

Fayette County Public Schools

Gifted and Talented Quick Reference Guide Grades 4-12

KRS 157.230 requires all school districts to operate programs for exceptional children across all grade levels. The KRS 157.200 places gifted students under the category of “exceptional students” under the definition of “exceptional children”.

704 KAR 3:285 Programs for the gifted and talented, mandates that students are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in the areas of general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. Primary students must be screened and selected as high potential learners for the Primary Talent Pool (PTP) and students in grades 4-12 can be formally identified for services in one or more of the gifted areas.

Gifted Definitions 704 KAR 3:285

General Intellectual Ability - possessing either the 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, social awareness, memory, spatial relations, analysis, synthesis, and evaluation of information.

Specific Academic Aptitude - 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 are typically of at least above average intellectual ability, they are often extremely capable of high performance in one or more related academic area(s).

Leadership or Psychosocial Ability - 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.

Visual and Performing Arts Ability - 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 areas such as art, dance, drama, speech, and in activities requiring exceptional gross or fine motor skills.

Creative and Divergent Thinking Ability - 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.

Gifted and Talented Screening 4-12

The District formally identifies students in grades four through twelve (4-12) to participate in Gifted and Talented services. 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 ability; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

General Intellectual- County wide general intellectual testing takes place annually for all 3rd graders with the Cognitive Abilities Test.

Specific Academics- County wide testing takes place annually for all 3rd graders in the areas of reading, math, science and social studies.

Creativity- County wide screening takes place annually for all 4th graders with a creativity instrument.

Leadership- County wide screening takes place annually for all 4th graders using the Peer Leadership Survey.

Visual and Performing Arts: County wide visual art and drama auditions take place for interested 4th graders. All parents will receive an information letter.

NOTE: All other grades are screened annually with referrals, continuous progress data, and/or sociograms. Other testing opportunities may take place during the year due to special considerations and circumstances based upon an appeal for specific student exceptionalities and/or disabilities.

Steps for Formal Gifted Identification 4-12

1) Following testing, screening or a referral, teachers will collect the required pieces of evidence per area(s). Gifted referrals can be made by parents, teachers, students, other school staff members. A student must have at least three (3) valid and acceptable measures per each gifted category to identify strengths and gifted behaviors which indicate a need and eligibility for service options. The gifted resource teacher facilitates all screening and identification processes.

2) Students must obtain a 9th stanine score on a full scale standardized normed referenced mental ability test for the general intellectual area. In the Specific Academic Aptitude areas, students must obtain composite scores in the 9th stanine on a standardized normed referenced achievement test for each specific academic aptitude area. Students must also have at least two additional valid evidence pieces per area.

- Leadership evidence must include the willingness or involvement for leadership in the class, school, **and** community.
- Visual and performing arts evidence must include either a performance, a portfolio, or a recommendation.
- Creativity evidence must show creative thinking ability.

3) Gifted Recommendation Committee (GRC) shall meet to analyze all data and evidence pieces to make decisions regarding possible testing options, gifted identification/placement, and services to be delivered. Members include, but not limited to, gifted personnel, classroom and special area teachers, administration, counselors, special education teachers, EL teachers, and any other personnel who formally identify and determine student placements through district policies. Meetings for new gifted identifications and testing opportunities may occur in winter and spring. *NOTE: Parents/guardians may file an appeal for identification and/or service options by completing an Appeal Home Observational Checklist. Parents may request this appeal document from the gifted resource teacher or the District Gifted and Talented Office. The District Gifted and Talented Appeals Committee will make all final decisions on appeals.*

To ensure equitable procedures for screening and identification for traditionally underrepresented students (exceptional disabilities, disadvantaged-racial/ethnic subgroups, English Learners, and

underachieving) in gifted and talented education, best practice procedures will be used to identify students eligible for gifted and talented services through special considerations.

Service Delivery Summary for Formally Identified Gifted Students 4-12

According to 704 KAR 3:285 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 interests, needs and abilities.

Through collaborative means, the school will organize service delivery options which match specific student need, interest, and ability. The first semester of each school year, the committee will meet to determine appropriate service delivery options for each student. Gifted resource teachers will support service delivery through a minimum of two service options. Service options may be a combination including, but not limited to, differentiation, enrichment, acceleration, collaboration, and consultation.

Upon initial identification, and then annually each fall, gifted students will receive a Gifted Student Service Plan. In addition, at the close of each semester, a Gifted Student Service Plan Progress Report will be available through Infinite Campus.

Schools have the responsibility of providing appropriate differentiation for all students no matter their ability level or whether a specific gifted identification has been made.

Specific Service Delivery Options for Gifted Students 4-12

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.

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:

- Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects in a higher grade level)
- Collaborative teaching
- Consultation services
- Resource Services
- Special counseling services
- Distance learning
- Independent study
- Seminars
- Differentiated study experiences for individuals and cluster groups in the regular classroom
- Enrichment services during the school day (must take place during the school day; no extracurricular);
- Mentorships
- Honors Classes
- Advanced Placement
- Travel study options
- Special schools or self-contained classrooms, for grades four (4) through twelve (12) only.

Reciprocity of Identification

Reciprocity is offered for all gifted identifications which occur in a Kentucky public school district. Infinite Campus system transfers all gifted records from one district to another. Service delivery options are reviewed in the new district and recorded in the Gifted Student Service Plan. Students who move in from another state or private/homeschool are not offered reciprocity and must be evaluated based upon the Kentucky Gifted Regulation. Schools will review student's standardized test scores and additional evidences. Furthermore, additional required evidences may be collected along with possible administration of norm referenced standardized assessments.