

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 auditions will take place for interested 4th graders. All parents in this grade level will receive information letters from their Gifted and Talented Specialist in their building.

NOTE: All other grades are screened annually with sociograms, referrals and continuous progress data. 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 area, 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 skills.

3) Gifted Recommendation Committees (GRC) shall meet to analyze all data and evidence pieces to make the final gifted identification placement and to decide how services will best be delivered. Members include gifted personnel, teachers, administrators, counselors, special education teachers, and other personnel who formally identify and determine student placements through district policies. Meetings for new gifted identifications and testing opportunities will occur in Dec./Jan. and April/May. *NOTE: Parents may file an appeal for identification and/or testing opportunities by filling out an Appeal Home Observational Checklist. Parents may request this from the gifted resource teacher or the District Gifted and Talented Office. The District Gifted and Talented Selection Committee will make all final decisions on appeals.*

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.

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 matches specific student need. The first semester the committee meets to decide on the best service delivery for each student. During the first semester, gifted resource teachers will be supporting service delivery through a variety of options including push in/ co-teach models, consultation, differentiation, enrichment, pull out groups, and other various activities. Gifted students in grades 4 and 5 during the second semester will receive a special resource setting enrichment project for several hours by the gifted resource teacher. The projects will vary depending on the gifted identification area and the schedule per school

may vary according to the gifted teacher's schedule. Other service delivery will also be made available the second semester. Each gifted student will receive an annual Gifted Student Service Plan and Progress Reports twice a year through the report card or Individual Learning Plan.

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.

Each school will have a Gifted and Talented Recommendation Committee (GRC) which will meet to decide on the best services for their PTP and gifted students. The committees are expected to meet twice during the school year to make decisions on testing opportunities and gifted identifications based upon a complete body of evidence. Meetings will occur in December/January and April/May. The committee also develops a Gifted Student Service Plan for each student in grades 4-12. Proper documentation is sent home to parents following the meeting.

Reciprocity of Identification

Gifted identifications which take place in a public school system in KY will transfer to another KY school district. Service delivery options are reviewed in the new district and recorded on the Gifted Student Service Plan. Infinite Campus system of data transfers all gifted records from one district to another. Students who move in from another state are not offered reciprocity and must be evaluated based upon the KY Gifted Regulation. Schools will review student's standardized test scores and evidences. Additional required evidences along with testing may be collected and administered for possible identifications.