



Gifted and Talented Education Services

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INTRODUCTION

Eminence Independent Schools strives to provide an education tailored to the individual needs of each student. This handbook serves as a resource for outlining the procedures and policies surrounding gifted and talented education in our district. You will find information concerning identification process for both Primary Talent Pool for grades K-3 and gifted and talented students in the each area of identification (Specific Academic Aptitude, General Intellectual Ability, Creativity, Leadership, and the Visual and Performing Arts) for grades 4-12.

Should you have any questions or concerns regarding Gifted and Talented programs or services, do not hesitate to contact me. As the Gifted and Talented Coordinator for Eminence Independent Schools, I am readily available to discuss any concerns you may have.

Sincerely,

A handwritten signature in black ink that reads "M. Sham Coffee". The signature is written in a cursive style with a large initial "M" and a stylized "Coffee".

Gifted & Talented Coordinator, Eminence Independent Schools

CONTACT INFORMATION

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EMINENCE GIFTED AND TALENTED COMMITTEE

Thom Coffee, Gifted and Talented Coordinator

Rebekah Murphy, Gifted and Talented Resource Teacher

Angie Deckard, Eminence Middle/High School Principal

Michael Doran, Eminence Elementary Principal

Alethea Coffee, Director of Special Education

Miranda Shaw, Guidance Counselor

Ryan Shuff, Teacher, Eminence Elementary School

Lisa Vega, Teacher, Eminence Middle School

Morgan Lanham, Teacher, Eminence High School

REGULATION

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.

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 who display high potential characteristics shall be selected through an informal process, be placed in a talent pool, and receive services.

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

The definitions specified in 704 KAR 3:285 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 3:285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on 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 services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or 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 placement test to the student given as a follow-up to a test routinely administered to all students and used for 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.

PROCEDURAL SAFEGUARDS AND GRIEVANCES

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

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make recommendation, and respond in writing to the appealing party within (10) working days of receipt of the appeal and accompanying information. If the appeals concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following service option shall apply as appropriate:
 - A. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - B. A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

GENERAL DISTRICT-WIDE GUIDELINES

1. Eminence Independent Schools will maintain a district Gifted and Talented Committee to assist in the development of policies and procedures, identification standards, and to identify students to be served. The committee will consist of school administrators, gifted and talented coordinator, and representatives from the teaching staff.
2. The district committee will convene three times per year in order to identify students for the primary talent pool and in the areas of general intellectual ability, specific academic aptitudes (math, language arts, science, social studies), creative/divergent thinking, and leadership skills. One meeting will occur in October/November, January/February and May.
3. Parents will be notified via a letter that their child has been selected to participate in the Talent Pool or receive gifted education services in one or more of the identified areas.
4. Should additional testing be required to determine eligibility, permission for testing will be requested and granted from the child's parents/guardians prior to the actual testing taking place.
5. For students who have been nominated but not placed by the identification committee, parents/guardians and/or teachers may appeal the decision using the Appeals Policy outlined in this handbook.
6. Criteria for identification are outlined in this handbook.
7. Students will remain identified in areas of giftedness until graduation; however, appropriate levels of service are determined yearly using information from test data and classroom performance. Talent Pool participants remain in the Talent Pool until the end of primary grades.
8. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria in this handbook.

NOMINATION TIMELINE AND PROCESS

1. Nominations from teachers, administrators, and parents will be accepted at any time but will be strongly encouraged in September. The district committee will meet to determine identification and placement in October/November.
2. A second round of nominations will be accepted in January. The district committee will meet in January/February for identification and placement.
3. Teachers and administrators will be encouraged to nominate students in April or May toward the end of the school year. The committee will meet prior to the close of the school year for identification and placement.
4. Teachers and administrators nominating students for the gifted and talented program must include the required supporting evidence in order for the student to be considered by the committee.
5. Teachers may submit any of the following pieces of evidence, as they apply to each area of giftedness: parent nomination, self-nomination, continuous progress data, jot down notes form, and evidence from student portfolios (or work samples) demonstrating giftedness. These items may serve as alternative or supplemental pieces of evidence beyond information requested on nomination forms.

GIFTED SERVICES TIMELINE

Identification of New Students for Eminence Independent Schools gifted and talented program	Month	Service Timeline for Existing Students in the gifted and talented program
MAP Testing Fall Session	August	
	September	
Round 1 Nominations Due	October	GSSPs Due to GT Coordinator Parents Receive GSSP by October 31
GT Committee Meeting: Identification/ Notification	November	
GSSPs are sent to parents of students identified in round 1 nomination process	December	
Round 2 Nominations Due MAP Testing Winter Session	January	1st semester GT Progress Reports go home with second grading period report cards
GT Committee Meeting: Identification/ Notification	February	
GSSPs are sent to parents of students identified in round 2 nomination process	March	
	April	
Round 3 Nominations Due GT Committee Meeting: Identification/ Notification	May	2nd semester GT Progress Reports go home with final report card
MAP Testing Spring Session		

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 or 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)

Identification and Services

1. Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion; however, the state of Kentucky requires that one of the three pieces of evidence include a qualifying normed referenced assessment score. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:

1. **Norm Referenced Test:**

Language Arts: Criterion is met if student has TWO scores above the 96th percentile within the past THREE NWEA MAP Reading testing sessions or a qualifying normed-referenced assessment.

OR

Student has one score above the 96th percentile AND a score above the 96th percentile on either KPREP Reading, or ACT Reading.

Math: Criterion is met if student has TWO scores above the 96th percentile within the past THREE NWEA MAP Math testing sessions or a qualifying normed-referenced assessment.

OR

Student has one score above the 96th percentile AND a score above the 96th percentile on either KPREP Math or ACT Math.

Social Studies: Criterion is met for students who score 96th percentile on a normed referenced Social Studies Test.

Students recommended by a teacher or the principal will take a national normed Social Studies assessment (ex. Iowa Social Studies Test). Criterion is met if the student scores in the 96th percentile or above.

Science: Criterion is met if student scores in the 96th percentile on KPREP Science, or ACT Science.

2. **Specific Academic Checklist:** Criterion is met if the student scores a 32+ on the checklist
 3. **Teacher Recommendation:** Criterion is met if the narrative includes at least two of the suggested topics on the specific academic teacher nomination form AND evidence indicates a high level of ability in the nominated subject area.
 4. **Additional Evidence:** Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, continuous progress data, Specific Academic jot down notes document (14/16 boxes), or evidence from student portfolio or work samples demonstrating exceptional performance. To meet criterion, the evidence must be considered valid, reliable and convincing. Evidence must support behaviors/performance outlined in the Specific Academic Checklist.
2. Parents will be notified by letter when a student is identified. Students who are new to the gifted/talented program will receive a parent/student input form to aid in the development of the GSSP.
 3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will create a GSSP folder to maintained in the GT Coordinator's office.
 4. A student may be identified in one or more of the academic core content areas.
 5. Students may be identified at any time during grades 4-12

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6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

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)

Identification and Services

1. Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion; however, the state of Kentucky requires that one of the three pieces of evidence include a qualifying normed referenced assessment score. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:
 1. **Formal Testing Data:** Criterion is met if the student scores in the ninth stanine on a full scale comprehensive test of intellectual ability (CogAT). Individual mental ability tests may be given and used when a student scores low on a formal group measure but other factors show potential or when an intellectual ability score is not available.
 2. **Eminence General Intellectual Ability Checklist:** Criterion is met if the student scores 32+ on the checklist.
 3. **Teacher Recommendation:** Criterion is met if the narrative includes at least two of the suggested topics listed on the general intellectual teacher nomination form and evidence indicates high level of intellectual ability.
 4. **Additional Evidence:** Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, General Intellectual jot down notes document (14/16 boxes). To meet criterion, the evidence must be considered valid, reliable and convincing. Evidence must support behaviors/ performance outlined in the General Intellectual Academic Checklist.

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2. Parents will be notified by letter when a student is identified. Students who are new to the gifted/talented program will receive a parent/student input form to aid in the development of the GSSP.
 3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will create a GSSP folder to be maintained in the GT Coordinator's office.
 4. Students may be identified at any time during grades 4-12.
 5. A student may be identified in General Intellectual Ability as well as other areas of identified giftedness.
 6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

CREATIVITY

Creativity 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 or imagination, and solving problems in unique ways.

(704 KAR 3:285)

Identification and Services

1. Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:
 1. ***Eminence Creativity Checklist***: Criterion is met if the student scores 32+ on the checklist.
 2. ***Teacher Recommendation***: Criterion is met if the narrative includes at least two of the suggested topics listed on the general intellectual teacher nomination form and evidence indicates high level of intellectual ability.
 3. ***Creativity Screening Results***: Criterion is met if the work sample meets gifted standards described in resource book from which it was taken. The Gifted Resource teacher shall be responsible for providing gifted standards (to the committee) for any screener used.
 4. ***Additional Evidence***: Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, Creativity jot down notes document (14/16 boxes), or evidence from student portfolios or work samples demonstrating creativity. To meet criterion, the evidence must be considered valid, reliable and convincing. Evidence must support behaviors/performance outlined in the Creativity Checklist.

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2. Parents will be notified by letter when a student is identified. Students who are new to the gifted/talented program will receive a parent/student input form to aid in the development of the GSSP.
 3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will create a GSSP folder to be maintained in the GT Coordinator's office.
 4. Students may be identified at any time during grades 4-12.
 5. A student may be identified in Creativity as well as other areas of identified giftedness.
 6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

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 other to successfully reach those goals.

(704 KAR 3:285)

Identification and Services

1. Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:
 1. **Eminence Leadership Checklist:** Criterion is met if the student scores 32+ on the checklist.
 2. **Teacher Recommendation:** Criterion is met if three events are described which demonstrate leadership or leadership potential at an exceptionally high level.
 3. **Leadership Portfolio:** The student provides a list of extracurricular activities with leadership roles and a letter(s) of reference in support of the student's leadership ability. If these two items indicate a high level of leadership or potential leadership, the criterion is met.
 4. **Additional Evidence:** Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, Leadership jot down notes document (14/16 boxes), or other valid and reliable documentation of leadership. To meet criterion, the evidence must be considered valid, reliable and convincing. Evidence must support behaviors/performance outlined in the Creativity Checklist.
2. Parents will be notified by letter when a student is identified. Students who are new to the gifted/talented program will receive a parent/student input form to aid in the development of the GSSP.

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3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will create a GSSP folder to maintained in the GT Coordinator's office.
 4. Students may be identified at any time during grades 4-12.
 5. A student may be identified in Leadership as well as other areas of identified giftedness.
 6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

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)

Identification and Services

1. Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:

Visual Arts

1. **Eminence Visual Arts Checklist:** Criterion is met if the student scores 32+ on the checklist.
2. **Teacher Recommendation:** Criterion is met if the narrative includes at least two of the suggested topics listed on the visual arts nomination form and evidence indicates high level of ability.
3. **Portfolio Submission:** Criterion is met if two to three pieces of work (2 or 3 dimensional, in any medium) are deemed of a quality to warrant services.
OR...

Alternate to the Portfolio: Criterion is automatically met if the student has been selected for GSA or other school/institute of high caliber.

Performing Arts

4. **Eminence Performing Arts Checklist (Vocal/Instrumental and/or Dance/Drama):** Criterion is met if the student scores 32+ on the checklist.

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5. **Teacher Recommendation:** Criterion is met if the narrative includes at least two of the suggested topics listed on the visual arts nomination form and evidence indicates high level of ability.
 6. **Audition Results:** Criterion is met if a taped or live audition is judged by professionals in the field of talent and deemed of a quality to warrant services.
Or...
Alternate to Audition: Criterion is met if the student has received the following recognition:
 1. Selected for Governor’s School for the Arts, All District and/or All State Band or Chorus or received a superior rating in an individual state, regional or district performance.
 2. Selected, through an auditioning process, to participate in a school/institute for dance, drama, or music.
2. Parents will be notified by letter when a student is identified. Students who are new to the gifted/talented program will receive a parent/student input form to aid in the development of the GSSP.
 3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will create a GSSP folder to maintained in the GT Coordinator’s office.
 4. Students may be identified at any time during grades 4-12.
 5. A student may be identified in the Visual Arts or Performing Arts as well as other areas of identified giftedness.
 6. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

PRIMARY TALENT POOL

Primary 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.

(704 KAR 3:285)

Identification and Services

1. Nomination and inclusion in the primary talent pool is based on subjective measures. Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion. **Four** measures/processes will be used to determine eligibility. If the student meets the minimum criteria in three areas, he/she will be admitted into the program. The area as follows:
 1. **Talent Pool Indicators:** Criterion is met if the student has a completed checklist showing traits/characteristics or behaviors of a high potential learner.
 2. **Evidence to accompany indicators:** Criterion is met if relevant anecdotal records or examples accompany Talent Pool indicators and are convincing.
 3. **Samples of student work:** Criterion is met if two or more work samples are submitted and exemplify the work of a high potential child.
 4. **Academic Data:** Criterion is met if the student is in the 90th percentile or above in a normed assessment and/or continuous progress data supports the student as having high potential characteristics.
 5. **Additional Evidence:** Teachers may submit any of the following pieces of evidence: parent nomination, or self-nomination. To meet criterion, the evidence must be considered valid, reliable and convincing.
2. Parents will be notified by letter when a student is identified. The notification letter will clearly state the purpose of the Talent Pool and clarify that identification for Talent Pool is separate from formal identification for the Gifted/Talented program.

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3. Students may be identified at any time during the primary years and will remain in the Talent Pool until the conclusion of third grade.
 4. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on the criteria outlined above.
 5. When a student exits primary, he/she will go through the identification process(es) for inclusion in the grades 4-12 specific areas of giftedness prior to inclusion in the formal program.

PARENT NOMINATION PROCEDURES

As stated by district policy, parents may nominate their child(ren) to receive services in any of the areas of giftedness or to be a part of the primary talent pool. The procedures and responsibilities are as follows:

Parent Role:

1. Complete either the parent nomination form for K-3 Primary Talent Pool or the parent nomination form for Grades 4-12.
2. Attach any work samples or test scores that you have on hand that demonstrate giftedness.
3. Submit a complete form to the Gifted and Talented Coordinator no later than October 15 for fall selection and January 1 for spring selection.

Classroom Teacher Role:

1. Compile support information which may include: teacher nomination, testing information, or other information related to ability and performance.
2. Submit nomination and identification data to the District Gifted and Talented Coordinator.

District Role:

1. The District Selection Committee meets to review data and make decisions on selection.
2. The Gifted and Talented Coordinator notifies parent of committee's decision.

****Parent nomination does not guarantee acceptance into the gifted education program.*

GIFTED SERVICE PLAN DEVELOPMENT FLOW CHART

