

Breckinridge County Public Schools

Gifted Education Services

Procedures

Definitions

Gifted and Talented Students: That category of students who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in 1.) General intellectual aptitude, 2.) Specific academic aptitude, 3.) Creative or divergent thinking, 4.) Psychosocial or leadership skills, or 5.) Visual or performing arts

Identification/Diagnosis

The district will systematically collect data annually that will provide the target population of candidates for services.

Talent Pool

Each school within the district will establish a talent pool of students (grades K-3) who may qualify for differentiated services. Talent Pool will consist of students who demonstrate high potential in general intellectual aptitude, specific academic aptitude, and creative or divergent thinking, psychosocial or leadership skills, or in visual or performing arts. Talent Pool will also include students with disabilities, ethnic/racial minorities, disadvantaged, and underachieving students who display gifted characteristics. Students in the talent pool will be identified in the following manner:

1. Teachers and/or Parent/Guardian may refer a student to Primary Talent Pool by submitting

Required Evidence:

- a) MAP Progress Report
- b) 2-3 Quality Work Samples
- c) Teacher Narrative

Additional Optional Evidence:

- a) Anecdotal Records
- b) Checklist of Inventories
- c) Informal Assessment (Common Assessment)
- d) Nominations-Self
- e) Referral-Parent
- f) Student Awards
- g) Nomination-Peer
- h) High Performance on Achievement Test
- i) Jot Down
- d) Diagnostic data

- e) Continuous progress data with teacher rating form and appropriate checklists
 - f) Parent interview or questionnaire
 - g) Primary review committee recommendation
2. At the end of third grade, all third grade students in the district will be given a Cognitive Abilities assessment to measure general intellectual ability.
 3. When new or transfer students arrive, GT Coordinators shall review records and collect evidence of former identification and review performance levels necessary to determine the need for services. Identification in Primary Talent Pool transfers within the state of Kentucky.
 4. Exit from the primary program will be based on criteria established by 703 KAR 4:040.

Normed measures will not be used for the purpose of eliminating eligibility for services to a child in the talent pool. However, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress.

The gifted and talented coordinator will forward to the parent or guardian of each student in the talent pool a permission slip requesting authorization for diagnosis of their child prior to administering any normed measure on an individual basis. The permission slip must be signed by the parent or guardian and returned to the gifted and talented coordinator.

Grades 4-12

Formal Identification

Formal identification is a process by which a student in grades **four through twelve** is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness such as 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.

General Intellectual Ability

To qualify for gifted and talented services in grades **four through twelve**, in the area of General Intellectual Ability the student must:

1. A composite score within the ninth stanine on a full scale comprehensive test of intellectual ability
2. A score of 128 or above on Cognitive Ability Test

Atypical or Special Populations, General Intellectual Ability referral must include:

1. A composite score within the eighth stanine on a full scale comprehensive test of intellectual ability
2. A score of 124 or above on Cognitive Ability Test

Specific Academic Aptitude

Students in grades four through twelve may qualify for gifted services in a specific academic area upon submission of teacher referral with the following evidence:

Required Evidence:

Required Evidence:

1. 9th stanine (96th percentile or better) on MAP, CERT, ACT, and/or SAT in the referring subject area
2. 2-3 Quality Work Samples
3. Teacher and/or Parent/Guardian Narrative

Additional Optional Evidence:

- a) Anecdotal Records
- b) Checklist of Inventories
- c) Informal Assessment (Common Assessment)
- d) Nominations-Self
- e) Referral-Parent
- f) Student Awards

- g) Nomination-Peer
- h) High Performance on Achievement Test
- i) Jot Down
- j) Diagnostic data
- k) Continuous progress data with teacher rating form and appropriate checklists
- l) Parent interview or questionnaire
- m) Primary review committee recommendation

Atypical or Special Populations, Specific Academic Referral must include:

Required Evidence:

1. 8th stanine (90th percentile or higher) on MAP, CERT, ACT, and/or SAT in the referring subject area
2. 2-3 Quality Work Samples
3. Teacher and/or Parent/Guardian Narrative

Additional Optional Evidence:

- a) Anecdotal Records
- b) Checklist of Inventories
- c) Informal Assessment (Common Assessment)
- d) Nominations-Self
- e) Referral-Parent
- f) Student Awards
- g) Nomination-Peer
- h) High Performance on Achievement Test
- i) Jot Down
- j) Diagnostic data
- k) Continuous progress data with teacher rating form and appropriate checklists
- l) Parent interview or questionnaire
- m) Primary review committee recommendation

Creativity

Students in grades four through twelve may qualify to receive gifted services:

Required Evidence:

- a) Teacher and/or Parent/Guardian Narrative relating to observed strengths in Creativity
- b) 2-3 student work samples that substantiate giftedness in Creativity
- c) MAP, CERT, ACT, and/or SAT Student Report

Additional Optional Evidence:

- a) Anecdotal Records
- b) Checklist of Inventories
- c) Informal Assessment (Common Assessment)
- d) Nominations-Self
- e) Referral-Parent
- f) Student Awards
- g) Nomination-Peer
- h) High Performance on Achievement Test
- i) Jot Down
- j) Diagnostic data
- k) Continuous progress data with teacher rating form and appropriate checklists
- l) Parent interview or questionnaire
- m) Primary review committee recommendation

Leadership or Psychosocial

Students in grades four through twelve may qualify to receive gifted services:

Required Evidence:

1. Resume listing volunteer work, community service, offices or leadership positions held and any other information that would indicate activities that require leadership skills.
2. An original essay by the applicant, describing his/her leadership qualities and why he/she should be selected for services in the area of leadership OR an essay about a leader that the applicant admires. Included in this essay should be the leadership qualities that this leader possesses and why these qualities are important in being a good leader.
3. A letter of recommendation from someone in the community. (Please ask the person writing the letter to give the letter to you in a sealed envelope. You may give the sealed letter to your classroom teacher or the GT teacher in your school).
4. Copies of any certificates or awards received by the student that would support the leadership referral.

Visual and Performing Arts

Students in grades four through twelve may qualify to receive gifted services:

Required Evidence:

- a) Teacher and/or Parent/Guardian Narrative
- b) Visual Arts: 3-4 student work samples
- c) Performing Arts: Audio and/or video of student performance

Additional Evidence includes at least three of the following:

- a) Anecdotal Records
- b) Checklist Inventories
- c) Jot Down
- d) Primary Review Committee Recommendation
- e) Nominations-self
- f) Referral-Parent
- g) Student Awards
- h) Nominations-Peer
- i) Other:

Eligibility for Services

Teachers will be provided written information annually on how to refer new students for services.

Information on new referrals should include any and all information relative to the exceptionality for which the child is referred. This may include both informal and formal data available. All information will be forwarded to the gifted and talented coordinator.

A district gifted and talented selection committee will be appointed. The gifted and talented coordinator will chair the committee. Other members will include a principal, a gifted education teacher, three regular classroom teachers, a school psychologist, and one counselor.

Should a student with disabilities be referred for services, a special education teacher will serve on the selection committee. The gifted and talented selection committee will review and analyze the information collected, recommend student placement, and determine the students to be served in each school.

Analysis of data will allow for comparison of students in the talent pool to local/national norms, comparison of data among students in pool and developing an index of a student's score relative to others in the pool.

Students who fit the definition of atypical or special population of gifted and talented (are disabled, a member of an ethnic/racial minority, or disadvantaged) will be referred to the committee for consideration. Underachieving students displaying giftedness will also be referred.

Service Delivery

With the exception of academic competition, performances extracurricular offerings, and enrichment classes, services will be provided during regular school hours.

Multiple service delivery options will be provided at all levels.

In the primary program, services will be provided within the framework of primary program requirements and will allow for continuous differentiated curriculum and flexible grouping and regrouping based on individual needs, interests, and abilities. Talent pool students in grades K-3 will receive services from the gifted teacher and the regular classroom teacher on a weekly basis.

Other delivery options available in the primary program are:

1. Acceleration
2. Collaboration
3. Special Counseling
4. Differentiation
5. Distance Learning
6. Enrichment
7. Independent Studies
8. Mentorship
9. Resource Services
10. Seminars
11. Self-Contained

In grades 4 through 12, multiple service delivery options will include:

1. Acceleration
2. AP/Honors
3. Collaboration
4. Special Counseling
5. Differentiation
6. Distance Learning
7. Enrichment
8. Independent Studies
9. Mentorship
10. Resource Services
11. Seminars
12. Self-Contained

Curriculum

In accordance with the goals established in KRS 158.6451, a comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors, and talent will be implemented in developing curricula.

According to the goals established in KRS 158.6451, schools will differentiate, replace, supplement, or modify curricula to facilitate high level attainment of these goals and to assist students identified and diagnosed as gifted and talented to further develop their individual interests, needs, and abilities.

Monitoring of Services

The district will 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 will 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.

The gifted education teacher is responsible for reporting to parents or guardians on the progress of their child (grades 4 through 12) related to the gifted and talented student services plan at least once each semester.

Should a child experience stress of discomfort relative to participation in gifted services, parent(s) or guardians should communicate with the teacher delivering gifted services. If the situation is not resolved, the gifted coordinator, the teacher delivering gifted service, and the child's regular classroom teachers will meet with the parent(s) or guardian(s) to work toward an appropriate solution.

Should the regular classroom or other option be found to be in the best interest of the student instead of pull-out services, support from the gifted services will continue to be available for assistance. The child's giftedness does not change, only the service options.

If the gifted student has a disability, the student's admissions and release committee will determine if placement is correct. The teacher providing gifted services to the child will provide the admissions and release committee a description of the student's progress in the program.

Students in honors and advanced placement classes (grades 8 through 12) must apply to the counseling department in order to transfer to another class.

Likewise, students with unsatisfactory class performance may be removed from such classes by the counseling department with the recommendation of the classroom teacher.

Personnel

The gifted education teacher designated by the superintendent will meet those certification requirements necessary for serving in that position and will oversee the district's services to gifted and talented children.

Teachers providing direct services to gifted students for more than one-half of the school day will have either an approval to teach gifted or an endorsement on their teaching certificate.

The base certificate will be valid relative to the grade level to which the teacher is assigned.

All teachers will be offered professional development training relative to identifying and working with gifted and talented students.

Budget/Funding

The district will submit an application to the state in which seventy-five percent of the state gifted allocation will be used in the category of personnel, including salary and fixed charges.

The gifted and talented coordinator will be responsible for budget decisions concerning the state grant for services to gifted and talented children and for ensuring that all statutes and administrative regulations are met as required to receive state funding for gifted and talented services. Funding for any services beyond the state allocation will be from school allocations as determined in the district budget.

Program Evaluation

Data will be collected for the purposes of evaluating the effectiveness of services to gifted and talented children in the area of student progress, community involvement, cost effectiveness, incorporation of gifted education into the regular school program, overall quality of instruction, and attitudes of students, parents, and teachers toward the delivery of services.

The gifted coordinator will be responsible for collecting data relative to gifted services evaluation annually.

The gifted coordinator is responsible for upgrading any deficiencies.

Assessment of students' progress will be based on continuous progress reports, portfolios, special projects, and available formal test data.

Procedural Safeguards and Grievances

Parents may petition the district committee relative to identification and services of their child.

1. The appealing parent will submit in writing to the gifted and talented coordinator specifically why he/she believes that screening results or placement are inaccurate.
2. The coordinator will compile a student profile and present that along with the petition or appeal to the selection committee. The profile will include a recommendation with substantiating evidence from the child's present and previous teachers.
3. The selection committee will hear the appeal, make a recommendation, and respond in writing to the appealing party within one week of the meeting.
4. If the student is identified for services, he/she may participate as soon as the parent or guardian signs the permission to enroll form.

Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

Parent/Guardian Education

Parents/guardians of gifted children are charged with a special responsibility requiring information beyond normal parenting skills. To assist the parents/guardians, gifted services will provide such support as:

1. Communication regarding local and state Kentucky Associate of Gifted Education activities
2. Annual communication regarding program activities
3. A lending library

(Revised April, 2016)