulgated by the Kentucky Board of Education, shall interpret the statutory definitions of exceptionality. An exceptionality is any trait so defined in this section or by administrative regulations promulgated by the Kentucky Board of Education. Requirements of average daily attendance for exceptional classes shall be regulated by statute, or in the absence of direction by administrative regulations promulgated by the Kentucky Board of Education. Categories of exceptionalities included within, but not limited by, this definition are as follows:

- (a) "Orthopedic impairment" means a severe physical impairment of bone or muscle which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. The term includes physical impairments caused by congenital anomaly, disease, and from other causes;
- (b) "Other health impaired" means limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, due to a chronic or acute health problem which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. Chronic health problems may include, but are not be limited to, a heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, attention deficit disorder, attention deficit hyperactive disorder, or acquired immune deficiency syndrome;
- (c) "Speech or language impairment" means a communication disorder such as stuttering, impaired articulation, impaired language, impaired voice, delayed acquisition of language, or absence of language that adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education;
- (d) "Hearing impairment" means a physiological hearing loss:
 - 1. Ranging from mild to profound, which is either permanent or fluctuating, and of such a degree that the pupil is impaired in the processing of linguistic information via the auditory channel either with or without amplification; or
 - 2. That adversely affects educational performance so that specially designed instruction is required for the child or youth to benefit from education.

The term shall include both deaf and hard of hearing children;

- (e) "Mental disability" means a deficit or delay in intellectual and adaptive behavior functioning, which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education, and which is typically manifested during the developmental period;
- (f) "Specific learning disability" means a disorder in one (1) or more of the psychological processes primarily involved in understanding or using spoken or written language, which selectively and significantly interferes with the acquisition, integration, or application of listening, speaking, reading, writing, reasoning, or mathematical abilities. "Specific learning disability" may include conditions such as dyslexia, dyscalculia, dysgraphia, developmental aphasia, or perceptual motor disabilities. The disorder is lifelong, intrinsic to the individual, and adversely affects educational performance to the extent that specially designed instruction is required in order for the pupil to benefit from education. Determination of the existence of a specific learning disability shall include documentation that a child does not make sufficient progress in meeting age or grade-level content standards when provided with appropriate instruction and learning experiences delivered by qualified personnel, including the child's response to scientific, research-based interventions and additional information derived from an individual evaluation. The term does not include a learning problem which is primarily the result of:
1. A hearing impairment;
 2. Visual, physical, mental, or emotional-behavioral disabilities;
 3. Environmental, cultural, or economic differences; or
 4. Limited English proficiency;
- (g) "Emotional-behavioral disability" means a condition characterized by behavioral excess or deficit which significantly interferes with a pupil's interpersonal relationships or learning process to the extent that it adversely affects educational performance so that specially designed instruction is required in order for the pupil to benefit from education;
- (h) "Multiple disability" means a combination of two (2) or more disabilities resulting in significant learning, developmental, or behavioral and emotional problems, which adversely affects educational performance and, therefore, requires specially designed instruction in order for the pupil to benefit from education. A pupil is not considered to have a multiple disability if the adverse effect on educational performance is solely the result of deaf-blindness or the result of speech or language disability and one (1) other disabling condition;
- (i) "Deaf-blind" means auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs

that the pupil cannot be appropriately educated in special education programs designed solely for pupils with hearing impairments, visual impairments, or severe disabilities, unless supplementary assistance is provided to address educational needs resulting from the two (2) disabilities;

- (j) "Visually disabled" means a visual impairment, which, even with correction, adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. The term includes both partially seeing and blind pupils;
 - (k) "Developmental delay" means a significant discrepancy between a child's current level of performance in basic skills such as cognition, language or communication, self-help, social-emotional, or fine or gross motor, and the expected level of performance for that age. The term shall be used only with children ages three (3) through eight (8);
 - (l) "Traumatic brain injury" means an acquired impairment to the neurological system resulting from an insult to the brain which adversely affects educational performance and causes temporary or permanent and partial or complete loss of:
 - 1. Cognitive functioning;
 - 2. Physical ability; or
 - 3. Communication or social-behavioral interaction.The term does not include a brain injury that is congenital or degenerative, or a brain injury induced by birth trauma;
 - (m) "Autism" means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3), that adversely affects educational performance. Characteristics of autism include:
 - 1. Engagement in repetitive activity and stereotyped movement;
 - 2. Resistance to environmental change or change in daily routine; and
 - 3. Unusual responses to sensory experience.The term does not include children with characteristics of an emotional/behavioral disability; and
 - (n) "Gifted and talented student" means a pupil 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.
- (2) "Special education" means specially designed instruction to meet the unique needs of an exceptional child or youth.
 - (3) "Special educational facilities" means physical facilities designed or adapted to meet

the needs of exceptional children and youth, and approved according to regulations promulgated by the Kentucky Board of Education.

- (4) "Related services" means transportation and the developmental, corrective, and other supportive services required to assist an exceptional child or youth to benefit from special education, and may include, but are not limited to, speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; and parent counseling and training.
- (5) "Transition services" means a coordinated set of activities for a pupil designed within an outcome-oriented process, that promotes movement from school to postschool activities. The term includes:
- (a) Postsecondary education;
 - (b) Vocational training; and
 - (c) Integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based on the individual pupil's needs, taking into account the pupil's preferences and interests, and shall include instruction, community experience, the development of employment, and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Effective: July 12, 2012

History: Amended 2012 Ky. Acts ch. 45, sec. 2, effective July 12, 2012. — Amended 2001 Ky. Acts ch. 95, sec. 2, effective June 21, 2001. — Amended 1998 Ky. Acts ch. 514, sec. 5, effective July 15, 1998. — Amended 1996 Ky. Acts ch. 362, sec. 6, effective July 15, 1996. — Amended 1994 Ky. Acts ch. 280, sec. 1, effective July 15, 1994. — Amended 1992 Ky. Acts ch. 377, sec. 1, effective July 14, 1992. — Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 282, effective July 13, 1990. — Amended 1980 Ky. Acts ch. 183, sec. 7, effective July 15, 1980; and ch. 286, sec. 1, effective July 15, 1980. — Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. — Amended 1976 Ky. Acts ch. 345, sec. 2. — Amended 1974 Ky. Acts ch. 53, sec. 1. — Amended 1972 Ky. Acts ch. 16, sec. 1. — Amended 1970 Ky. Acts ch. 46, sec. 1. — Amended 1962 Ky. Acts ch. 169, sec. 1. — Amended 1956 Ky. Acts ch. 162, sec. 1. — Created 1948 Ky. Acts ch. 4, sec. 1.

Gifted and Talented Students

DISTRICT PROVIDES

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

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

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

IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY

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

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

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

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

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

Gifted and Talented Students**SERVICES**

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

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

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

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

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

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

PERSONNEL

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

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

PROGRAM EVALUATION

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

Gifted and Talented Students

GRIEVANCES

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

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

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

REFERENCES:

KRS 157.196; KRS 157.200; KRS 157.224
KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095
016 KAR 002:110; 016 KAR 004:010
704 KAR 003:285
P. L. 114-95; (Every Student Succeeds Act of 2015)

RELATED POLICY:

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

Adopted/Amended: 8/20/2002
Order #: 23

Gifted Children's

Bill of Rights

You have a right:

- 2... to learn something new every day.
- 3... to be a member of at least one club or organization.
- 4... to have an identity beyond your talent area.
- 5... to feel good about your accomplishments.
- 6... to make mistakes.
- 7... to seek guidance in the development of your talent.
- 8... to have multiple peer groups and a variety of friends.
- 9... to choose which of your talent areas you wish to pursue.
- 10... not to be gifted at everything.

Bill of Rights
for Gifted Children

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)

General District Guidelines for Gifted and Talented

- A District-wide Gifted and Talented Selection and Placement Committee will be established each year to help develop and revise policies and procedures and to identify the students that will be served. The Committee will consist of at least one representative from each school in the district that will serve as liaison between the district and local school, at least one administrator, one counselor, one special education teacher, parent(s), the district Community Education Director and/or other community member(s), Gifted and Talented Resource Teacher when applicable, and the District GT Coordinator.
- The District Committee will hold a minimum of two meetings per year for the purpose of identifying students for the primary talent pool when necessary, and formally identifying students in each of the five (5) categories. The end-of-year meeting will also include a review of the program evaluation.
- Parents or guardians will be notified by letter when they have a child eligible to participate in the primary talent pool or when their child has been identified as gifted and talented in one or more of the five (5) categories of giftedness.
- Criteria for identification in each of the categories can be found in the state regulation as well as the Gifted and Talented Handbook.
- Students in all categories of gifted education will be served utilizing multiple service options and those are documented in the students Gifted Student Service Plan. Progress Reports will be made available two times per year.
- Decisions of the District Selection and Placement Committee may be appealed as provided in the District's Appeals Policy for a student who was nominated but not identified by the committee.
- Gifted students who transfer in to Harlan County Schools from another public Kentucky School District will qualify for Gifted and Talented services upon verification through Infinite Campus of previous identification and placement.

Harlan County Schools

Gifted and Talented Timeline

August	Review previous year's assessment data for placement. Raven, Teacher recommendation, STAR, etc. All Categories. Generate student list. Plan for extended learning activity #1. Notice to all faculty of GT students and corresponding area of identification. Remind attendance clerks to import GT records when new student enrolls.
September	Kindergarten Screening. Mine for Primary Talent Pool with Brigance. Students 5y0m-to 5y5m that score 88+ Students 5y5m-5y11m that score 91+ Grades 4-12 administer STAR Reading and Math to mine for SAA in Reading and Math. Students scoring in 9 th stanine may qualify. Solicit teacher recommendations for all categories. Complete GSSP and folder review. Administer Raven in Gap grades and to any new student who demonstrates GT potential. District GT Committee meets to confirm new students. Parent letters sent home to notify/gain permission for newly identified students.
October	Continue Brigance screening, Mine for PTP, Kindergarten teachers administer Renzulli Circle test for those needing additional diagnostics. Administer Leadership Jot Downs. Enter new records into IC. Create GSSP for newly identified students. Solicit recommendations for students potentially gifted in Social Studies and Science.
November	Begin administering IOWA screener for students recommended for Social Studies and Science grades 4-10. Review ACT scores for grades 11-12. Complete the Leadership Jot Down and/or the Renzulli scale for Leadership.
December	Complete the Creative and Divergent Thinking Jot Down and/or the Renzulli scale for Creativity for appropriate students. Progress Report #1 sent home to all students identified as gifted and talented in all categories. District Committee meeting to identify new students. Enter any new students into IC and complete GSSP.
January	Plan for extended learning activity #2
February	Complete Visual and Performing Arts Jot Downs and/or Renzulli's Artistic, Musical, or Dramatic Characteristics Scales, Seek students who have received awards in any of the VPA areas.
March	Administer and score Raven or NAB <i>non-verbal screener to 3rd g.</i>
April	District Committee meeting to identify new students. Input new student information into IC and create GSSP. Send parent letter home for notification/permission of new students. Enter new students into IC and create GSSP. Complete Progress Report #2 for existing students.
May	Enter an end date (last day of school) for third grade Primary Talent Pool Students. Folder review.

IDENTIFICATION PROCEDURES

In accordance with 704 KAR 3:285, Harlan County Schools utilize the following procedures for the formal identification of gifted and talented students in grades 4-12. Universal Screening procedures for formal identification typically begin at the end of 3rd or the beginning of the 4th grade year.

General Intellectual – *possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability, and the analysis, synthesis, and evaluation of information and a consistently outstanding mental capacity as compared to children of one's age, experience, or environment.*

To be identified as gifted in the General Intellectual Ability category, Kentucky regulation requires a student to score within the 9th stanine (96th percentile or top 4%) on a nationally normed full scale comprehensive test of intellectual ability. The assessments we have available to use for this category are the Cognitive Abilities Test (CogAT), Raven's Progressive Matrices (Standard Form), and the Naglieri Non Verbal Ability Test (NNAT3). The CogAT is a written test that includes three batteries Verbal, Quantitative, and Nonverbal. Both the Raven and the Naglieri are non-verbal tests that research has proven present less bias for students from disadvantaged populations. Harlan County Schools has historically used the RavenS as a screener and it has proven through the years to be effective. However, while the regulation does not exclude the RAVEN and it is listed as an option in Infinite Campus, we must recognize that it has not been normed since the 1970's. The Naglieri assesses students similar to the Raven and has been recently nationally normed. The Naglieri also provides an online version of the test. The District GT Committee will decide based on current data which measure will be used as the universal screener. Either of the other two measures can subsequently be used as additional pieces of evidence if applicable or necessary.

NOTE: Harlan County students meet the national definition for disadvantaged by all three measures: 1) High Poverty-Economically Depressed Area 2) Geographic Isolation 3) Culturally Deprived. As such, it may be in the best interest of our students, in order to assure equity, to use either 1) Local Norms or 2) Special Considerations when identifying for Gifted and Talented in the GI category. Procedures for using either of these measures can be found in the sections corresponding to those titles.

Once a student has met the 9th stanine threshold, a minimum of two other measures must be evident and the District GT Committee must recommend placement of the student into the GI category. Examples of other evidences could be additional diagnostic testing, anecdotal records, checklists, jot-downs, teacher/parent recommendations, or any other evidence provided for in the regulation.

NOTE: If a student scores below the 9th stanine but other documentation indicates potential toward formal identification, an individual mental ability test shall be administered per regulation. **When this type of individual follow up testing is necessary, parent permission is required before further testing can occur.** A test such as the WISC-5, Stanford-Binet, or Woodcock Johnson may be administered. The District GT Coordinator shall be notified and additional testing will be administered by the local school psychologist.

SPECIFIC ACADEMIC APTITUDE – *possessing either potential or demonstrated ability to perform at an exceptionally high level in one, or very few related, specific academic areas significantly beyond the age, experience, or environment of one's chronological peers.*

To be identified as gifted in the Specific Academic Aptitude category, Kentucky regulation requires a student to score within the 9th stanine (96th percentile or top 4%) in one or more subject test scores of an achievement test in Language Arts, Math, Science, or Social Studies. For Language Arts and Math, we screen with STAR Reading, STAR Math, or Measure of Academic Progress (MAP). Screening for Science and Social Studies is done through continuous progress monitoring of both formative and summative assessments. When a student screens as potentially gifted in Science or Social Studies, he/she can be individually assessed using the appropriate section of the IOWA or the science or social studies section of the Woodcock Johnson 4 (WJ4). All exceptional learner teachers in Harlan County Schools are trained to assess and score the WJ4. Parent permission is required for this additional individual testing. Once the 9th stanine measure has been evidenced, a minimum of two other forms of evidence must also be presented. Additional evidence can include but is not limited to additional tests of academic aptitude, student awards, portfolios, recommendations, checklists, jot downs, student progress data, etc. The District GT Committee will review the evidence and determine placement.

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

Identification in the category of Creativity does not require a formal measure or stanine score. Both formal and/or informal measures may be used to identify a student as gifted in creativity. "Look Fors" include originality of thought, fluency, elaboration, and flexibility of thought. Non-verbal measures such as Raven's Progressive Matrices (Standard Form), Torrence Test of Creativity or Torrence Circle or Whole Child test can be used as either a screening measure or as one piece of evidence for creativity. A creative writing assignment can also be used as a screening measure or as one piece of evidence. Other measures include behavior checklists, jot downs, scales such as the Renzulli or Williams Scale and referrals (parent, teacher, self, peer), etc. A minimum of three pieces of evidence must be present and the District GT Committee must recommend placement. Additional forms and measures are located in the Appendix.

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

In order for a student to be identified as gifted in Leadership or Psychosocial Abilities they must demonstrate a **WILLINGNESS** to assume a leadership role in ALL three of the following areas
1) Class 2) Student Organization 3) Community Activity.

NOTE: In order to assure equity in the event that barriers prohibit participation in #2 or #3 above, alternative measures for demonstrating “willingness” shall be documented. For example, if a student is too young to participate in an organization or an activity, if the school lacks an organization in which the student can participate, if there is lack of transportation or other necessary resources, or there are no activities within their community, then other means shall be presented. Students could answer interview questions asking what he/she would do if an opportunity was available. They could formulate a plan to initiate and lead a student organization they think is needed in the school. They could create a presentation to make to a community organization to address a community need and an activity they could lead, organize, and carry out. The “community” does not necessarily have to be geographical but could be any “community” in which the student belongs. For example, the community could be a virtual community where the student takes a lead in Minecraft or other gaming community. The community could be a social media “community” where the student has organized an event, a chat room, or other groups/pages. The student may lead or organize meetings in virtual platforms such as Zoom, Teams, or Google Meet. The students may have their own YouTube channel with their own community of followers.

Some leaders present early in age while others present later as opportunity and maturity increase. A screening measure such as the Roets Rating Scale for Leadership, sociograms, or other leadership surveys will be administered to whole classes at grade 4 and periodically through grade 12 to mine for gifted leaders on a continual basis. When any one of the above measures is used as a screener, any of the remaining measures can be used as another piece of evidence if applicable.

A student must have three pieces of evidence documenting the requirements for leadership. Evidence documenting “In Class” leadership could include recommendations from teachers demonstrating leadership abilities in class, peer nominations recognizing leadership abilities in class, jot downs notating leadership initiative in class. Documentation for leadership “In a student organization” could include offices held, peer recommendation, portfolio of leadership abilities, leadership opportunities/positions in extra-curricular activities, etc. Documentation of leadership in a community activity could include leadership in a church youth-group, 4-H Club or other community organization, community sports organization such as AAU, any community activity that a student took the lead in documented through flyer, portfolio, program, etc.

Once three pieces of evidence are present documenting “willingness” to lead in all three required areas, the District GT Committee makes the final decision on placement.

Procedures for Administering an Individual Test

Gifted and Talented

704 KAR Section 3(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.

Follow the steps below when administering an individual test to a potentially gifted student.

1. Send the district "Gifted and Talented Permission to Test" form home to parents/guardians to sign.
2. Notify the District GT Coordinator
3. Once permission is granted, arrange time and place for test to occur. Notify regular education teacher and student.
4. Secure authorized personnel to administer and score test.
5. Complete the Gifted and Talented Individual Test Form to be added to student's folder.
6. Report results to parents
7. Report results to Selection and Placement Committee

Visual and Performing Arts – *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 esthetic production, accomplishment, or creativity in visual art, dance, music or drama.*

This category of gifted and talented is evidenced through performance in Dance, Drama, Music and/or Visual Art. In Harlan County Schools, the regular classroom teacher in cases where these classes are not offered, will mine for our most talented students. Teachers should regularly provide students opportunity to demonstrate their talents in one of these areas and monitor for those talents as those opportunities are presented. Opportunities can come through project based learning, independent study, and/or choice boards. Interest inventories should be administered in 4th and 7th grades to determine if a student has particular interest in one of the performance areas. Our community partners in our dance, music, and fine arts studios can make important contributions in the identification of our talented students through recommendation.

Beginning in 5th grade for Music and 9th grade for Drama, and Visual Art, specially certified teachers should mine for talented students in these areas through performance and audition. Be mindful that a talented student does not necessarily mean a formally trained student. A student may be gifted in one of the performance areas but may not have received a formalized lesson in that particular area. For example, a student may play an instrument beautifully by ear without ever being taught to read a note. A student might draw or paint exquisite and intricate works of art without ever being exposed to the first technical lesson.

Once a student has been screened as potentially talented in a performance area, three pieces of evidenced must be gathered. Evidence can include but is not limited to auditions, awards, recommendations, portfolio, juried/adjudicated events, etc. When possible, the evidence supporting identification in Visual and Performing Arts should be reviewed by a specialist in that field. The District GT Committee makes the final recommendation for placement but an ad hoc member with expertise in the performing arts should be a part of that decision making process.

USING LOCAL NORMS PROCESSES and PROCEDURES

When to use local norms:

Harlan County Schools will follow KDE Guidance when using local norms. Local norms can be applied to a particular *group* of students when applicable.

It may become necessary to use local norms when identifying students if one of the following conditions exist:

- When the GT population is NOT proportional to the district's total population, including subgroups such as Free and Reduced lunch
- To ensure all students, including all subgroups, have equitable access within the GT program.
- When a trend occurs where very small percentages of students are being identified throughout the district
- When a trend occurs where very small percentages of students are being identified in a specific category

How to calculate local norms:

- When possible a minimum of 100 students should be used in calculating local norms
- All students should be in the same grade level
- Local norms apply to only one group of student in one particular year. If local norms are used in subsequent years they would be recalculated based on the new group of students
- Harlan County Schools will use the calculation document posted on the GT Resource Webpage

Local Norms

Introduction:

The purpose of this document is to provide more information about how to define local norms and when to use them. In addition, this document offers an explanation of how to calculate local norms and procedures for districts to follow in order to maintain identification consistency.

What is the Difference between National and Local Norms?

The gifted regulation 704 KAR 3:285 states that either national or local norms must be used by a district to identify a student for gifted services. National norms are standardized tests designed to compare and rank test takers in relation to one another using national standards. The raw scores of students from across the United States are used to establish National norms. Local norms allow for within-group comparisons. Students are compared against students who share similar characteristics such as grade, race or school attended, rather than against the student body as a whole. Local norms are calculated using students with similar backgrounds from one or more districts in a region.

When Might Local Norms be Used?

There are at least two main reasons for a district to choose local norms for identification. One reason would be to insure the district's GT population is proportional to the district's total population, including subgroups. The other reason would be to ensure equity and access within the GT program.

In order to ensure proportionality, the district should review the proportionality of the total district population to the district's GT population. To compare data, the Infinite Campus Opportunity and Access Report, School Report Card and district diagnostic data must be evaluated. In comparing data, the district must review all subgroups such as minority, Free and Reduced Lunch (FRL) and special education. For example, a district's FRL population may total 67 percent. However, when reviewing the GT FRL, the program population is 0 percent. In this example, the district has a disproportionality of 67 percent. A district GT program should strive to have about 80 percent to the total district underrepresented subgroup. Below is the section from the Opportunity and Access Report that could be used to examine proportionality data.

Local Norms

Table 1 – Opportunity and Access Report

	Cited & Valued		Total Enrollment		Percent of Total Enrollment
	Student Count	% of total GFT	Count	% of total enrollment	
Total Students	94,882		897,236		11.77%
By Gender					
Female	48,362	51.0%	372,828	41.6%	42.6%
Male	46,521	49.0%	524,408	58.4%	58.4%
Total by Gender	94,883	100.0%	897,236	100.0%	100.0%
By Race/Ethnicity					
Asian American	1	0.0%	4	0.0%	0.0%
African American	4,829	5.1%	97,898	10.9%	11.5%
Hispanic/Latino	136	0.1%	687	0.8%	0.8%
White	2,377	2.5%	23,223	2.6%	2.6%
Hispanic/Latino	1,682	1.8%	30,377	3.4%	3.8%
Native Hawaiian/Other Pacific Islander	91	0.1%	687	0.8%	0.8%
Two or More Races	1,348	1.4%	22,777	2.5%	2.8%
White	21,388	22.5%	228,891	25.5%	28.5%
Total by Race/Ethnicity	94,883	100.0%	897,236	100.0%	100.0%
By other student population categories					
Gifted/Talented	33,888	35.7%	408,388	45.5%	45.5%
Students with disabilities	1,338	1.4%	108,854	12.1%	12.1%
English Learners	1,853	1.9%	22,117	2.5%	2.5%
Charter School Students	13,234	13.9%	248,577	27.8%	27.8%

It is also important when reviewing GT category student totals, to review the representation of the subgroup population. For example, a district has 100 General Intellectual Ability (GIA) students. Within the 100 students, 95 students are white and 5 students are Asian. If there are few or no underrepresented students in a category, the district must begin a dialogue to ensure students are not being overlooked.

A district might also consider using local norms if a trend occurs where very small percentages of students are being identified overall in the district or very few students are being identified in certain GT categories. In Kentucky, several categories such as GIA and Specific Academic Aptitude (SAA) require a score at the 9th stanine or 96th percentile or above. If students are scoring at the 96th percentile in a category, a reasonable assumption would be that three to four percent of the district should be identified in a given category. However, if only one to two percent of students are being identified or if a district sees that there are no underrepresented students in a category, the district must review their identification process and determine 1) Is the process being implemented with fidelity and 2) If the process is being implemented with fidelity, does the process need to be changed in order to ensure students are not being missed, especially students from underrepresented populations.

How Should Local Norms be used?

There are several guidelines to consider in order for there to be consistency when using local norms. By using the process below, there will be consistency across the Commonwealth when

Local Norms

using local norms in each district.

- Use the largest group possible when administering the assessment. However, a minimum of 100 students will also produce accurate results. If the district decides to use a smaller test group, a random selection can be obtained by choosing the third or fifth student (or any other number) from the entire list of students.
- All students should be in the same grade level. If there are not enough students to compose a group of 100, students from two or more districts who have similar demographics could be tested together.
- When using local norms, students must be tested each year to determine the local norms for the group. Norms from a previous year can't be used as a baseline for a new group of students.
- To be identified for GIA or SAA, the 9th stanine or 96th percentile and above must be used to be identified in these areas.
- To calculate results using local norms, the district must choose one of the methods below:
 - Request a scoring company to send locally normed scores by grade level
 - Calculate by hand using tool the *HOPE Teacher Rating Scale (Manual)*
 - Use the calculation document posted on the GT Resource Webpage on the Kentucky Department of Education website

Should there be Reciprocity?

When discussing the issues with shareholders, the consensus was to note "local norms" in the student data information system, Infinite Campus, and then to differentiate services for students when they move to a new district. Due to limited GT staff, many of those polled stated they would rather differentiate services for students than to spend extra time re-evaluating students for gifted services. Staff said they would rather spend time serving students, rather than re-evaluating students.

Also, GT staff indicated a student's self-esteem might be affected if they were identified as gifted in one district, but then not identified as gifted if they transferred to a new district. Therefore, the majority stated that there should be reciprocity when using local norms, even though local norms would not be the same from district to district.

Local Norms

Resources:

- *HOPE Teacher Rating Scale (Manual): Involving Teachers in Equitable Identification of Gifted and Talented Students in K-12* by Marcia Gentry Ph.D., Scott J. Peters Ph.D., Nielsen Pereira, Ph.D., Jason McIntosh
- Using Local Norms to Identify High-Performing Students for TAG - Missouri Department of Education
- Gifted Identification Chapter 3 - Revised - Colorado Department of Education



The Case for Using Local Norms or Special Considerations

Excerpt from “Gifted programming for poor or minority urban students: Issues and lessons learned”

From the Davidson Institute

Authors Olszewski-Kubilius, P. & Thomson, D

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The Achievement Gaps

Gaps in the achievement between poor and more advantaged children and minority and nonminority students of all ages continue to be the most central problem in the field of education. Various measures, including grades, standardized test scores, course selections, dropout rates, and college-completion rates, have been used to assess achievement differences, and show that performance gaps by ethnicity (Caucasians vs. African Americans or Hispanic/Latinos) and socioeconomic (SES) status (higher income vs. lower income families) are large, persistent, and troubling to our nation (Education Week, 2007; National Governors Association, 2005). These disparities have been steady over decades and across ages of students.



Issues With Schooling

Poor children, minority children, and poor minority children are underrepresented in gifted programs. Literature has documented that most of the students qualified for and placed in gifted programs and advanced classes are predominantly Caucasian or Asian students (Bernal, 2002; Ford & Harris, 1999; Ford, Harris, Tyson, & Trotman, 2002; Grantham, 2003; Lee, Matthews, & Olszewski-Kubilius, 2008; Worrell, 2007; Wyner et al., 2007) and that Black students are underrepresented by as much as 55% nationally in gifted programs (Ford, Grantham, & Whiting, 2008).

Other school-related issues include the confusion about how to identify gifted minority children, because these students may underperform on typically used measures, such as IQ tests or other standardized achievement tests. Strategies to address this problem include incorporating more culturally relevant indicators of ability (e.g., oral expressiveness for verbal ability) into identification protocols (Ford, 1996); the use of performance-based assessments (Sarouphim, 1999; VanTassel-Baska, Feng, & de Brux, 2007); the use of nonverbal ability tests (Bracken, VanTassel-Baska, Brown, & Feng, 2007; Ford et al., 2002; Naglieri & Ford, 2003; VanTassel-Baska et al., 2007); and the use of different cutoff scores based on appropriate norming groups (Lohman, 2005).

Family Issues

The role of the family system in talent development, because of its close proximity to the child (as opposed to community, which is more distal), has been the focus of much attention and discussion (Bloom, 1985; Subotnik & Jarvin, 2005). Specific parental practices such as closely monitoring school progress (Robinson, Lanzi, Weinberg, Ramey, & Ramey, 2002), reading to the child, and parental involvement in school (Aikens & Barbarin, 2008) have been linked to early achievement and offer some insight as to how SES, through parental actions, specifically affects children's achievement. The talent development literature suggests that early parental teaching, enriched home environments, a focus on providing cultural enrichment (Gottfried, Gottfried, Bathurst, & Guerin, 1994), support for extra lessons, monitoring of practice, modeling persistence, and encouragement of risk-taking are other ways in which families promote the development of skills and attitudes associated with high achievement (Bloom, 1985; Olszewski-Kubilius, 2008). It is clear from this literature that lack of financial resources and a necessary preoccupation with day-to-day matters would preclude many low-income parents from being able to do the things that more advantaged families can easily do to support their talented children. However, it also is clear that even parents with very limited resources can, by their messages to children and actions in the home, support their children's achievement. Sampson (2002) found that low-income families of the average and high-achieving children stressed the importance of education and structured their family life around schoolwork and school activities. Parents encouraged participation in extracurricular activities, assuming responsibility at home, and provided a quiet, orderly environment conducive to study. They communicated to students that they alone were in control of their destinies and provided a hopeful and positive view of the future. In contrast, families of low-achieving children communicated different beliefs and values and/or verbally endorsed similar values to families of average and high-achieving children but did not follow through with supportive actions (Sampson, 2002).

The family typically serves as a filter for children, interpreting events and circumstances from the outside world, and in the process creates strong messages about how the world works and what to expect from it, thereby affecting children's attitudes, beliefs, values, and actions. The interpretations that parents or other adults put on difficult circumstances such as racism or poverty will have an effect on whether a child will view education and talent development as the key to success or the means of breaking a cycle of poverty, which can impact beliefs about self-efficacy and one's ability to accomplish future goals (see Olszewski-Kubilius, 2008).

The parents of advantaged children regularly take their children to museums, libraries, concerts, ballets, restaurants, and events that enlarge their world-view; expose them to adults in various occupations; increase their cultural knowledge; and help them acquire tacit knowledge about education, careers, and different life paths. Research has shown that poor children lose as much as 3 months of learning over the summer months while more advantaged children make gains due to the enrichment their families provide at home and through community resources (National Summer Learning Association, 2010; see <http://www.summerlearning.org>).

Special Considerations

Introduction

This document is designed to provide districts with guidance in understanding how special considerations may be made when identifying students for the Gifted and Talented (GT) program. The following guidance may provide additional assistance for districts/ schools when identifying students commonly found in underrepresented populations. These suggestions also ensure districts remain in compliance with state regulations.

Special Considerations Definition

According to 704 KAR 3:285, "School personnel shall take into consideration environment, cultural, and disabling conditions which may mask a child's true abilities" (704 KAR 3:285 Section 1(12)). Special Considerations also include disadvantaged students, as identified, "(Those) operating under conditions detrimental to cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors (704 KAR 3:285 2(4))."

Special Considerations Purposes/Intentions

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 96th 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, and recommendations) in place of the 96th 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.

Special Considerations Implementation

Special Considerations made during the Gifted and Talented identification process can be submitted using any one or combination of following methods:

- An ongoing process throughout the school year.
- During the annual "GT Selection and Placement" committee meeting. This committee

meeting should be composed of the following shareholders: education coordinator/ teacher and representatives from the following groups: classroom teachers, administrators, counselors, special education teachers and any other appropriate personnel”

- During the annual GT Program Review process.

Special Considerations Suggested Process of Implementation

The following processes are suggested methods for identifying students who may have a special consideration:

- Talk with all staff, such Fine Arts and Media Specialist, during PLCs or faculty meetings, about recommendations and special considerations.
 - During these conversations, the gifted specialist must define and provide additional information about special considerations that teachers should be looking for.
 - Teachers should use the information from these conversations to begin completing checklists and behavior forms - best practice to observe over 6 weeks period time (jot downs, KOI forms).
- Gifted specialist will follow-up and look for special considerations when collecting teacher recommendation forms and additional evidences.
- Special considerations may also be a part of the district’s parent recommendation forms.
- Gifted specialist should communicate several times a year with staff about additional referrals that may include specials considerations.

Services for Students with Special Considerations

Services may need to be differentiated for students with special considerations. Although the students are bright and learn at a faster pace, they may have gaps in their learning. Students who are learning English or have a cultural disadvantage may need to go at a slower pace until language is acquired or other needs are met. Some student needs may be met in the regular classroom, while other students may need pull out or other services. For each student, a Gifted Student Service Plan that best meets that student’s need should be discussed and created.

Social Emotional

Many GT student have specific social emotional needs. Students who are disadvantaged, underachieving or have disabilities may need counselling services in order for them to attain the strategies they need to be successful. In some cultures, it is not considered “cool” to be smart.

Students and parents may need special supports in place to assist them with understanding about gifted education and services. Students may need supports to assist them with organization, feelings of perfectionism and/or intense feelings that are seemingly overwhelming.

When talking with parents, teachers may want to enlist the aid of a minister or another community member to assist parents. It might also be helpful to meet in a place which is central to the community such as a church, community center or library rather than a school. Sometimes schools can be an intimidating venue for parents and meeting in place which is more familiar can help to invite questions and better support from parents.

Resources

- Kingore Observation Inventory - <http://www.bertiekingore.com/koi.htm>
- HOPE Scale (Marcia Gentry) - <http://purduegeri.wix.com/projecthope#!hope-scale>
- KDE Gifted and Talented Website - <https://education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>
- *Social-Emotional Curriculum with Gifted and Talented Students (Critical Issues in Gifted Education)* Oct 1, 2008 by Joyce VanTassel-Baska Ed.D. and Tracy Cross Ph.D.
- *Social & Emotional Teaching Strategies (The Practical Strategies Series in Gifted Education)* Author: Stephanie K. Ferguson Ph.D. Editors: Frances A. Karnes Ph.D., Kristen R. Stephens Ph.D.
- *On the Social and Emotional Lives of Gifted Children* (5th ed.) Author: Tracy L. Cross Ph.D.

Identifying GT Students under Special Considerations Processes and Procedures

Harlan County Schools will follow KDE Guidance when using Special Considerations to identify an *individual* student found in an underrepresented population.

When to use Special Considerations:

When reviewing identification evidence in the categories of General Intellectual Ability or Specific Academic Aptitude, the District GT Selection and Placement Committee may review a student who does not meet all the qualifying criteria. For example, there may be a student who does not have a 9th stanine score or 96 percentile or above on a nationally normed assessment. If the committee has data to support that the student's giftedness is masked by the reason of disadvantage, the student is not required to meet the 9th stanine score. Three pieces of viable but alternative evidences (observation, recommendations, checklists, etc.) are still required.

Disadvantage defined- Disadvantaged means operating under conditions detrimental to normal cognitive ore affective growth due to 1) Socioeconomic limitations 2) Cultural factors 3) Geographic isolations, or 4) A various combination of these factors to a degree that requires special consideration.

Examples of a Potentially Disadvantaged Student:

- *Transient*
- *Homeless*
- *ELL or other language barrier*
- *Free and/or Reduced lunch*
- *Medical Issues*
- *Cultural or Geographic Isolation*
- *Parental Indifference*
- *Disabled (IEP)*

Selection and Placement:

When considering placement of a student using Special Considerations, verification that the student under consideration meets the disadvantaged definition is required. The District GT Selection and Placement Committee will then decide selection and placement during the beginning/mid/end-of-year committee meeting.



From Kentucky Teacher

October 18, 2018

Special considerations for identifying gifted students

By Kathie Anderson, KDE

Can students who are on the autism spectrum or students who have other disabling conditions be considered for gifted and talented services? The simple answer is yes.

For many years in gifted education, there has been a myth or misunderstanding that students can only be identified for gifted services if they met certain criteria. And while this is true, there are exceptions to these criteria under various conditions. In order for there to be equity and opportunity for all students to receive gifted services, the gifted regulation has a section on exceptions to the identification criteria.



According to the gifted regulation 704 KAR 3:85, school staff must take into account environmental, cultural and disabling conditions which might mask a student's true abilities when reviewing and identifying them for gifted services. The regulation also lists three categories in which these disabling conditions might be found: exceptional children (students with an Individual Learning Plan), disadvantaged and underachieving.

It is very important to think about how a student's environment might affect his or her gifts and talents. Students who move frequently or are transient may miss information or parts of their educational curriculum. This would make it difficult to score at a high rate on a nationally normed test. Having moved frequently also might affect opportunities for leadership or talent development in the arts, as the student might not have had the chance to get involved in extracurricular activities or community events.

Students that come from very low socioeconomic backgrounds may not have had the same cultural opportunities as other students. They may not have had the opportunity or income

to visit museums, libraries or zoos. These students also may not have the educational supports at home that influence the development of rich vocabulary or knowledge of the world outside of his or her home or community. Therefore, schools must be aware that students may be bright and talented, but may have not had the benefits afforded other students who are referred for gifted identification and services.

Students who have been identified for special education also can be identified for gifted services. A student can be receiving special education services for reading, but still be identified for any of the other gifted categories.

It may be challenging to find students who are both gifted and have a disabling condition. Counselors and teachers need to be on the lookout for discrepancies in sub test scores. When students are tested for special education, a student may have a low processing speed, but with closer examination have a very high verbal score.

When discrepancies are noticed in sub test scores, staff should be alerted to gather other evidence that the student may have high potential. It is important to remember that in Kentucky, there are five gifted categories: general intellectual ability, creativity, specific academic aptitude, leadership, and the visual and performing arts. Although a student may not be academically gifted, they may be gifted in the arts, creativity or leadership.

Special considerations should be taken into account for underachieving students too. Underachieving students are those students who show a discrepancy between potential and achievement in school. There are generally three causes for underachievement: lack of motivation, environments which do not nurture their abilities or a disability or learning deficit masking giftedness.

Collaboration is needed between parents and teachers to help the student progress to their potential. To get at the root of the problem, questions from teachers, other school staff and



parents should be asked about the student's strengths and problem areas, learning styles and what the student says about their own needs. Staying focused on the student's strengths rather than the deficiency encourages the student and helps to build his or her confidence.

Teachers and staff need to be continually seeking students with gifts and talents. They need to be aware that gifted students aren't always the teacher pleasers or high achievers. It is important to know that gifted students can be disadvantaged, have been identified for special education or be underachieving. Knowing these special considerations can help to ensure all students have opportunity and access to gifted identification and services.



Kathie W. Anderson is the Gifted and Talented Consultant for the Kentucky Department of Education and has been at the department for six years. She is the KDE liaison for the Kentucky Association of Gifted Education (KAGE) and for the Odyssey of the Mind. She is also the treasurer for the Council of State Directors for Programs of the Gifted. She earned her bachelor's in Music Education from the University of Kentucky, masters from Georgetown College and her Gifted and Talented endorsement from Northern Kentucky University. Before coming to the Department, she taught in public school for twelve years and in the private sector for four.

Procedures for Determining Service Options for Gifted and Talented Students

A variety of different service options are available to offer students identified as gifted and talented. 704 KAR 3:285 requires multiple (more than one) service options are provided annually in service to our gifted and talented students. The service options chosen for each individual student should be based first on the student's needs, interests, and abilities and second on the school and/or district's ability to provide those services. Once service options are selected, they are to be recorded in the student's Gifted Student Service Plan (GSSP) and the school is responsible for providing those services.

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. (704 KAR 3:285 section 6)

******* All teachers of Gifted and Talented students are responsible for reviewing the GT information in Infinite Campus and differentiating for students according to their GSSP.**

Examples of Service Options- *Choose the most appropriate options. All services should be documented in either Infinite Campus (linear grade skipping, Dual Credit, Honors, AP, etc.) or in the Harlan County School's lesson plan at the time of delivery. When possible, service options should be discussed with parents and should reflect the student's strengths, needs, and interests.*

Acceleration- various forms of advancing through material or grade levels prior to the prescribed time.

- Grade Skipping- exiting entire grade level early or participating in a subject area at a higher grade level
- Early Graduation
- Simultaneous or Dual Enrollment in courses at a different grade level including postsecondary
- Curriculum Compacting- skipping certain skills and concepts based on mastery demonstrated through pre-testing by replacing content students know with new content, enrichment options, or other activities
- Advanced Placement or Honors Courses

Academic Competition- A student must be enrolled in an academic team and participating in academic competitions either in a group or individually in order for this service option to qualify. If the option of academic competition is available but the student chooses not to participate, then this is not a viable service option for that student.

Cluster Grouping- A grouping strategy that allows a group of 4-6 similarly gifted students in a heterogeneous classroom access to appropriate levels of challenge and complexity by a teacher specially trained in the needs of the gifted learner.

Collaborative Teaching- Direct instruction that is provided in the regular classroom to a group of gifted students by a gifted education teacher in collaboration with the regular education teacher. If there is not a gifted education teacher available to provide collaborative services this option cannot be included in the GSSP. If, for example, a district GT resource teacher is available and collaborates as described above on a regular basis according to a specific plan, this is an acceptable service option.

Consultation Services- A teacher certified in gifted education consults with the regular education teacher to provide appropriate instructional information and/or materials to be delivered in the regular classroom. An example is the Place Based curriculum from Virginia Tech and the University of Virginia for our 4th grade students. Any teacher in Harlan County Schools desiring consultation services for their GT students should reach out to the local school GT liaison who will consult the District GT Coordinator.

Counseling Services- Services provided by a counselor familiar with the characteristics and social emotional needs of the gifted and talented student. This service can be scheduled on an ongoing, reoccurring, or as needed basis. This service is particularly appropriate for students that are considered twice-exceptional, students with autism, or other special needs associated with social and emotional well-being.

Differentiated Study Experiences- Educational experiences that are *different- not more of the same*, but a plan matched to the needs, interests, and abilities of the learner. Differentiation shall occur in the regular classroom in one of three ways 1) **Extending** 2) **Replacing** or 3) **Supplementing** learning beyond the regular curriculum.

Distance Learning- Instruction made available through computer technology that provides opportunity for an advanced level and pace of content. The instruction is intentionally matched to the level of sophistication, ability, and need of the student. An example is the use of Odysseyware at a higher level than same-age peers or a different course offering than peers of the same age or grade. Another example is participation in an accelerated course option through for example, Kentucky Virtual High School.

***Enrichment Opportunities-** Differentiated, academically based activities that supplement the regular classroom within the school day. Enrichment opportunities provide "opportunity and access" to motivational and inspirational experiences to many of our disadvantaged GT students that would not otherwise experience such opportunities.

Removing students from their "normal" learning world and placing them into an environment with new texture and life— assuming there is a standards-aligned, rigorous and passionate approach to teaching—can truly open their eyes to new possibilities and views. If we strategically expose children to new experiences and environments, we can change their trajectories and interest levels significantly. Students in underserved or economically

disadvantaged circumstances—have not (yet) had the exposure they need to figure out what, exactly, they care about and how their educational pursuits can be a bridge to a life in that world” (The National Association of Gifted Children, “Informal Education and the Path to Enrichment, January 2017)

The above quote provides rationale for the district requirement that all local school GT liaisons provide a minimum of two enrichment experiences per year for GT students in their building. Those enrichment opportunities can include but are not limited to field trips (in-person and virtual), workshops, guest speakers, special programs, etc. NOTE: Any enrichment opportunity provided GT students should be separate and different from opportunities provided during the regular educational experience. All enrichment opportunities provided by local school liaisons should have prior approval of the District GT Coordinator. The District GT Coordinator will regularly inform local school liaisons of available enrichment opportunities suitable for their GT students.

Extracurricular Offerings- Extracurricular offerings are enrichment experiences that occur outside of the school day. These opportunities are often competitive in nature such as academic competitions or auditioned or juried events in the visual and performing arts. Extracurricular offerings could also be for example, a planned partnership with a local community organization for a sequence of activities related to a community service project for students identified in the area of Psychosocial Leadership.

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

Mentorships- A specialized study such as an internship with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education. For example, a student identified as gifted in talented in visual art might engage with an artist associated with Artist Attic or a student identified as gifted in music might engage in a mentorship project through one of the community fine arts studios. All mentorships would be done under the direction of a teacher trained in the knowledge of gifted education.

Seminars- Discussion based sessions on specific topics focusing on advanced content and higher-level process skills. These would ideally be a schedule of events throughout the year. Examples could be a series of STEM seminars for students identified in GI or SAA in Math and Science or a series of leadership seminars for student identified in Psychosocial Leadership. Another example could be a series of seminars related to a particular book study on a specific topic related to the area of giftedness or on the social and emotional needs of the gifted student. Seminars should be planned under the direction of a teacher trained in the knowledge of gifted education.



Enrichment as a Service Option for Gifted and Talented

704 KAR 3:285 does not provide a definition for enrichment as a service option. However, enrichment is included as an option for servicing gifted students in Kentucky. When considering enrichment as a service option for a student, please consider the following:

The National Association of Gifted Children defines “enrichment” as, “Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program. “ They could also occur outside the classroom walls and outside our immediate community.

Davis and Rimm in 2004 defined enrichment as, “Richer and more varied educational experiences, a curriculum that is modified to provide greater depth and breadth than is generally provided”

According to the Southeast Virginia Council of Gifted Administrators, “The purpose of enrichment is to provide extended learning opportunities and challenges to students... Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths. Enrichment keeps advanced students engaged and supports their accelerated academic needs.”



Enrichment as a service option is not a one-time event but is an ongoing series of opportunities that are purposeful, focused, and planned.

When considering enrichment as a service option for Harlan County Gifted and Talented students think about our geographic isolation, high-poverty communities and the lack of opportunity and access many of our students face. Providing opportunities such as field trips to museums, plays, guest speakers, workshops, etc. to increase access to learning that students would not typically have available is an important component of enrichment.

Each local school Gifted and Talented liaison is required to provide a minimum of TWO enrichment opportunities per year to increase access and opportunity for our students. Building on these activities is a good start to servicing our GT students through enrichment.

Follow this link to a list of Enrichment Resources by grade level compiled by the Kentucky Association of Gifted Education:

<http://kagegifted.org/wp-content/uploads/2020/04/04072020Gifted-and-Talented-Enrichment-Support-Materials-2.pdf>

Follow this link to a list of websites that provide additional enrichment opportunities:

<https://www.cdschools.org/Page/4397>

Procedures for Entering Gifted and Talented (GT) Data in Infinite Campus

Directions for all things related to GT records can also be found on the Kentucky Department of Education website, Gifted and Talented Resources and Data Standards. The link is below.

<https://education.ky.gov/districts/tech/sis/Documents/DataStandardGiftedandTalented.pdf>

Flagging GT Students

Once the District Selection and Placement Committee has identified a student as gifted, that student is flagged in Infinite Campus (IC) by following the directions below.

In the Search window, search the student's name. When student is located, follow these steps to add a new flag:

1. Go to the "Flags" tab.
2. Select "New".
3. Select the Flag from the dropdown.
4. Choose a flag start date.
5. Click Save.

Entering a Gifted and Talented Record

1. Search student's name in the search window in IC
2. When the student's name is visible, click the name to pull up the student's record
3. Click the Index tab on the left side of Search
4. Follow this chain: General > Student Information > Program Participation > Gifted
5. Click "Add Gifted and Talented"
6. Enter gifted category from the drop down window
7. Enter start date (also enter end date if Primary Talent Pool)
8. Check at least two (2) different service delivery options
9. Click Save

Entering a Gifted Student Service Plan (GSSP)

1. Search student's name in the search window in IC
2. When the student's name is visible, click the name to pull up the student's record
3. Click the Index tab on the left side of Search
4. Follow this chain: General > Student Information > Program Participation > Gifted
5. Click on the "Documents" tab to the right of the "Gifted and Talented" tab
6. Click "New Document" Tab
7. Check "Create Custom Form"
8. Select "Gifted Students Service Plan"
9. Click "Create Form"

10. Check the area(s) of identification
11. Notate the Service Options that will be applied for the current school year by listing the number of the identified area checked above beside the service option to be delivered
12. Add appropriate comments. Comments should be written toward the parent/guardian as the audience. Comments should include the area(s) of identification and detail the services that will be provided during the current school year.
13. Click Save

Entering a GT Progress Report

1. Follow steps 1-7 above
2. Select "Gifted and Talented Progress Report"
3. Click "Create Form"
4. Complete the "Mid-Term Progress" prior to Christmas break.
5. Complete the "End of Year Progress" during the last month of the school year
6. Click Save.

NOTE: Teachers working with the student in a particular category should inform progress as well as the local school GT liaison. Other stakeholders who may inform progress include counselors and administrators. School level GT liaison should train all teachers serving GT students in accessing and completing the progress report. Each individual teacher should log into IC, follow instructions, complete their portion of the report and click save.

Retrieving a GSSP and Progress Report in IC

1. Search student's name in the search window in IC
2. When the student's name is visible, click the name to pull up the student's record
3. Click the Index tab on the left side of Search
4. Follow this chain: General > Student Information > Program Participation > Gifted
5. Click on the "Documents" tab to the right of the "Gifted and Talented" tab
6. Open the folder for the current year and the "Forms" folder
7. Link to GSSP will be highlighted in "Forms" folder. Double click the link to open
8. Click "OK" on the pop-up box
9. GSSP and Progress Report will appear
10. Click the "Print" tab at top of page to print

Adding Documents

Beginning in the 2019-20 school year, all folder documents including items of evidence for the purpose of identification are scanned and saved on the local PC and uploaded to the "Documents" tab in Infinite Campus.

1. Follow steps 1-5 above
2. Click the "Upload Document" tab
3. Choose file
4. Click Save

Procedures for Developing a Gifted Student Service Plan

A Gifted Student Service Plan (GSSP) is required for exceptional students that are formally identified as Gifted and Talented in one or more of the following five (5) categories: Creative or Divergent Thinking, General Intellectual Ability, Psychosocial or Leadership Abilities, Specific Academic Aptitude, or the Visual or Performing Arts. The purpose of the GSSP is to match the student's interests, needs, and abilities to appropriate learning opportunities. The GSSP is designed and reviewed annually and is matched to the student's interests, needs, and abilities.

Parents are encouraged to provide input in the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities.

The school level GT liaison will complete the GSSP in partnership with the teachers providing direct differentiated services to the exceptional student with input from the parent or guardian when available. Gifted Student Service Plans for each student will be completed by October 1 of each year.

The following guidance may assist in completing the GSSP:

1. Check all areas in which the student has been identified as Gifted and Talented and for which services will be offered.
2. Note the area that will require differentiated services. For example, if a child is identified as gifted and talented in the category of Specific Academic Aptitude in Math, that student may need to be cluster grouped with other like-ability students for specific accelerated work, or placed in an Advanced Placement Course, or work in that subject at a higher grade level.

NOTE: All services documented in the GSSP must be provided and evidence of those services must be documented in the student's GT folder both in hard copy and online.

COMMENTS: In the comments section of the GSSP an explanation of methods or strategies that will be applied are helpful.

COMMUNICATION and RECORD KEEPING: The local school GT liaison should communicate with those responsible for providing GT services to explain methods and strategies for implementation. Records documenting student progress, including GT Progress Reports should be kept including any products or performances associated with service options. Teacher accountability includes documenting of services in the GT designated space of the Harlan County Public School Lesson Plan.

Procedures for Developing Progress Report for Gifted and Talented Students

704 KAR 3:285 Section 5(3) requires school personnel to report to a parent or guardian the progress of his/her child related to the Gifted and Talented Service Plan (GSSP) at least once each semester. A mid-term progress report should be sent home prior to Christmas break and an end-of-year progress report should be sent home prior to school dismissal.

There is a direct correlation between the GSSP and the Progress Report. The progress report documents to what extent the child has successfully met the goals of the GSSP. All teachers providing differentiated services to the student should address the progress report. In addition to tracking goals of the GSSP, continuous progress data such as grades, diagnostic testing, behavior, and screening can also be considered.

Teachers working with the student in a particular category should inform progress as well as the local school GT liaison. Other stakeholders who may inform progress include counselors and administrators. School level GT liaison should train all teachers serving GT students in accessing and completing the progress report. Each individual teacher should log into IC, follow instructions, complete their portion of the report and click save.

PRIMARY TALENT POOL

Kentucky Gifted Regulation 704 KAR 3:285 defines "talent pool" as a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

There are two key terms within this definition, "informal" and "high potential". Informal means measures using data that is not nationally normed. Examples of informal measures include:

- Portfolios
- Inventory checklists (Hope Future Scale, Parent/Teacher checklist-recommendation)
- Diagnostic data (Brigance, Star Early Literacy)
- Continuous Progress Data (report cards, Star Early Literacy)
- Anecdotal records (jot downs, running records)
- Available formal test data (Circle Test, Brigance, Star)
- Parent interview or questionnaire
- Primary Review Committee recommendation (The Primary Review Committee is a school level Committee and when used should include regular teacher, GT liaison, counselor, administrator)

Informal identification further means that when a student exits third grade they do not automatically convert to a formal category of giftedness. In this case, "*informal*" also means "*temporary*" as this category ends at the close of the third grade year. After a student exits the primary, their service is end dated and they are longer flagged as gifted in Infinite Campus. A student identified as a high potential learner in the Primary Talent Pool may or may not be formally identified as gifted beginning in fourth grade.

*NOTE: Whereas, students in grades 4-12 can be excluded from the gifted program in certain categories if they do not have a 9th stanine score on a measure that is nationally normed, a primary student SHALL NOT be excluded from the primary talent pool based on any formal measure. While a formal measure may be used as evidence to "include" a student into the Primary Talent Pool, it cannot be used as a basis for denying placement into the Primary Talent Pool.

High Potential Learners are defined in the regulation to mean 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. These students require differentiated service experiences to further develop their interests and abilities.

SCREENING

In order to "mine" for the top quartile, teachers must cast a wide net. All kindergarten students are to be screened upon entry to Harlan County Schools. Whole class screening can continue as needed through the third grade year. Individual screening can be administered as needed. Students that are being screened individually must have parent permission before screening can occur. Selection into the Primary Talent Pool involves evidence gathering to support potential giftedness. A parent or guardian, teacher, other school staff, or the student can make referrals. Primary students are screened annually using the Brigance Early Childhood Screen III. Any student that scores in the Enrichment category may be observed as having high potential using the following cut points:

Ages 5 years 0 months to 5 years 5 months- 88 or above.

Ages 5 years 6 months to 5 years 11 months- 91 or above.

*NOTE: A Brigance score lower than above SHALL NOT exclude a student from entry into the Primary Talent Pool but may be used as one piece of evidence in the identification process.

The Torrance Circle and Whole Child Measures can also be used as a whole class screening instrument. Both measures screen for Fluency, Flexibility, Originality, and Elaboration, all reliable predictors of high potential in early learners. Directions for administering and scoring the Circle and Whole Child Measures can be found in the appendices of this document.

A minimum of three pieces of evidence must be present for a student to be considered as a high potential learner and placed in the Primary Talent Pool.

SERVICES

Students selected to the Primary Talent Pool shall receive differentiated services matched to their needs, interests, and abilities. **Primary Talent Pool services shall be infused into the primary program during the school day where students with strengths receive differentiated curricular, instructional, and learning opportunities.** The regular education teacher best serves primary Talent Pool students in the regular education classroom. Other services options can be scheduled with the District Gifted and Talented Coordinator and/or the School G/T Liaison.

Examples of service delivery options in the regular classroom in addition to routine differentiation:

- Cluster grouping for instructional purposes based on student interests, abilities, and needs including social and emotional interaction

- Acceleration through grade skipping, early exit from the primary, content or curriculum acceleration in one or more subjects
 - Curriculum Compacting: An instructional practice where teachers pre-assess students on content in order to determine what they have already mastered. The focus of study becomes the 5 content that the student does not know. By reducing repetition of content, students are challenged to their full potential.
 - Subject-Level Acceleration: A form of acceleration where a student does subject-specific work, e.g. mathematics, on a grade level higher than the one in which they are enrolled. The decision to subject-area accelerate is a collaborative one by the teacher, GT Coordinator and parent and is based on defined data.
 - Acceleration by Grade: Acceleration occurs when students move through traditional curriculum at rates faster than typical. Grade-skipping and early entrance to kindergarten are among several forms of acceleration by grade.
 - Collaborative Teaching: Instructional Coordinator/GT Resource Teacher works in conjunction with the regular classroom teacher to provide direct differentiated services to high potential learners.
 - Content and/or curriculum skipping can be done either by a student visiting an upper grade classroom for instruction or through distance learning programs such as Odysseyware or Study Island.
- Collaborative teaching between regular education teacher and teacher certified in gifted education
- Independent Study such as Project Based Learning



Traits Commonly Found in Primary Talent Pool Students

Advanced Communication Skills

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

Thinking Skills

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

Behavior

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

Harlan County Schools

Gifted and Talented Record Requirements and Folder Directions

Every student in Harlan County Schools that is identified as gifted and talented, including those K-3 students in the Primary Talent Pool, shall have an individual Gifted and Talented folder. Each folder should be maintained at the local school level and should contain the following:

- All evidence documents used in identification. (A minimum of three)
- Copies of all Gifted Student Service Plans
- Copies of all Progress Reports
- Interest Surveys from parents and/or students
- Copies of continuous progress including annual screeners, diagnostic reports, report cards, etc.

In addition to the above documents, the folder may also include:

- Any surveys, checklists, inventories, etc. received from parent or student
- Awards or recognitions in the area of identified strengths
- Parent Communication
- Any other documents pertaining to the identified area of giftedness

All gifted and talented folders are maintained at the local school and are a part of the student's cumulative record. The GT records follow the student through high school graduation.

GT records including appropriate flags as well as Identification and Service Option information are housed in Infinite Campus.

Beginning in the 2019-20 school year, all records and associated documents are available electronically through Infinite Campus.

Roles and Responsibilities of District Gifted and Talented Coordinator

704 KAR 3:285 Section 9 (3) requires a district receiving state gifted education funding to designate a gifted education coordinator to

- **Oversee and direct the district Gifted and Talented program**
- **Monitor and ensure internal compliance with state statutes and administrative regulations**
- **Serve as liaison between district and state**
- **Administer and revise the gifted education program budget**
- **Complete and submit annual KDE Gifted and Talented reports to KDE**

Additional District Responsibilities:

- **Serve as liaison between district and local schools**
- **Monitor and maintain (as needed) all Infinite Campus records pertaining to gifted and talented**
- **Chair district selection and placement committees**
- **Assist teachers and building personnel (as needed) to differentiate the academic and affective needs of students**
- **Update and monitor lists of students qualifying for identification**
- **Monitor screening processes for identifying potential students and facilitate process when needed**
- **Review available data (STAR, Brigance, KPREP, ACT, etc.) to monitor and mine for gifted**
- **Regularly train and communicate with school level GT liaisons**
- **Host monthly meetings with school level GT liaisons**
- **Provide information to school level liaisons for potential opportunity and access events**
- **Create, curate, and disseminate forms, checklists, inventories, etc. to school level liaisons**
- **Maintain Gifted and Talented space of the Harlan County Public Schools web page**
- **Maintain, revise, and train Harlan County Schools Gifted and Talented Handbook**
- **Provide professional development related to gifted and talented services**

Gifted and Talented School Liaisons

Roles and Responsibilities

- Facilitate and monitor Kindergarten through 3rd grade screening assessments at the elementary school level
- Notify regular teachers of GT students and identified category
- Complete or assure completion of Gifted Student Service Plans (GSSP) once per year preferably by Oct. 1
- Monitor to ensure GSSP's are communicated to parents and teachers serving GT students
- Enter GT data in Infinite Campus under the direction of the District GT Coordinator
- Provide GT forms to regular teachers to serve as evidence in the identification process
- Serve on the District Gifted and Talented placement committee.
- Chair school level committees for Primary Talent Pool when applicable
- Solicit teacher recommendations for students who are potentially gifted in all areas.
- Monitor student data each grading period for students who are underachieving gifted.
- Facilitate parent meetings and communication including inventories of student's interests and needs.
- Organize/facilitate/provide Gifted and Talented opportunities in your school at least three times per year and at least one activity should be something parents can attend. All activities should be approved by the District Gifted and Talented Coordinator. Activities should align to identified area(s). Examples of activities:
 - Guest Speakers
 - Art Exhibit
 - Science Fair
 - International Fair
 - Poetry Reading
 - Career Day
 - Field Trips
 - Career Day
 - GT Showcase
 - Seminars
 - Workshops
 - Webinars
 - Book Studies
- Attend districtwide GT meetings, workshops and trainings
- Research opportunities for gifted and talented students
- Accompany G/T students to workshops, seminars, field trips
- Distribute and collect parent surveys for program evaluation

Roles and Responsibilities of Regular Education to Gifted Students

704 KAR 3:285

******* All teachers of GT students are responsible for reviewing and providing input for GT documents in Infinite Campus including the Gifted Student Service Plan (GSSP) and the Progress Report. All regular education teachers are responsible for differentiating instruction for gifted students according to their GSSP.**

- Review all Infinite Campus documents relating to each student flagged as gifted
 - Area of Identification
 - Gifted Student Service Plan (Their IEP for Gifted Education as an Exceptional Learner)
 - Progress Monitoring Data
 - Awards and Recognitions
 - Evidences used in Identification
- Review and implement service delivery options as applicable
- Document differentiated curriculum and instruction learning opportunities in lesson plans
- Participate in progress reporting of all GT students two times per year
- Mine for unidentified GT students
 - Utilize jot downs for anecdotal records
 - Review assessment/screening data (KPREP, Star, ACT, Brigance, etc.)
 - Know all categories of gifted and talented and “look-fors” for identification
 - Recommend students for identification and provide documented evidence
 - Monitor gifted and talent students for underachievement
 - Solicit information regarding gifted students interests, abilities, and needs including social and emotional

Administrators

- Maintain a list of all Gifted and Talented students and their area of identification
- Participate in Primary Talent Pool and/or Gifted and Talented Selection Committee as appropriate
- Monitor implementation of Gifted Student Service Plans
- Ensure school wide access to enrichment and talent development
- Ensure communication between parents of GT students and school
- Monitor and ensure compliance of state statutes and regulations as well as district policies and procedures

Procedures for Program Evaluation

The District Gifted and Talented Coordinator shall coordinate and complete the annual, on-going process of evaluating all aspects of the Gifted and Talented Program in Harlan County Schools including, identification, services, data management and budget. The District Gifted and Talented Coordinator will make recommendations for upgrading those areas found to be deficient.

The District GT Coordinator will complete the Summative Evaluation, submit to KDE annually, and report findings to district and school level administrators as well as school level GT liaisons.

The program evaluation process shall address:

- Internal compliance with state statutes and regulations
- Identification Process
 - Numbers
 - Evidences
- Services Offered
- Record Keeping
 - GSSP's
 - Progress Reports
 - Infinite Campus
- Communication
 - Teachers
 - Parents
 - Administrators
 - Community
- The incorporation of gifted education into the regular school program
- Personnel and credentials
- Professional learning opportunities related to gifted education
- Opportunity and Access

Procedural Safeguards and Grievances

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

- The appealing party shall submit in writing to the principal specific beliefs why screening/assessment results are believed inaccurate or talent pool services or service options in the Gifted Student Service Plan (GSSP) are not appropriate and why an exception should be made or reconsideration given.
- The Principal and/or the School GT Liaison shall compile student data and present that along with the petition or appeal to the District Gifted and Talented Coordinator who will convene the District Gifted and Talented Appeals Committee. The membership of this committee shall differ from the District Identification and Selection Committee.
- When an appeal is submitted, the District Gifted and Talented Appeals Committee will convene no later than the end of that semester to hear the appeal, make a recommendation, and respond in writing to the appealing party within ten (10) working days of the Committee's decision.
- If the Committee grants the appeal, services will start immediately upon notification.
- If the Committee denies the appeal, a further written appeal may be to the Superintendent, who shall respond in writing within ten (10) working days after receiving the appeal.
- If the Superintendent upholds the Committee's denial, the appealing party may petition the Board of Education and that decision is final.

Procedures for Requesting Change of Service

Parents or students (Grades 4-12) may petition for a change of services.

Step 1: Parents can indicate a change of service is requested by checking the appropriate box on the "Gifted and Talented Student Information Form" or by contacting the Local School GT Liaison or the District GT Coordinator.

Step 2: Meet to discuss reasons for change of service and work to accommodate a mutual agreement.

Step 3: If change of service is agreed upon, revise current GSSP to reflect change.

Harlan County Schools
Gifted and Talented Handbook Appendices

Appendix A- Forms

Identification:

- Teacher Checklists for Gifted Education
- Teacher Jot Downs (Anecdotal)
 - Creative Thinking
 - General Intellectual
 - Specific Academic
 - Leadership
 - Music
 - Dance
 - Drama
 - Visual Art
- Renzulli Scales
 - Directions
 - Leadership
 - Music
 - Drama
 - Visual Art
 - Creativity
- TABS: Frasier's Traits, Attributes, and Behaviors
- Hope Scale
- Primary Talent Pool Teacher Rating Scale
- Primary Talent Pool Teacher Recommendation Form
- Kingore Observation Inventory (KOI) for Primary
- Parent Recommendation Form
- Parent Checklist
- Creative Positives Checklist for Special Considerations
- Special Considerations for Gifted and Talented Placement Form
- Roets Rating Scale for Leadership
- Teachers Survey for Gifted Leadership
- Self-Assessment Survey for Gifted Leadership
- Peer Identification for Gifted Leadership
- Dance Rubric
- Music Rubric
- Gifted and Talented Identification Placement Committee Form



Appendix B

Communication:

- Primary Talent Pool Welcome Letter
- Formal Identification Letter Grades 4-12
- Student Information Form
- Student Interest, Needs, and Abilities

Appendix C –Records

Student:

- Blank GSSP-Infinite Campus
- Blank GSSP- Traditional
- Blank Progress Report- Infinite Campus
- Bank Progress Report- Traditional

Identification and Placement:

- 
- Gifted and Talented Identification and Placement Committee Form
 - Decline of Services Document

Appendix D

Program Evaluation:

- Gifted Program Survey

Appendix E

Documents:

- KDE Data Standards
 - KDE Local Norms and Special Considerations Power Point
- 

Teacher Checklist for Gifted Education

Harlan County Public Schools

Student: _____ **School:** _____

Grade: _____ **Teacher:** _____

Often identification of gifted children takes place by simple observation of the child's behavior by an educational professional.

Please check the appropriate characteristics for any child in your class that displays any of these traits. It is not expected that any gifted child will show all the traits in any section. Only complete the area applicable to the student you are recommending for consideration. For example, if you are recommending a student as potentially gifted in Psychosocial or Leadership you need only to complete that section of this form. If, on the other hand, you see potential giftedness in multiple categories please complete the checklist for each of those categories.

Once complete, please submit this document to the local school Gifted and Talented liaison or the District Gifted and Talented Coordinator.

"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."

- Dr. Linda Silverman



General Intellectual Ability

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285)

General Ability Checklist:

- 
- is an avid reader
 - provides alert, rapid answers to questions
 - has a wide range of interests
 - reveals originality in oral and written expression
 - is a good guesser
 - uses commonsense
 - makes good grades in most subjects
 - learns rapidly, easily and efficiently
 - retains and uses information which has been heard or read
 - has an interest in cause-effect relationships
 - is independent
 - wants to do/try new things
 - is an entrepreneur/likes projects
 - applies self-discipline
 - is resourceful
 - is curious
 - is an original thinker
 - enjoys complex activities
 - has a large vocabulary

Comments:



Specific Academic Aptitude

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

Specific Academic Aptitude Checklist:

___ shows similar characteristics to general intellectual ability but concentrated around one or a few related areas

Specific Academic Aptitude Subject for Consideration _____

- ___ has a long attention span in area(s) of interest
- ___ learns rapidly, easily and with less repetition in a specific content area
- ___ likes or loves one or a few areas of knowledge
- ___ demonstrates advanced content specific vocabulary
- ___ recognized by peers as content area expert
- ___ spends time beyond the classroom assignments on project of interest related to a specific content area
- ___ asks probing questions in this content area
- ___ seems to have knowledge of content concepts beyond what has been taught in the classroom

Comments:



Creative or Divergent Thinking

Creative or Divergent Thinking means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285)

Creativity Checklist:

- is fluent in producing and elaborating on ideas
 - makes unusual associations between remote ideas
 - senses when problems exist and can provide multiple solutions or responses to problems
 - doesn't mind being different and may be viewed by others as unique
 - likes to adapt or improve things
 - produces unexpected, sometimes silly responses
 - entertains self through imagination: reads, writes, draws, daydreams, etc.
 - has a keen sense of humor and finds humor in situations when others may not
 - produces impressive work when given creative product choice or assignment in interest area
 - enjoys spontaneity more than routine/drill
- 

Comments:



Psychosocial or Leadership

Leadership 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/or written expression, managerial ability and the ability and/or vision to set goals and organize others to successfully reach those goals. (704 KAS 3:285)

Leadership Checklist:

- organizes others
- interacts with others easily
- supports others in a group when appropriate
- is looked to by others when something must be decided
- can establish the mood of a group
- can listen to others empathetically
- can give directions clearly and effectively
- is often asked for ideas and suggestions
- recognizes skills and abilities possessed by others
- recognizes and can articulate the goals of a group
- influences others to work towards goals
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can coordinate the work of several individuals
- interacts easily with peers and adults
- often self-assertive and persistent in beliefs
- displays self-confidence
- holds leadership roles in school and extracurricular activities



Visual or Performing Arts

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

Visual Art Checklist:

- produces outstanding original art products
 - incorporates many elements into artwork; including use of line, color, texture, etc.
 - sets high standards of quality for own artwork
 - recognized by peers and adults as artistically talented
 - treats art seriously and enjoys talking about, looking at works of art
 - manipulates visual arts tools with skill
 - enjoys exploring new art materials and techniques
 - pursues art in spare time
 - grasps basic arts skills quickly and easily
- 

Dance Checklist:

- demonstrates rhythm through movement
 - incorporates the elements of dance; shape, time force into movements
 - is coordinated, balanced and graceful in movement activities
 - is inventive when choreographing movement activities
 - adapts easily to a variety of genres of dance movements (ballet, hip-hop, ballroom etc.)
 - easily expresses ideas, emotions and feelings through movement
 - shows a sustained interest in dance
 - recognized by peers and adults as talented in dance
 - evokes emotion from audience when performing dance
- 

Drama Checklist:

- ___ readily shifts into role of another character, animal or object
- ___ uses voice to reflect changes in mood
- ___ alters voice to accommodate dialogue from a variety of genders, geographies and ages
- ___ uses facial expressions, gestures and/or body movements to communicate ideas and feelings effectively
- ___ demonstrates understanding of conflict when acting out a dramatic event
- ___ brings a dramatic situation to a climax with a well-timed ending when telling a story
- ___ uses elements of drama (literary, technical and performance) to bring a story to life
- ___ recognized by peers and adults as talented in drama

Music Checklist:

- ___ reads and applies the theoretical elements of music; rhythm, pitch, dynamics, etc.
- ___ demonstrates exceptional talent when singing or playing vocal or instrumental music
- ___ shows exceptional auditory/tonal memory
- ___ uses music to express feelings, ideas or experiences
- ___ recognizes inaccuracies or mistakes in self or others and offers suggestions for correction
- ___ accepts leadership roles in musical activities or organizations
- ___ pursues music outside the school day
- ___ learns musical compositions at a faster pace than others
- ___ is recognized by peers and adults as possessing musical talent
- ___ enjoys creating original musical compositions
- ___ enjoys improvising/adapting original melodies

Comments:

**Harlan County Schools
Gifted and Talented
Individual Test Form**

Student:

School:

Grade:

Birth Date:

Name of Test:

Date of Test:

Location of Test:

Test Administrator:

Gifted Category Under Consideration:

Test Results:

_____ **Results Submitted to School GT Liaison or District GT Coordinator**

Harlan County Public Schools
Gifted and Talented Education
Permission to Test

Dear Parent or Guardian,

Your child has been identified as eligible for additional testing beyond the standard screening we provide for all students. This individual test will provide additional information to assist us in gathering evidence of your child's ability.

By signing this form you give permission for your child to take an individual test. The test will be given by personnel trained in the administration of the test and your child will be pulled from the classroom to take the test. The test results will be part of the student's cumulative record and shared with parents/guardians. The test will be one piece of evidence used to determine your child's eligibility for gifted and talented services.

Name of Test to Be Administered _____

Category of Gifted Being Assessed _____

If you agree to have your child individually tested, please complete the section below and return to the school.

Sincerely,

Harlan County Schools

Student's Name _____

Grade: _____ Teacher: _____

Parent/Guardian Signature _____

CREATIVE THINKING JOT DOWN

Brief description of observed activity: _____

Date ____ / ____ / ____
 Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification tool down as a reminder of student performances as creative thinkers.

Offers many ideas. (fluency)	Displays ability to switch categories or change ideas. (flexibility)	Develops ideas with details. (elaboration)	Offers ideas no one else may have thought of. (originality)
Asks questions about everything and anything. (alert and curious)	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and a strong sense of fantasy.	Appears to be day dreaming at times.
May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.	Is a high risk taker with an adventurous and speculative spirit.	Has high energy level which may cause student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).
Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity: _____

Date _____ / _____ / _____
 Mo. Day Yr.
 Teacher _____
 Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
 2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

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

SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity: _____

Check One: _____

- Language Arts
- Social Studies
- Math
- Science

Teacher _____
Grade _____ School _____

Date _____ Mo. / _____ Day / _____ Yr.

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she they knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensely for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

LEADERSHIP JOT DOWN

Brief description of observed activity: _____

Date _____ / _____ / _____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.

Gets others to work toward desirable or undesirable goals.	Is looked to by others when something must be decided.	Initiates activities that involve peers.	Figures out what is wrong with an activity and shows others how to make better.
Transmits his/her enthusiasm for a task to others.	Judges abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.
Is sought out by other students for play/activities.	Displays a sense of justice and fair play.	Organizes ideas and people to reach goal.	Displays self-confidence.
Is often the captain of teams or leader in the classroom.	Displays charismatic qualities.	Communicates effectively to make things happen.	May be frustrated by lack of organization or progress toward goal.

MUSIC JOT DOWN

Teacher: _____ Date: ____/____/____

Grade: _____ School: _____

Brief description of observed activity: _____

1. As students in your class show evidence of the following musical characteristics, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of music.

Perceives fine differences in sound.	Easily remembers melodies and can reproduce them accurately.	Sensitive to rhythm. May tap fingers or feet while working.	Sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Interested in musical symbols.
Can identify short rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Able to perform musically with a high degree of technical difficulty.
Interested in musical instruments.	Enjoys musical performances.	Can play or would like to play a musical instrument.	Is interested in and learns musical symbols quickly.

DANCE JOT DOWN

Brief description of observed activity: _____

Date ____ / ____ / ____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses body as an instrument of expression.	Enjoys forms of movement and dancing to music.	Uses movement to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at initiating movement of others.	Can change direction, level, and focus of movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of body in space.	Appears to feel the rhythm of music.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.

DRAMA JOT DOWN

Brief description of observed activity: _____

Date ____ / ____ / ____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

Eager to participate in classroom plays or skills.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to day dream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques, experiments	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances	Have high sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic.

VISUAL ART JOT DOWN

Brief description of
observed activity: _____

Date _____ / _____ / _____
Mo. Day Yr.

Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.

<p>May be asked by others to do art work.</p>	<p>Likes to comment on colors, shapes, and structure of things.</p>	<p>May be critical of own art work and work of others.</p>	<p>Enjoys and takes pride in doing visual art well.</p>
<p>Draws or doodles a lot in school/home.</p>	<p>Does outstanding original art work..</p>	<p>Likes the opportunity to choose to express self through the use of many different materials.</p>	<p>Enjoys talking about art and collecting works of art.</p>
<p>Masters basic art skills quickly and easily.</p>	<p>Has a keen sense of humor/ makes unusual connections with drawing.</p>	<p>Concentrates on art projects for long periods; may shut out other things going on around them.</p>	<p>Creates exceptional charts, graphs, models, or other visuals when given the opportunity.</p>
<p>Provides detail art work (elaboration).</p>	<p>Has a sensitive use of line/color/texture.</p>	<p>Enjoys open ended art activities; shows frustration with art projects that are very specific.</p>	<p>Notices and shows appreciation for beauty and aesthetic qualities.</p>



Interpreting the results of the Renzulli Scales

Teachers should add the total points for the scale following instruction on the instrument. IF the scale is used as a screener, local norms can be applied. The scales can be used individually for a particular category or in totality. The total scale, known as the SRBCSS, does not offer national norms. Understanding that students differ from district to district, school to school and possibly even classroom to classroom, these scales are intended to be used in comparison to local peers. The scales can be used in two ways: 1) As a screener to identify students who may need servicing by identifying students in a particular group that have the highest scores on the scale. 2) As evidence for students for whom other forms of evidence are already present and indicative of identification as a gifted and talented student.



Renzulli's Leadership Scale

Directions: Please complete the following rating scale for each student you consider as potentially gifted in Leadership. The ratings for each item should reflect the frequency to which you have observed each characteristic. Strict confidentiality will be maintained on all students and teachers who complete this rating form. Your assistance in completing this rating form is greatly appreciated!

Instructions: Please read each item below and **circle** the number that corresponds with the frequency to which you have observed each behavior. *Note:* Each item should be read with the beginning phrase, **The student demonstrates...** The words that correspond to the six scale values are:

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

Student's Name (or Student ID #) _____

The student demonstrates...							
1. responsible behavior, can be counted on to follow through on activities/projects.	1	2	3	4	5	6	
2. a tendency to be respected by classmates.	1	2	3	4	5	6	
3. the ability to articulate ideas and communicate well with others.	1	2	3	4	5	6	
4. self-confidence when interacting with age peers.	1	2	3	4	5	6	
5. the ability to organize and bring structure to things, people, and situations.	1	2	3	4	5	6	
6. cooperative behavior when working with others.	1	2	3	4	5	6	
7. a tendency to direct an activity when he or she is involved with others.	1	2	3	4	5	6	
8. verbal behavior characterized by "richness" of expression, elaboration, and fluency.	1	2	3	4	5	6	
Add Column Total							
Multiply by Weight	1	2	3	4	5	6	
Add Weighted Column Totals							
Scale Total:							

Renzulli's Musical Scale

Directions: Please complete the following rating scale for each student you consider as potentially gifted in Leadership. The ratings for each item should reflect the frequency to which you have observed each characteristic. Strict confidentiality will be maintained on all students and teachers who complete this rating form. Your assistance in completing this rating form is greatly appreciated!

Instructions: Please read each item below and **circle** the number that corresponds with the frequency to which you have observed each behavior. *Note:* Each item should be read with the beginning phrase, **The student demonstrates...** The words that correspond to the six scale values are:

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

Student's Name (or Student ID #) _____

The student ...						
1. shows a sustained interest in music-seeks out opportunities to hear and create music.	1	2	3	4	5	6
2. perceives fine differences in musical tone (pitch, dynamics, timbre, duration)	1	2	3	4	5	6
3. easily remembers melodies and can produce them accurately.	1	2	3	4	5	6
4. eagerly participates in musical activities.	1	2	3	4	5	6
5. plays a musical instrument (or indicates a strong desire to).	1	2	3	4	5	6
6. is sensitive to the rhythm of music, responds to changes in the tempo of music through body movement.	1	2	3	4	5	6
7. is aware of and can identify a variety of sounds heard at a given moment-is sensitive to "background" noises, to chords that accompany a melody, to the different sounds of singers or instrumentalists in a performance.	1	2	3	4	5	6
Add Column Total						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals						
Scale Total:						

Renzulli's Dramatic Scale

Directions: Please complete the following rating scale for each student you consider as potentially gifted in Leadership. The ratings for each item should reflect the frequency to which you have observed each characteristic. Strict confidentiality will be maintained on all students and teachers who complete this rating form. Your assistance in completing this rating form is greatly appreciated!

Instructions: Please read each item below and **circle** the number that corresponds with the frequency to which you have observed each behavior. *Note:* Each item should be read with the beginning phrase, **The student demonstrates...** The words that correspond to the six scale values are:

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

Student's Name (or Student ID #) _____

The student ...						
1. volunteers to participate in classroom plays or skits.	1	2	3	4	5	6
2. easily tells a story or gives an account of some experience.	1	2	3	4	5	6
3. effectively uses gestures and facial expressions to communicate feelings.	1	2	3	4	5	6
4. is adept at role-playing improvising, acting out situations "on the spot".	1	2	3	4	5	6
5. can readily identify himself or herself with the moods and motivations of characters.	1	2	3	4	5	6
6. handles body with ease and poise for his or her particular age	1	2	3	4	5	6
7. creates original plays or makes up plays from stories.	1	2	3	4	5	6
8. commands and holds the attention of a group when speaking.	1	2	3	4	5	6
9. is able to evoke emotional responses from listeners- can get people to laugh, frown, feel tense, etc.	1	2	3	4	5	6
10. can imitate others- is able to mimic the way people speak, walk, gesture.	1	2	3	4	5	6

Add Column Total						
Multiply by Weight	1	2	3	4	5	6
Add Weighted Column Totals						
Scale Total:						

Renzulli's Artistic Scale

Directions: Please complete the following rating scale for each student you consider as potentially gifted in Leadership. The ratings for each item should reflect the frequency to which you have observed each characteristic. Strict confidentiality will be maintained on all students and teachers who complete this rating form. Your assistance in completing this rating form is greatly appreciated!

Instructions: Please read each item below and circle the number that corresponds with the frequency to which you have observed each behavior. *Note:* Each item should be read with the beginning phrase, **The student demonstrates...** The words that correspond to the six scale values are:

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

Student's Name (or Student ID #) _____

The student ...	1	2	3	4	5	6
1. likes to participate in art activities; is eager to visually express ideas.						
2. incorporates a large number of elements into artwork; varies the subject and content of artwork.						
3. arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones.						
4. concentrates for long periods of time on art projects.						
5. willingly tries out different media; experiments with a variety of materials and techniques.						
6. tends to select art media for free activity or classroom projects						
7. is particularly sensitive to the environment; is a keen observer-sees the unusual, what may be overlooked by others.						
8. produces balance and order in artwork.						
9. is critical of his or her own work; sets high standards of quality; often reworks creation in order to refine it.						

TABS: Frasier's Traits, Attributes and Behaviors

Guide: This is a guide for observing students in your classroom. As they show evidence of extraordinary potential, jot down the student's name and brief notes about the incident on the Observation Sheet.

<p>INTERESTS Intense interests (sometimes unusual)</p> <p>GENERAL DESCRIPTION Activities, avocations, objects, etc., that have special worth or significance and are given special attention</p> <p>HOW IT MAY LOOK Unusual or advanced interests in a topic or activity; self-starter; pursues an activity unceasingly; beyond the group</p>	<p>MOTIVATION Evidence of desire to learn</p> <p>GENERAL DESCRIPTION Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal</p> <p>HOW IT MAY LOOK Persistent in pursuing/completing self-elected tasks (may be culturally influenced evident in school or non-school activities); enthusiastic learner; has aspirations to be somebody, do something</p>	<p>INQUIRY Questions, experiments, explores</p> <p>GENERAL DESCRIPTION Method of process of seeking knowledge, understanding or information</p> <p>HOW IT MAY LOOK Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices or situations</p>	<p>INSIGHT Quickly grasps new concepts and makes connections; senses deeper meanings</p> <p>GENERAL DESCRIPTION Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error</p> <p>HOW IT MAY LOOK Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, and integration of ideas and disciplines</p>	<p>HUMOR Conveys and picks up on humor well</p> <p>GENERAL DESCRIPTION Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures</p> <p>HOW IT MAY LOOK Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual relationships; unusual emotional depth; openness to experience; sensory awareness</p>
<p>COMMUNICATION SKILLS Highly expressive with words, numbers and symbols</p> <p>GENERAL DESCRIPTION Transmission and reception of signals or meanings through a system of symbols, codes, gestures, language and numbers</p> <p>HOW IT MAY LOOK Unusual ability to communicate (verbally, non-verbally, physically, artistically, symbolically); uses particularly apt examples, illustrations or elaborations</p>	<p>MEMORY Large storehouse of information (on school or non-school topics)</p> <p>GENERAL DESCRIPTION Exceptional ability to retain and retrieve information</p> <p>HOW IT MAY LOOK Already knows; 1-2 repetitions for mastery; has a wealth of information about school or non-school topics; pays attention to details; manipulates information</p>	<p>REASONING Logical approaches to figuring out solutions</p> <p>GENERAL DESCRIPTION Highly conscious, directed, controlled, active, intentional, forward-looking and goal-oriented thought</p> <p>HOW IT MAY LOOK Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer</p>	<p>PROBLEM SOLVING ABILITY Effective (often inventive) strategies for recognizing and solving problems</p> <p>GENERAL DESCRIPTION Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task</p> <p>HOW IT MAY LOOK Unusual ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it's not working; creates new designs; inventor</p>	<p>IMAGINATIVE CREATIVITY Produces many ideas; highly original</p> <p>GENERAL DESCRIPTION Process of forming mental images of objects, qualities. Situations, or relationships which aren't immediately apparent to the sense; problem solving through non-traditional patterns of thinking</p> <p>HOW IT MAY LOOK Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent and flexible producer of ideas; elaborate; highly curious</p>

TABS: Frasier's Traits, Attributes and Behaviors Student(s): _____

Observation Sheet: Observe students in your classroom. As you notice evidence of extraordinary potential, jot down the student's name and brief notes about the incident or behavior in the appropriate boxes. These notes will be useful for you and provide valuable information during the referral process. These categories are used on the TAG Nomination Form.

<p>INTERESTS</p>	<p>MOTIVATION</p>	<p>INQUIRY</p>	<p>INSIGHT</p>	<p>HUMOR</p>
<p>COMMUNICATION SKILLS</p>	<p>MEMORY</p>	<p>REASONING</p>	<p>PROBLEM SOLVING ABILITY</p>	<p>IMAGINATIVE CREATIVITY</p>

HOPE Scale Directions

The *HOPE Scale* is designed to measure two very broad categories: Social and Academic components of giftedness and talent. It is meant to serve as a tool with which to focus a classroom teacher's nomination and perceptions of his/her students onto behaviors that are often observable by a classroom teacher. When combined with other measures of aptitude and achievement, the HOPE Scale can help to locate gifted and talented students from traditionally underrepresented populations.

As a rater, one of the most important things is that you rate each of your students as *compared to other children similar in age, background, experience, culture, and/or environment*. This is very important as students may demonstrate certain behaviors differently based on their own prior experiences.

As you respond to each item, ask yourself "To what degree does this student exhibit the behavior as compared to other children of similar age, background, experience, culture, and/or environment?" Each student is rated as anywhere from "always" (6) demonstrating that particular behavior to "never" (1) demonstrating that behavior. For example, when rating your students, try to compare those from low-income families to other children from low-income families, children from African-American families to other children from African-American families, etc.

The following two scales are measured by their respective items:

Academic Scale	Social Scale
1. Performs or <i>shows potential</i> for performing at remarkably high levels	2. Is sensitive to larger or deeper issues of human concern
6. Is eager to explore new concepts	3. Is self-aware
7. Exhibits intellectual intensity	4. Shows compassion for others
9. Uses alternative processes	5. Is a leader within his/her group of peers
10. Thinks "outside the box"	8. Effectively interacts with adults or older students
11. Has intense interests	

Once you have rated all of your students on each of the items, add up total scores for each subscale (Academic and Social) *separately*. Scores on the two scales should never be added together as some students may demonstrate strong academic or social skills, but not necessarily both. It is also important to note in which areas the student has demonstrated these behaviors (science, math, art, etc.) as well as any other important behaviors or student characteristics.

Once a *HOPE Scale* has been completed on each student by his/her teacher, all of the information (including demographic variables) should be entered into a single database in order to allow for group-specific comparisons when making placement decisions.

HOPE TEACHER RATING SCALE

TEACHER'S NAME/CODE: _____

Marcia Gentry, Ph.D. • Scott J. Peters, Ph.D. • Nielsen Pereira, Ph.D. • Jason S. McIntosh, Ph.D. • C. Matthew Fugate, Ph.D.

Developed with funding from the Jack Kent Cooke Foundation 2007

Student Name/ID#:		Grade:
Date of Birth:	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> English language learner
<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> Mixed Race	<input type="checkbox"/> Hispanic/Latino/a

When rating students on each item below please think about the student compared to other children similar in age, experience, and/or environment. Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1-11

	1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Almost Always	6 = Always
The student demonstrates . . .	1	2	3	4	5	6
1. Performs or shows potential for performing at remarkably high levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is sensitive to larger or deeper issues of human concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is self-aware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shows compassion for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a leader within his/her group of peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is eager to explore new concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exhibits intellectual intensity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effectively interacts with adults or older students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses alternative processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Thinks "outside the box."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Has intense interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Please indicate all content areas in which the student shows talent.						
<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Creative Writing	<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Science	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Arts	<input type="checkbox"/> Other: _____			

Please provide additional information concerning this student's potential:

Teacher's Name/Code: _____

HOPE¹ Nomination Scale

Student Name/ID #: _____ Grade: _____ Date: _____

Date of Birth: _____ Age: _____ Sex: Male Female Free/Reduced Lunch

American Indian/Alaska Native Asian Black or African American White

Native Hawaiian or Other Pacific Islander Mixed Race Hispanic / Latino/a

When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment.*

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

6 = always 5 = almost always 4 = often 3 = sometimes 2 = rarely 1 = never

	6	5	4	3	2	1
1. Performs or <i>shows potential</i> for performing at remarkably high levels.						
3. Is self-aware.						
5. Is a leader within his/her group of peers.						
7. Exhibits intellectual intensity.						
9. Uses alternative processes.						
11. Has intense interests.						
12. Please indicate all content areas where the student shows talent. <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Creative Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Arts <input type="checkbox"/> Other _____						

Please provide additional information concerning this child's potential:

¹Developed with funding from the Jack Kent Cooke Foundation 2007

Harlan County Public Schools

When compared with other children in the class, which of your students possess **SOME** of the following characteristics?

Do not exclude children who may come from disadvantaged backgrounds.

Student's Name: _____ Age: _____

Teacher: _____ Grade: _____

For each of the following items, check the column that best describes the student's functioning.

Categories: (1) most of the time (2) often (3) occasionally (4) rarely

1	Learns rapidly and easily				
2	Thinks clearly, recognizes implied relationships, comprehends meanings				
3	Capable of reading above grade level				
4	Retains what is heard or read without appearing to need repetition or practice				
5	Is easily bored with routine tasks				
6	Has a large vocabulary				
7	Is curious, investigative				
8	Asks penetrating, searching questions				
9	Has a long attention span				
10	Shows imagination, originality, creativity				
11	Prefers complex ideas				
12	Is often assertive, stubborn in own beliefs				
13	Has a sense of humor				

Harlan County Schools
Primary Talent Pool Parent Recommendation Form

Student: _____ **Grade:** _____

School: _____

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

	Often	Sometimes	Never
Possesses large and varied vocabulary, and uses it meaningfully			
Has a sense of humor (understands and enjoys jokes, riddles, etc.)			
Asks many questions that involve more than one words answers			
Knows and is interested in information about many topics			
Easily makes generalizations			
Understands complex concepts			
Retains and recalls information easily			
Tries to reason things out independently			
Thinks abstractly			
Generates many ideas/solutions to problems			
Is intensely curious			
Becomes immersed in topics of interests			
Becomes bored with routine			
Willing to take risks			
Prefers to work alone			
Becomes interested in "adult" problems/conversations			
Excels in areas outside the regular school curriculum			
Produces drawing with many details			

At what age did your child learn to read? _____

At what age did you child understand number concepts? _____

Additional Comments:

Parent/Guardian Signature: _____ **Date:** _____

The Kingore Observation Inventory (KOI) for Teachers

Grades K-3

Teacher: _____

School: _____ Grade: _____

Advanced Language

- Uses multisyllabic words unassumingly; descriptive _____
- Asks questions about words (in print or oral language) _____
- Uses similes, metaphors, or analogies; rich imagery _____
- Modifies language for less mature children _____
- Displays verbal skills when teaching others, handling conflicts
or influencing the behavior of others _____
- Expresses similarities and differences _____
- Uses the specific language of a discipline _____

Analytical Thinking

- Demonstrates complex and abstract thinking _____
- Analyzes classroom tasks and instructional techniques _____
- Observes intensely; is unusually attentive to details in his environment _____
- Takes apart and reassembles ideas, objects, or experiences _____
- Analyzes cause and effect, consequences, or alternatives _____
- Creates songs, stories, or riddles related to learning experiences _____

Meaning Motivation

- Is philosophical; pursues issues atypical of age mates _____
- Asks penetrating, intellectual questions; intense need to understand _____
- Is curious; innovatively experiments _____
- Remembers! _____
- Displays an unexpected depth of knowledge in or more areas;
an "expert" _____
- Demonstrates intense task commitment and energy when
pursuing interests; persistent _____
- Wants to do things independently _____
- Synthesizes meaning through words, graphics, structures
or movement _____

Perspective

- Interprets another's point of view _____
- Demonstrates complex dimensions or perspective in language, art, and problem solving _____
- Creates and interprets more complex shapes, patterns, or graphics than age mates _____
- Demonstrates that directionality is relative to positions _____
- Adds interesting components to enhance products _____

Sense of Humor

- Says or does something indicating a sense of humor beyond age mates _____
- Catches an adult's subtle or sophisticated humor _____
- Uses figurative language for humorous effect _____
- Understands and responds to the use of puns and riddles _____
- Develops a humorous idea to the extreme; "flights of fancy" _____

Sensitivity

- Exhibits intense concern for human issues _____
- Acts spontaneously to help someone in need _____
- Shows nonverbal awareness of another's needs and feelings _____
- Expresses empathy through words or art _____
- Displays a strong sense of fairness and justice _____
- Expresses high expectations of self and others; high-strung _____
- Sense discord or dissatisfaction _____
- Overreacts at times _____

Accelerated Learning

- Requires minimum repetition for mastery _____
- Increases rate of learning after introduction and exposure _____
- Categorizes by multiple, often less-obvious, attributes _____
- Comprehends symbolic representations, e.g., musical, numerical, alphabetical, mapping _____
- Reads and interprets consecutive passages at an advance level _____
- Demonstrates an unexpected mastery of complex science or math concepts _____
- Applies mathematical operations with sophisticated master _____
- Creates advanced products _____
- Accesses data with ease using an unexpected variety of tools _____

The (Hope) Future Scale

Read each item carefully. Using the scale shown below, please select the number that best describes you and put that number in the blank provided.

1=Definitely False
2=Mostly False
3=Somewhat False
4=Slightly False

5=Slightly True
6=Somewhat True
7=Mostly True
8=Definitely True

-
- ___ 1. I can think of many ways to get out of a jam.
___ 2. I energetically pursue my goals.
___ 3. I fell tired most of the time.
___ 4. There are lots of ways around any problem.
___ 5. I am easily downed in an argument.
___ 6. I can think of many ways to get the things in life that are most important to me.
___ 7. I worry about my health.
___ 8. Even when others get discouraged, I know I can find a way to solve the problem.
___ 9. My past experiences have prepared me well for my future.
___ 10. I've been pretty successful in life.
___ 11. I usually find myself worrying about something.
___ 12. I meet the goals that I set for myself.
-

Agency: _____

Add Scores on items: 2, 9, 10 and 12. Scores range from a 4 to a 32. Higher scores reflect higher agency.

Pathways: _____

Add scores on items: 1, 4, 6 and 8. . Scores range from a 4 to a 32. Higher scores reflect higher pathways thinking.

Total Hope Score: _____ (Add Score for Pathways to the Score for Agency)

Add the agency and pathway scores. Scores of 40 – 48 are hopeful, 48 – 56 moderately hopeful, and 56 or higher as high hope.

Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T., &... Harney, P. (1991). The will and the ways: Development and validation of an Individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60, 570-585.

Hellman, C. M., Pittman, M. K., & Munoz, R. T. (2014). The first twenty years of the will and the ways: An examination of score reliability distribution on Snyder's dispositional hope scale. *Journal of Happiness Studies*, 14, 723-729.

Harlan County Schools
Gifted and Talented Parent Recommendation Form

Student: _____ **Grade:** _____

School: _____

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

	Often	Sometimes	Never
Possesses large and varied vocabulary, and uses it meaningfully			
Has a sense of humor (understands and enjoys jokes, riddles, etc.)			
Asks many questions that involve more than one words answers			
Knows and is interested in information about many topics			
Easily makes generalizations			
Understands complex concepts			
Retains and recalls information easily			
Tries to reason things out independently			
Thinks abstractly			
Generates many ideas/solutions to problems			
The ability to think and act quickly in challenging situations			
Is intensely curious			
Becomes immersed in topics of interests			
Becomes bored with routine			
Willing to take risks			
Prefers to work alone			
Becomes interested in "adult" problems/conversations			
Excels in areas outside the regular school curriculum			
Does not fear being different; is a non-conformist			
Makes friends that are older			
Adapts easily to new situations			
Enjoys taking the lead			
Initiates and/or organizes groups, projects, activities			

What do you consider your child's strongest academic subject? _____

Additional Comments:

Parent/Guardian Signature: _____ **Date:** _____

Parent Checklist for Gifted Education

Grades 4-12

Harlan County Public Schools

Student: _____ **School:** _____

Grade: _____ **Parent/Guardian:** _____

Often identification of gifted children takes place by simple observation of the child's behavior by an educational professional.

Please check the appropriate characteristics for your child. We do not expect that any gifted child will show all the traits in any section or that every section will be completed. Only complete the section that applies to your child. For example, if you think your child is a gifted leader, then you only need to complete that section of this form. If, on the other hand, you see potential giftedness in multiple categories please complete the checklist for each of those categories.

Once complete, please submit this page and the area(s) you completed to the local school Gifted and Talented liaison or the District Gifted and Talented Coordinator.

"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."

- Dr. Linda Silverman



General Intellectual Ability

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285)

General Ability Checklist:

- 
- is an avid reader
 - provides alert, rapid answers to questions
 - has a wide range of interests
 - reveals originality in oral and written expression
 - is a good guesser
 - uses commonsense
 - makes good grades in most subjects
 - learns rapidly, easily and efficiently
 - retains and uses information which has been heard or read
 - has an interest in cause-effect relationships
 - is independent
 - wants to do/try new things
 - is an entrepreneur/likes projects
 - applies self-discipline
 - is resourceful
 - is curious
 - is an original thinker
 - enjoys complex activities
 - has a large vocabulary

Comments:



Specific Academic Aptitude

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

Specific Academic Aptitude Checklist:

___ shows similar characteristics to general intellectual ability but concentrated around one or a few related areas

Specific Academic Aptitude Subject for Consideration _____

- ___ has a long attention span in area(s) of interest
- ___ learns rapidly, easily and will less repetition in a specific content area
- ___ likes or loves one or a few areas of knowledge
- ___ demonstrates advanced content specific vocabulary
- ___ recognized by peers as content area expert
- ___ spends time beyond the classroom assignments on project of interest related to a specific content area
- ___ asks probing questions in this content area
- ___ seems to have knowledge of content concepts beyond what has been taught in the classroom

Comments:



Creative or Divergent Thinking

Creative or Divergent Thinking means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285)

Creativity Checklist:

- 
- is fluent in producing and elaborating on ideas
 - makes unusual associations between remote ideas
 - senses when problems exist and can provide multiple solutions or responses to problems
 - doesn't mind being different and may be viewed by others as unique
 - likes to adapt or improve things
 - produces unexpected, sometimes silly responses
 - entertains self through imagination: reads, writes, draws, daydreams, etc.
 - has a keen sense of humor and finds humor in situations when others may not
 - produces impressive work when given creative product choice or assignment in interest area
 - enjoys spontaneity more than routine/drill

Comments:



Psychosocial or Leadership

Leadership 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/or written expression, managerial ability and the ability and/or vision to set goals and organize others to successfully reach those goals. (704 KAS 3:285)

Leadership Checklist:

- organizes others
- interacts with others easily
- supports others in a group when appropriate
- is looked to by others when something must be decided
- can establish the mood of a group
- can listen to others empathetically
- can give directions clearly and effectively
- is often asked for ideas and suggestions
- recognizes skills and abilities possessed by others
- recognizes and can articulate the goals of a group
- influences others to work towards goals
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can coordinate the work of several individuals
- interacts easily with peers and adults
- often self-assertive and persistent in beliefs
- displays self-confidence
- holds leadership roles in school and extracurricular activities



Visual or Performing Arts

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

Visual Art Checklist:

- produces outstanding original art products
- incorporates many elements into artwork; including use of line, color, texture, etc.
- sets high standards of quality for own artwork
- recognized by peers and adults as artistically talented
- treats art seriously and enjoys talking about, looking at works of art
- manipulates visual arts tools with skill
- enjoys exploring new art materials and techniques
- pursues art in spare time
- grasps basic arts skills quickly and easily



Dance Checklist:

- demonstrates rhythm through movement
- incorporates the elements of dance; shape, time force into movements
- is coordinated, balanced and graceful in movement activities
- is inventive when choreographing movement activities
- adapts easily to a variety of genres of dance movements (ballet, hip-hop, ballroom etc.)
- easily expresses ideas, emotions and feelings through movement
- shows a sustained interest in dance
- recognized by peers and adults as talented in dance
- evokes emotion from audience when performing dance

Comments:



Drama Checklist:

- ___ readily shifts into role of another character, animal or object
- ___ uses voice to reflect changes in mood
- ___ alters voice to accommodate dialogue from a variety of genders, geographies and ages
- ___ uses facial expressions, gestures and/or body movements to communicate ideas and feelings effectively
- ___ demonstrates understanding of conflict when acting out a dramatic event
- ___ brings a dramatic situation to a climax with a well-timed ending when telling a story
- ___ uses elements of drama (literary, technical and performance) to bring a story to life
- ___ recognized by peers and adults as talented in drama

Music Checklist:

- ___ reads and applies the theoretical elements of music; rhythm, pitch, dynamics, etc.
- ___ demonstrates exceptional talent when singing or playing vocal or instrumental music
- ___ shows exceptional auditory/tonal memory
- ___ uses music to express feelings, ideas or experiences
- ___ recognizes inaccuracies or mistakes in self or others and offers suggestions for correction
- ___ accepts leadership roles in musical activities or organizations
- ___ pursues music outside the school day
- ___ learns musical compositions at a faster pace than others
- ___ is recognized by peers and adults as possessing musical talent
- ___ enjoys creating original musical compositions
- ___ enjoys improvising/adapting original melodies

Comments:



Creative Positives Checklist for Special Considerations of Disadvantaged Students for Gifted and Talented Education

Student ID #:

Grade:

School:

Person Completing Checklist:

Role:

Please check all areas in which the student qualifies as disadvantaged.

- High Poverty-Economically Deprived (Free or Reduced Lunch)
- Geographically Isolated
- Culturally Deprived

A combination of the following characteristics may indicate giftedness. Check all that apply.



High Non-Verbal Fluency and/or Originality

- Enjoys and excels at games
- Enjoys and excels at puzzles
- Holds their own or excels in problem-solving activities
- Easily creates original movement patterns or improvisation to communicate an idea
- Highly sensitive to interpreting body language and/or expressive use of gesture
- Emotional Responsiveness

Creative Productivity in Small Groups

- Prefers small groups as compared to whole class
- More engaged in small groups as compared to large groups
- More productive in small groups as compared to large groups
- Prefers small group work to individual work
- Appear less inhibited in small groups
- Becomes more verbal in small groups



Adept in the Arts and/or Physical Activities

- _____ Creates imaginative and/or inventive works of visual art
- _____ Demonstrates practice discipline in areas of interest
- _____ Excels in one or more sports
- _____ Demonstrates talent in singing, composing, playing an instrument, any other art form valued by his or her culture
- _____ Ability to improvise with commonplace materials
- _____ Keen sense of rhythm, pulse, beat

Language Rich in Imagery

- _____ Tells stories of interest with rich imagery and detail
- _____ Creates imaginative lyrics to known or original melodies
- _____ Utilizes rich imagery, idioms, and/or colloquialisms or other types of informal language (codes) when providing explanations
- _____ Increased fluency when expressing feelings and emotions
- _____ Increased articulation when role-playing

References

"Creative Positives of Disadvantaged Children and Youth", E. Paul Torrance from <https://journals.sagepub.com/home/gcq>

"Using Torrance's Creative Positives to Make Curricular Decisions: Sarah Summer and Margaret Hines; Teaching for High Potential; August 2018

Special Considerations for Gifted and Talented Placement

Student:

Please check all that apply.

Environmental:

- Homeless by McKinney-Vento definition
- Transient-moves from school to school
- Lack of learning environment/stimulation in home
- Parental attitude demonstrating rejection or indifference

Language:

- English as a second language
- Lack of verbal intellectual stimulation due to limited language facility
- Disparity in language development due to poverty
- Disparity in language development due to cultural/geographic isolation

Cultural:

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents, and 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)
- Family living at subsistence level
- Inability to participate in varied experiences outside the home

Other:

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

Verified by: _____

Role: _____

Roets Rating Scale for Leadership (RRSL)
A Self-rating Identification Measure for Leadership

Student Self-rating Scale by Dr. Lois Roets

Name: _____ Age: _____ Grade: _____ Date: _____

DIRECTIONS: Read each statement. Mark with the number of your choice.
1-almost always 2-quite often 3-sometimes 4-not very often 5-never

- _____ I have strong convictions about things.
- _____ When I believe in something, I work to promote it.
- _____ I listen to both sides of the issue before I make up my mind.
- _____ I have self-confidence.
- _____ I am able to say my opinions in public.
- _____ I usually am satisfied with the decisions I make.
- _____ When I am criticized for some action I have taken, I can usually go about my work.
- _____ I like to be in charge of events.
- _____ I am able to see what materials are needed to complete a project.
- _____ I am able to see the sequence of steps necessary to complete a project.
- _____ When I am convinced of something, I have courage to act for it.
- _____ I often lead in projects.
- _____ When I see somebody who is a leader, I think that I could do as well as that leader.
- _____ I can speak to persons in authority.
- _____ I have energy to complete projects that I am interested in completing.
- _____ I can understand the viewpoints of others.
- _____ I am willing to change my mind if new facts suggest that I should change my mind.
- _____ I get anxious and excited and am able to use this energy to complete a task.
- _____ I am able to work with many types of persons and personalities.
- _____ I usually understand the plot of a story or play or the main point in a conversation.
- _____ I am willing to try new experiences when these seem wise.
- _____ I know when to lead, to follow and to get out of the way.
- _____ I admire people who have achieved great things.
- _____ I dream of the day and time when I am able to lead myself or others to great accomplishment.
- _____ I feel at ease asking people for help or information.
- _____ I can be a "peacemaker" if I want to be.

**Roets Rating Scale for Leadership (RRSL)
A Self-rating Identification Measure for Leadership**

**Student's Self-Rating Scale
SAMPLE**

Name: _____ Age: _____ Grade: _____ Date: _____

DIRECTIONS: Read each statement. Mark with the number of your choice.
1-almost always 2-quite often 3-sometimes 4-not very often 5-never

- 1 I have strong convictions about things.
- 1 When I believe in something, I work to promote it.
- 3 I listen to both sides of the issue before I make up my mind.
- 3 I have self-confidence.
- 2 I am able to say my opinions in public.
- 1 I usually am satisfied with the decisions I make.
- 2 When I am criticized for some action I have taken, I can usually go about my work.
- 2 I like to be in charge of events.
- 1 I am able to see what materials are needed to complete a project.
- 1 I am able to see the sequence of steps necessary to complete a project.
- 2 When I am convinced of something, I have courage to act for it.
- 3 I often lead in projects.
- 2 When I see somebody who is a leader, I think that I could do as well as that leader.
- 3 I can speak to persons in authority.
- 2 I have energy to complete projects that I am interested in completing.
- 1 I can understand the viewpoints of others.
- 2 I am willing to change my mind if new facts suggest that I should change my mind.
- 3 I get anxious and excited and am able to use this energy to complete a task.
- 3 I am able to work with many types of persons and personalities.
- 2 I usually understand the plot of a story or play or the main point in a conversation.
- 3 I am willing to try new experiences when these seem wise.
- 3 I know when to lead, to follow and to get out of the way.
- 1 I admire people who have achieved great things.
- 1 I dream of the day and time when I am able to lead myself or others to great accomplishment.
- 4 I feel at ease asking people for help or information.
- 2 I can be a "peacemaker" if I want to be.

Sample:

Responses of 1 = $8 \times 3 = 24$

Responses of 2 = $9 \times 2 = 18$

Responses of 3 = $8 \times 1 = 8$

Total: 50 pts.

53rd percentile
5th stanine

**Roets Rating Scale for Leadership (RRSL)
A Self-rating Identification Measure for Leadership**

SCORE INTERPRETATION AND USE

How to Score the RRSL

Student scores are tabulated in this fashion:

Responses of 1 = 3 points each

2 = 2 points each

3 = 1 point each

Responses of 4 or 5 neither add nor subtract.

Total all points

Interpreting RRSL Scores

Using total scores, assign a percentile and stanine rank by consulting conversion table page

Using the RRSL Scores

State guidelines require leadership training to be offered to all students identified as intellectual and/or identified in the area of leadership. Also, schools may decide to offer leadership training to the following students:

_____ all students scoring at or above the 40th percentile or 4th stanine

_____ all students scoring in the top quartile (75th percentile or above and/or 3rd stanine or above)

_____ all students scoring in the upper half (50th percentile or above and/or 5th stanine or above) and who have one other recommendation for leadership. Recommendation may come from self, teacher, peer, or parent.

What is being said is this: **Leadership Training should be a vital part of the enriched curriculum.** The Roets Rating Scale for Leadership (RRSL) is a valid and reliable measure for leadership, but the RRSL is not a perfect measure, nor is it the only leadership identification measure available. Do Not interpret the scores on the RRSL as absolutes, as leadership measures are always improving. Also, the nature of leadership states that person's leadership abilities and ambitions can be stifled or nurtured.

Roets Rating Scale for Leadership (RRSL)

A Self-rating Identification Measure for Leadership for Ages 10-18.

Author: Lois Roets Ed.D.

GENERAL DESCRIPTION

THE ROETS RATING SCALE FOR LEADERSHIP (RRSL) is a self-rating scale for students grades 5-12. It is a measurement for students to rate themselves. It measures leadership (already active or in the daydream stage), ambition, and desires. Grades 5-12 may also be considered as ages 10-18.

HOW TO ADMINISTER THE RRSL

Students in grades 5-12, or ages 10-18, are asked to rate self on the 28 items listed in the RRSL. Students use a numerical code to rate self. The numerical self-rating code is: 1—almost always, 2—quite often, 3—sometimes, 4—not very often, 5—never.

Instructor tells the students:

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

"Let's do an example. Using the 5-point rating scale, how would you rate yourself on these items:

- I like to read before I fall asleep at night.*
- I would like to be chosen to be part of a basketball team.*
- I am embarrassed when I give a wrong answer.*

Any questions?"

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

HOW TO SCORE THE RRSL

Student scores are tabulated in this fashion:

Responses of 1 = 3 points each, responses of 2 = 2 points each, responses of 3 = 1 point each. Total all points. Responses of 4 and 5 neither add nor subtract.

RRSL used in Dr. Chan's research in Hong Kong:
Chan, David W. *Assessing Leadership Among Chinese Secondary Students in Hong Kong: The Use of the Roets Rating Scale for Leadership (RRSL)*.
Gifted Child Quarterly, Vol. 44, No. 2, Spring, 2000. Pages 115-122.

LEADERSHIP... © Lois F. Roets 1997

ROETS RATING SCALE FOR LEADERSHIP

RAW SCORES CONVERTED TO PERCENTILE RANK AND STANINES

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

95

RATING SCALE FOR LEADERSHIP

FREQUENCY DISTRIBUTION OF TEST SCORES N-1897

S - TOTAL STUDENT SCORE				F - FREQUENCY			
S	F	S	F	S	F	S	F
78-0	69-10	59-30	49-42	39-13	29-12	19-3	9-2
77-0	68-14	58-27	48-30	38-15	28- 8	18-4	8-0
76-1	67-21	57-16	47-30	37-15	27- 9	17-4	7-0
75-4	66-20	56-39	46-33	36-18	26- 8	16-1	6-0
74-7	65-16	55-28	45-20	35-16	25-11	15-0	5-0
73-7	64-11	54-30	44-22	34-15	24- 6	14-1	4-1
72-6	63-21	53-26	43-39	33-17	23- 8	13-0	3-0
71-9	62-22	52-24	42-25	32-13	22- 2	12-3	2-0
70-12	61-21	51-32	41-29	31-12	21- 2	11-1	1-0
	60-26	50-36	40-31	30-15	20- 3	10-2	

Medion = 49

DISTRIBUTION FOR STANINE COMPUTATION N-1897

STANINE	PERCENT OF TOTAL	SCORE RANGE	NUMBER IN THAT RANGE
9	4%	70-78	46
8	7%	65-69	81
7	12%	59-64	131
6	16%	53-58	166
5	22%	46-52	227
4	16%	40-45	166
3	12%	32-39	122
2	7%	25-31	75
1	4%	0-24	43

High School Gifted Leadership Teacher Survey Harlan County Schools

Name: _____

School: _____

Grade: _____

Directions: Please circle the number that best represents how you would currently rate your own ability/performance using the scale listed below. Please be honest in your responses. If for some reason a statement is not applicable, please indicate by selecting 0.
0=Not Applicable, 1=Very Poor, 2=Poor, 3=Slightly below average,
4=Average, 5=Slightly above average, 6=Excellent

I would rate this student in these areas as follows:

- | | | |
|-----|--|---------------------|
| 1. | Has problem-solving ability. | 0, 1, 2, 3, 4, 5, 6 |
| 2. | Has skill in working with people. | 0, 1, 2, 3, 4, 5, 6 |
| 3. | Is self-confident. | 0, 1, 2, 3, 4, 5, 6 |
| 4. | Motivates others. | 0, 1, 2, 3, 4, 5, 6 |
| 5. | Handles conflict. | 0, 1, 2, 3, 4, 5, 6 |
| 6. | Encourages teamwork and cooperation. | 0, 1, 2, 3, 4, 5, 6 |
| 7. | Provides constructive feedback. | 0, 1, 2, 3, 4, 5, 6 |
| 8. | Is fair and consistent. | 0, 1, 2, 3, 4, 5, 6 |
| 9. | Makes timely decisions. | 0, 1, 2, 3, 4, 5, 6 |
| 10. | Positively approaches challenges and change. | 0, 1, 2, 3, 4, 5, 6 |
| 11. | Is a life-long learner. | 0, 1, 2, 3, 4, 5, 6 |
| 12. | Inspires others toward hopeful vision of future. | 0, 1, 2, 3, 4, 5, 6 |
| 13. | Is recognized for being fair. | 0, 1, 2, 3, 4, 5, 6 |
| 14. | Develops and nurture friendships. | 0, 1, 2, 3, 4, 5, 6 |
| 15. | Shares knowledge to help others. | 0, 1, 2, 3, 4, 5, 6 |
| 16. | Remains positive and productive during change. | 0, 1, 2, 3, 4, 5, 6 |
| 17. | Listens and attempts to understand others. | 0, 1, 2, 3, 4, 5, 6 |
| 18. | Makes appropriate decisions under pressure. | 0, 1, 2, 3, 4, 5, 6 |
| 19. | Is emotionally mature. | 0, 1, 2, 3, 4, 5, 6 |
| 20. | Holds high ideals. | 0, 1, 2, 3, 4, 5, 6 |

Gifted Leadership Teacher Survey

Harlan County Schools

Name: _____

School: _____

Grade: _____

Directions: Please circle the number that best represents how you would currently rate your own ability/performance using the scale listed below. Please be honest in your responses. If for some reason a statement is not applicable, please indicate by selecting 0.

0=Not Applicable, 1=Very Poor, 2=Poor, 3=Slightly below average,
4=Average, 5=Slightly above average, 6=Excellent

I would rate this student in these areas as follows:

- | | | |
|-----|--|---------------------|
| 1. | Has problem-solving ability. | 0, 1, 2, 3, 4, 5, 6 |
| 2. | Has skill in working with people. | 0, 1, 2, 3, 4, 5, 6 |
| 3. | Is self-confident. | 0, 1, 2, 3, 4, 5, 6 |
| 4. | Motivates others. | 0, 1, 2, 3, 4, 5, 6 |
| 5. | Handles conflict. | 0, 1, 2, 3, 4, 5, 6 |
| 6. | Encourages teamwork and cooperation. | 0, 1, 2, 3, 4, 5, 6 |
| 7. | Provides constructive feedback. | 0, 1, 2, 3, 4, 5, 6 |
| 8. | Is fair and consistent. | 0, 1, 2, 3, 4, 5, 6 |
| 9. | Makes timely decisions. | 0, 1, 2, 3, 4, 5, 6 |
| 10. | Positively approaches challenges and change. | 0, 1, 2, 3, 4, 5, 6 |
| 11. | Is a life-long learner. | 0, 1, 2, 3, 4, 5, 6 |
| 12. | Inspires others toward hopeful vision of future. | 0, 1, 2, 3, 4, 5, 6 |
| 13. | Is recognized for being fair. | 0, 1, 2, 3, 4, 5, 6 |
| 14. | Develops and nurture friendships. | 0, 1, 2, 3, 4, 5, 6 |
| 15. | Shares knowledge to help others. | 0, 1, 2, 3, 4, 5, 6 |
| 16. | Remains positive and productive during change. | 0, 1, 2, 3, 4, 5, 6 |
| 17. | Listens and attempts to understand others. | 0, 1, 2, 3, 4, 5, 6 |
| 18. | Makes appropriate decisions under pressure. | 0, 1, 2, 3, 4, 5, 6 |
| 19. | Is emotionally mature. | 0, 1, 2, 3, 4, 5, 6 |
| 20. | Holds high ideals. | 0, 1, 2, 3, 4, 5, 6 |

Gifted Leadership Self-Assessment Survey Harlan County Schools

Name: _____

School: _____

Grade: _____

Directions: Please circle the number that best represents how you would currently rate your own ability/performance using the scale listed below. Please be honest in your responses. If for some reason a statement is not applicable, please indicate by selecting 0.

0=Not Applicable, 1=Very Poor, 2=Poor, 3=Slightly below average,
4=Average, 5=Slightly above average, 6=Excellent

I would rate myself in these areas as follows:

- | | | |
|-----|---|---------------------|
| 1. | I have problem solving abilities. | 0, 1, 2, 3, 4, 5, 6 |
| 2. | I have skills in working with people. | 0, 1, 2, 3, 4, 5, 6 |
| 3. | I am self confident. | 0, 1, 2, 3, 4, 5, 6 |
| 4. | I motivate others. | 0, 1, 2, 3, 4, 5, 6 |
| 5. | I can handle conflict. | 0, 1, 2, 3, 4, 5, 6 |
| 6. | I encourage teamwork and cooperation. | 0, 1, 2, 3, 4, 5, 6 |
| 7. | I provide constructive feedback. | 0, 1, 2, 3, 4, 5, 6 |
| 8. | I am fair and consistent. | 0, 1, 2, 3, 4, 5, 6 |
| 9. | I make timely decisions. | 0, 1, 2, 3, 4, 5, 6 |
| 10. | I positively approach challenges and change. | 0, 1, 2, 3, 4, 5, 6 |
| 11. | I am a life-long learner. | 0, 1, 2, 3, 4, 5, 6 |
| 12. | I inspire others toward hopeful vision of future. | 0, 1, 2, 3, 4, 5, 6 |
| 13. | I am recognized for being fair. | 0, 1, 2, 3, 4, 5, 6 |
| 14. | I develop and nurture friendships. | 0, 1, 2, 3, 4, 5, 6 |
| 15. | I share knowledge to help others. | 0, 1, 2, 3, 4, 5, 6 |
| 16. | I remain positive and productive during change. | 0, 1, 2, 3, 4, 5, 6 |
| 17. | I listen and attempt to understand others. | 0, 1, 2, 3, 4, 5, 6 |
| 18. | I make appropriate decisions under pressure. | 0, 1, 2, 3, 4, 5, 6 |
| 19. | I am emotionally mature. | 0, 1, 2, 3, 4, 5, 6 |
| 20. | I hold high ideals. | 0, 1, 2, 3, 4, 5, 6 |

Peer Identification for Leadership
Harlan County Schools
Grades 4-12

Directions: Please read each scenario carefully. After thoughtful consideration write the name of the person that you think would be most suited to handle each given scenario.

Scenario One

Your teacher gives an assignment the class does not understand. Who would your classmates look to as a spokesperson to approach your teacher for clarification of the assignment?

Scenario Two

You are in class when suddenly your teacher collapses. Which classmate would you depend on to take charge of the situation?

Scenario Three

The administration has just informed the schools of a new lunchroom policy that your classmates perceive is unfair. Who would you choose to represent student views to the school board?

Scenario Four

Your school has been notified by CBS that a team from your class will be participating on the show "Survivor". Prior to the show, you must choose your team leader. Who would you choose?

Scenario Five

An exciting new class has been added to the curriculum at your school this year. However, it is scheduled at the same time as one of your required classes. You and a group of your friends would like to take both classes. The administration at your school has said you must choose. Which of your classmates would be most likely to think of a solution to this problem?

Scenario Six

One of your classmates has just been notified that his/her military dad is being deployed out of the country for a year. Who in your class would be most likely to befriend your classmate and listen to his/her concerns during this difficult life change?

Scenario Seven

Two students are in the hallway between classes having a heated argument that is about to become a physical confrontation. Who in your class would have the confidence to step in and convince the two that there is a better way to resolve their dispute?

Welcome to Primary Talent Pool

Dear Parent or Guardian:

Your child has been identified as having the ***potential*** to be gifted and/or talented in academics, leadership, creativity, or the visual and performing arts. Students who demonstrate these potentials need experiences that nurture their gifts and talents so they may fully develop their strengths. Students placed in the Primary Talent Pool (PTP) receive early enrichment for those strengths.

Students in PTP participate in experiences that enrich their gifts and curriculum that is appropriate for their learning rate and style. Service delivery options may vary by student and/or grade, depending on the needs, abilities, and interests of students.

PTP is an ***informal, temporary***, category of Gifted and Talented in Kentucky. PTP students will remain in the program throughout their primary years until the end of the third grade. PTP concludes at that time and students will exit the program.

Thank you for your continued support in our effort to provide opportunities for continuous growth in talent areas for our PTP students,

Sincerely,

Dance Performance Rubric
Harlan County Schools

Live Audition _____ Video _____

Student: _____ Grade: _____ School: _____ Score: _____

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1
Creative Dance Sequence Conceives and develops choreographic material	Develops a dance sequence that is creative, organized, complete, and vividly articulates an artistic idea.	Develops a dance sequence that is creative, organized, complete, and effectively articulates an artistic idea.	Develops a dance sequence that has some degree of creativity, is unorganized or incomplete and only partially articulates an artistic idea.	Develops a dance sequence that lacks creativity, is unorganized, incomplete, and fails to articulate an artistic idea.
Skill Demonstrates knowledge of dance positions, steps, direction, and style.	Demonstrates a clear sense of alignment, center control, flexibility and strength. Great attention to the quality of movement, body position. Demonstrates excellent understanding of dance style.	Demonstrates awareness of alignment, center control, flexibility and strength. Effective attention to details of movement and body position. Demonstrates proficiency of dance style.	Demonstrates under-development in the awareness of alignment, center control, flexibility or strength. Demonstrates little attention to details of movement. Lacks proficiency in dance style.	Demonstrates lack of understanding of alignment and center control. Lacks flexibility of movement. Demonstrates lack of strength. Demonstrates no attention to details of movement and vague knowledge of dance style.
Musicality Rhythm Beat Timing	Demonstrates full understanding of rhythm and timing by staying on the beat for the entire dance.	Demonstrates adequate understanding of rhythm and timing by staying on the beat for most of the dance.	Demonstrates some knowledge of rhythm and timing, but increases or decreases tempo at points throughout the dance altering the beat from time to time.	Demonstrates lack of knowledge of rhythm and timing by failing to maintain sense of beat by consistently altering tempo throughout the dance.

Scored By _____



Procedures for using Harlan County School Dance Performance Rubric

Step One:

Become familiar with rubric. Someone familiar with dance terminology and movement principles should do scoring.

Step Two:

View either a live audition or videotaped performance of dancer.

Step Three: As the scorer is observing the dance, underline areas observed on the rubric. Underlines may appear in more than one score point description. Observe for all three areas of the rubric.

Step Four:

Determine Score:

- If all underlined characteristics appear in the same score point column, that is the score. For example, if all underlined characteristics appear in "Approaching Expectations" a score point of 2, then the final score is 2.
- When characteristics are underlined in more than one score point category, deduct one tenth of a point from the highest category for each underlining in a lesser category. For example, if two underlined characteristics appear in the "Approaching Expectations" column with a score point of two but all remaining underlined characteristics appear in the "Meets Expectations" column with a score point of three, the calculation would be 3 minus .2 and the final score would be 2.8.

Step Five:

Determine Evidence Eligibility:

The student must score a 3.5 or better for the Dance Performance Rubric to be eligible for use as evidence in determining eligibility as gifted and talented in the category of Visual and Performing Arts for Dance.



Harlan County School

Vocal Performance Assessment (Adapted from KMEA Choral Adjudication Form)

Student: _____ **Grade:** _____ **School:** _____ **Score:** _____

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1	Score	Comments
Tone Healthy tone Focused and Projected Breath Management Age Appropriate	Tone production is consistent across all ranges and dynamic levels	Tone production is consistent across most ranges and dynamic levels	Tone production is inconsistent across ranges and dynamic levels	Elements of proper tone production are seldom present		
Intonation Note Accuracy Intervals Unisons Tonal Awareness	Pitches are correct, well centered, adjustments made consistently	Pitches are mostly correct, centered, adjustments made consistently	Inconsistent note accuracy and intonation, adjustments are rarely made	Numerous inaccuracies in notes and intonation		
Diction Vowels Consonants Languages Syllabic Stress	Expressive use of the elements of diction with unified vowel placement	Consistent use of the elements of diction, some problems in vowel placement	Inconsistent application of the elements of diction and vowel placement	Minimal application of the elements of diction and vowel placement		
Musicianship Phrasing & Style Dynamics	Outstanding phrasing and dynamics, rhythmic	Consistent use of the elements of diction, some of diction, some	Inconsistent phrasing and dynamics, rhythmic	Inaccuracies in phrasing, dynamics, rhythmic		



Tempo Rhythmic Precision	precision, tempo, and style	problems in vowel placement	precision, tempo, and style	precision, tempo, and style	
Presentation Expression	Outstanding stage presence and use of facial expression	Consistent stage presence with some use of facial expression	Inconsistent stage presence with no facial expression	Stage presence distracted from performance	
Natural Ability Note: This category was added to prevent bias of disadvantage students who may not have the advantage of private vocal training due to poverty or geographic isolation.	Easily reproduces melodic line with accuracy without benefit of formal training or instrumental accompaniment. Aurally matches pitch without instrumental support. Demonstrates innate ability to replicate standard vocal elements without formal training.	Reproduces melodic line with some accuracy without benefit of formal training. Aurally matches most pitches without instrumental support. Demonstrates ability to replicate standard vocal elements without formal training.	Inconsistently reproduces melodic line. Matches some pitches without instrumental support. Replicates some standard vocal elements.	Inaccuracies in reproducing melodic line with or without instrumental accompaniment. Fails to match pitch with or without instrumental support. Standard vocal elements are not present or are unclear.	

Additional Comments:



Dear Parent or Guardian,

It is with great pleasure that I inform you that your child _____, has been selected to the Gifted and Talented Program in Harlan County Schools in the area of _____ . This means your child possesses either potential or demonstrated ability to perform at an exceptionally high level in an area significantly beyond what is normally found with children of the same age. In order to be considered as Gifted and Talented the G/T Coordinator at your school collected a body of evidence and brought it before the District G/T Committee for review. The District G/T Committee then determined that your child qualifies as Gifted and Talented based on that body of evidence.

To be identified as Gifted and Talented state law requires at least three pieces of evidence to support such identification. That body of evidence could include test scores, checklists, portfolios, teacher recommendations and other areas of demonstrated performance.

As a gifted student, your child will receive a Gifted Student Service Plan (GSSP) that will detail how services will be provided to your child. This plan can be viewed through Infinite Campus. Some examples of services include differentiated instruction in the regular classroom, projects, workshops, and mentorships. This year each school has a gifted and talented coordinator working with G/T students to provide enrichment activities such as field trips.

I encourage you to become involved with our state's gifted association, Kentucky Association for Gifted Education (KAGE) at www.kagegifted.org if you choose to allow your child to participate in this program. By signing below, you are giving permission for your child to participate in Harlan County School's Gifted and Talented Program.

Sincerely,

Jeanne A. Lee

District Gifted and Talented Coordinator
.....

I give permission for my child, _____ to participate in Harlan County School's Gifted and Talented Program.

_____, Parent/Guardian

**GIFTED AND TALENTED STUDENT INFORMATION FORM
HARLAN COUNTY PUBLIC SCHOOLS**

STUDENT _____ **PARENT/GUARDIAN** _____

Your student has been identified as gifted and/or talented in the _____ category. The Gifted Student Service Plan details how your student was identified as well as the services that will be provided for your student. It is our mission to provide appropriate service options based on your student's needs, interests, and abilities. Please complete and return this form in order to assist us in better serving your child.

1. Please list/describe any specific need your child may have. (Academically, medically, socially, emotionally)

2. Please list/describe particular interest(s) your child may have or an area he/she is passionate about.

3. Please list/describe any extraordinary abilities you believe your child may have.

_____ I request a change of service option and would like to discuss such change(s).

Give some thought to your goals (again, not just school, but personally, too.)

1. What are your personal goals?
2. What do you hope to accomplish in school?
3. What are your future goals?

"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."

- Dr. Linda Silverman



GT Student Interest, Needs, and Abilities

Student Questionnaire

Name:

School:

Grade:

Directions: Complete this form and return to your school level GT liaison.

Students: As you answer the questions below, think of your answer as it relates to school, but also how you would answer the questions about yourself in other locations, such as at home, or in social settings.

What are your greatest strengths?

What interests you most?

What frustrates you most?

How do you feel about school? Be honest.

Think about how you learn **best**. Circle any of the methods listed here that are your **preferred** ways of learning:

Group work	Listening	Working alone
Discussions/Debates Presentations	Projects	Research
Performing/Movement	Using technology	Hands-On
Watching/Observing	Writing	Other:

Give some thought to your goals (again, not just school, but personally, too.)

1. What are your personal goals?
2. What do you hope to accomplish in school?
3. What are your future goals?

"Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating."

- Dr. Linda Silverman

Gifted Student Service Plan

Grade: SSID:

The Gifted Student Service Plan (GSSSP) is a plan developed for identified students in grades 4-12. The plan notifies parents of the services their child will be receiving from the district. For each identified area the district must provide a minimum of two services.

Gifted Area(s)

- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial or Leadership Abilities
- 04: Specific Academic Aptitude - Language Arts
- 05: Specific Academic Aptitude - Math
- 06: Specific Academic Aptitude - Science

- 07: Specific Academic Aptitude - Social Studies
- 08: Visual or Performing Arts Ability - Art
- 09: Visual or Performing Arts Ability - Dance
- 10: Visual or Performing Arts Ability - Drama
- 11: Visual or Performing Arts Ability - Music

Service Delivery Options and Codes

The code(s) beside the Service Delivery Options are the areas being served. Codes are separated with a comma (,).

- Acceleration Options
- Grade Skipping
- Subject Area Higher Grade Level
- Dual Credit Courses
- Early Exit from High School
- Various Options
- Academic Competition or Other
- Extracurricular Offering
- Advanced Placement and Honors Courses
- Collaborative Teaching
- Consultation Services
- Special Counseling Services
- Enrichment Services (School Day)
- Independent Study
- Mentorships

- Consortium
- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)
- Differentiated Study Experience in the Classroom
- Differentiated Individual Study
- Differentiated for Cluster Groups
- Distance Learning
- Video Courses
- Other Online Courses
- Resources Services
- Pull-out Setting
- Appropriate Instructional Setting

Comments:



Gifted Student Service Plan

Name: _____ **School:** _____ **Year:** _____ **Grade:** _____ **SSID:** _____

The Gifted Student Service Plan (GSSP) is a plan developed for identified students in grades 4-12. The plan notifies parents of the services their child will be receiving from the district. For each identified area, the district must provide a minimum of two services.

Gifted Area(s) Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> 01: Creative or Divergent Thinking | <input type="checkbox"/> 07: Specific Academic Aptitude- Social Studies |
| <input type="checkbox"/> 02: General Intellectual Ability | <input type="checkbox"/> 08: Visual or Performing Arts Ability- Art |
| <input type="checkbox"/> 03: Psychosocial or Leadership Abilities | <input type="checkbox"/> 09: Visual or Performing Arts Ability- Dance |
| <input type="checkbox"/> 04: Specific Academic Aptitude- Language Arts | <input type="checkbox"/> 10: Visual or Performing Arts Ability- Drama |
| <input type="checkbox"/> 05: Specific Academic Aptitude – Math | <input type="checkbox"/> 11: Visual or Performing Arts Ability- Music |
| <input type="checkbox"/> 06: Specific Academic Aptitude- Science | |

Service Delivery Options and Codes The Codes beside the Service Delivery Options are the areas being served. Codes are separated with a comma (,).

Acceleration Options

- Grade Skipping
- Subject Area Higher Grade Level
- Dual Credit Courses
- Early Exit from High School
- Various Options**
- Academic Competition or Other
- Extracurricular Offering
- Advanced Placement and Honors Courses
- Collaborative Teaching
- Consultation Services
- Enrichment Services (School Day)
- Independent Study
- Mentorships

Consortium

- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)
- Differentiated Study Experience in the Classroom**
- Differentiated Individual Study
- Differentiated for Cluster Groups
- Distance Learning**
- Video Courses
- Other Online Courses
- Resources Services**
- Pull-Out Setting
- Appropriate Instructional Setting

Comments:



Decline of Gifted and Talented Services

Harlan County Public Schools

Student Name: _____

School: _____

Grade: _____

Once a student is formally identified as Gifted and Talented (GT) in Kentucky, that student retains that status through 12th grade. However, parents or guardians may choose to refuse gifted and talented services for their student.

Currently, your child has indicated he/she would like to decline GT services this year. Please discuss this decision and return this form to your student's teacher/school if the decision is to decline services.

Area(s) of Identification for which decline of services is requested. Please check all that apply.

General Intellectual Ability

Specific Academic Ability Subject Area: _____

Creativity

Leadership

Visual and Performing Arts VPA Area: _____

All areas (If multiple identification exists)

My signature below indicates my request for decline of services as outlined above. I am request this for the following reason(s):

This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.

Parent Signature: _____ Date: _____

**Harlan County Schools
Gifted and Talented
Individual Test Form**

Student:

School:

Grade:

Birth Date:

Name of Test:

Date of Test:

Location of Test:

Test Administrator:

Gifted Category Under Consideration:

Test Results:

_____ **Results Submitted to School GT Liaison or District GT Coordinator**



Harlan County Schools

Gifted and Talented

Program Evaluation Checklist (704 KAR 3:285)

- ____ Conducted Annually 5(1) Date:
- ____ Presented to Board of Education (Bd Policy) Date:
- ____ Presented to SBDM (Bd Policy) Date:
- ____ Placed in the SIP as part of the instructional planning process 5(2)
- ____ Placed in the DIP as part of the instructional planning process 5(2)

Each Program Evaluation Shall Address the Following:

- ____ Overall Student Progress 5(1)(a)
- Progress Report Data
 - Data from State GT Benchmark Report
 - Any underachieving Data available
 - STAR
 - Odysseyware
- ____ Student, parent, and faculty attitudes toward the program 5(1)(b)
- Survey results
- ____ Community Involvement 5(1)(c)
- List of activities involving community (local, regional, state)
 - Food/Clothing/Toy Drives
 - Events such as Christmas Angel Tree
 - Community Murals
 - Entertainment at Community Events for VPA students
 - Community Partnerships
 - Any seminar, workshop etc. provided by community member or organization
- ____ Cost Effectiveness 5(1)(d)
- Budget
 - Munis Report
- ____ The Incorporation of Gifted Education into the Regular School Program 5(1)(e)
- Direct Services (provided by GT certified teacher)
 - Instruction
 - Check-ins
 - Specialized Curriculum

0

0

0

Gifted Program Survey

Harlan County Schools

Role: _____ Teacher _____ Administrator _____ Parent _____ Student _____ Community

Purpose: The purpose of this survey is to gain insights about the gifted program that will guide school and district improvements. Responses are anonymous.

Directions: All responses should indicate your own perception of the gifted program at this time. Please rate all responses according to the following scale. (1) Being the lowest rating and (4) being the highest. If you aren't sure you can rate the question a (5) Do Not Know

1 (*Not at All*) 2 (*Somewhat*) 3 (*Adequately*) 4 (*To a Great Extent*) 5 (*Do Not Know*)

Program Design

In your opinion, to what extent are the needs of gifted students met through the services provided? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5

Identification

In your opinion, to what extent does the identification process find and identify students who are gifted? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5

Curriculum and Instruction

In your opinion, to what extent does the curriculum provide enough challenge for gifted students?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

In your opinion, to what extent does the classroom differentiate instruction to accommodate the needs of the gifted student?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

In your opinion, to what extent is the regular classroom teacher aware of the responsibilities for the gifted students in the classroom?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

In your opinion, to what extent does participation in the gifted program influence students' enthusiasm for learning?

___1 ___2 ___3 ___4 ___5

In your opinion, to what extent does participation in the gifted program offer educational opportunities beyond the regular classroom?

___1 ___2 ___3 ___4 ___5

Professional Development

In your opinion, to what extent are professional learning opportunities related to gifted education available to teaching staff?

___1 ___2 ___3 ___4 ___5

In your opinion, to what extent would regular education teachers choose to participate in professional learning related to gifted education if it were offered?

___1 ___2 ___3 ___4 ___5

We would greatly appreciate your comments:

Harlan County Schools

Gifted and Talented Program Evaluation

704 KAR 3:285 Section 5 (1)

District policies and procedures **shall** ensure that a program evaluation process **shall** be conducted on an annual basis and **shall** address a variety of components important to the overall success of the gifted education program.







Section 5(1)(a) Progress

Program Evaluation shall address:

- Overall student progress
- Have students met, not met, or exceeded goals?
- What do benchmark assessments and other data tell us?

—

Section 5(1)(b) What are student, parent, and faculty attitudes toward the program?



Tip

Survey results from all stakeholders (Parents, Teachers, Students, and Community Members) provide helpful data



Section 5(1)(c) Community Involvement.

(With a little help from our friends!)



Tip

Get involved! Bring the community in our buildings and take our students out into the world

Section 5 (1)(d) Cost Effectiveness



Tip

75% of the Gifted and Talented budget must be spent providing direct services to identified students by a certified Gifted and Talented teacher.





Section 5(1)(e)

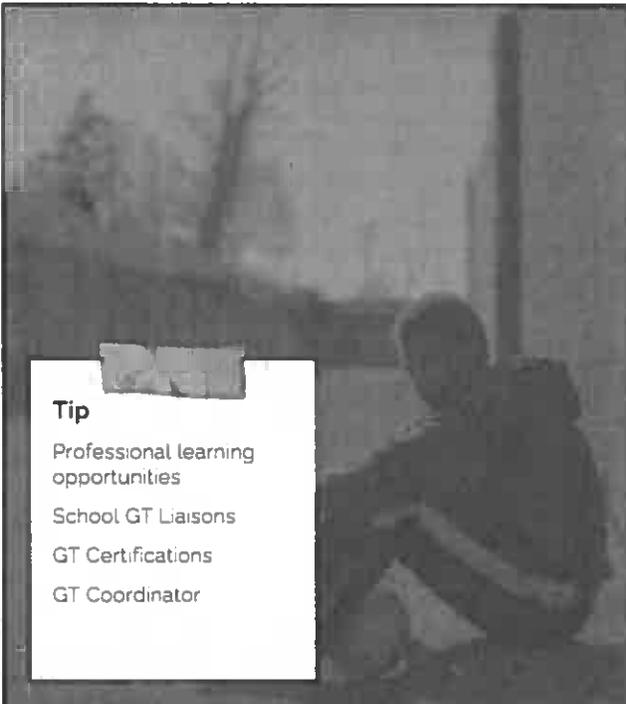
The importance of gifted education into the school program

→ **What**

- Cluster Groups
- Differentiated Instruction
- Direct Services
- Curriculum

→ **Who**

Students identified in all categories of gifted education



Section 5(1)(F)

Overall quality of instruction and program personnel credentials



Tip

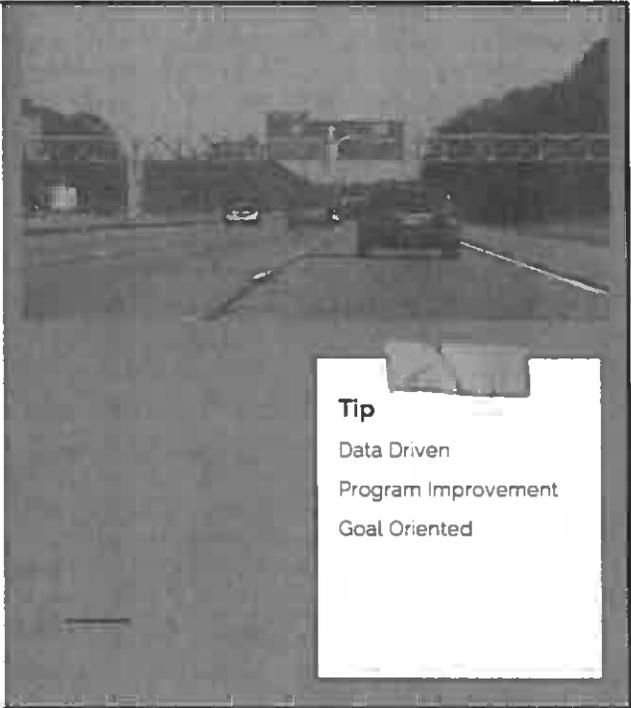
- Professional learning opportunities
- School GT Liaisons
- GT Certifications
- GT Coordinator



Section 5(1)(G)

Future Program Directions and Modifications

Where do we go from here?



Tip

Data Driven
Program Improvement
Goal Oriented

Section 5 (2)

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

Tip

School Improvement Plans
District Improvement Plan





Tip
GSSP
Progress Report
Parent Involvement

Section 5 (3)

Schools report to parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester

Schools SHALL 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



Thank You

We hope you this presentation provides insight into our gifted education program. Thank you for your continued support.

For more information contact Jeanne Lee
Gifted and Talented
Coordinator

