



*Elizabethtown Independent  
School District  
Gifted and Talented Handbook*

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**Elizabethtown Independent Schools**

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## INTRODUCTION

“For each child, all that he is capable of becoming” is the motto that former Superintendent Mr. T. K. Stone stressed when discussing the type of education that students in the Elizabethtown Independent Schools could expect to receive. This philosophy -- combined with the district’s mission statement which states that we will “...ensure each student the opportunity for a quality education which prepares him/her to fulfill his/her potential...” -- coincides with 704 KAR 3:285. The regulation, relating to several Kentucky statutes, requires each district to adopt policies and procedures that provide for identification of strengths, gifted behaviors, and talents of students in kindergarten through 12<sup>th</sup> grade.

These students are ones who possess demonstrated potential ability in one of the following areas: general intellectual ability, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and visual or performing arts.

This handbook is a compilation of state and local guidelines, identification procedures, examples of delivery options for gifted education services, and appropriate forms for each area of giftedness.

## 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 PROVISIONS**

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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: general 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**

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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.

*Complete Policy 08.132 is located in the appendix.*

## GENERAL DISTRICTWIDE GUIDELINES

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1. A districtwide gifted placement/selection committee will remain in place to help develop policies and procedures, identification standards, and to identify students to be served. This committee will consist of representatives from each school in the district and will be comprised of a principal or designee, classroom teacher(s), teacher(s) of exceptional students, counselor(s), consulting arts professional(s), and the gifted education teacher and/or Gifted/Talented coordinator.
2. The district committee will have three meetings a year as needed to provide feedback on the adequacy of the district's identification/diagnostic procedures; for the purpose of identifying students for the primary talent pool; for identifying students in the areas of general intellectual ability, specific academic aptitude, creative/divergent thinking, and psychosocial/leadership skills; and to discuss potential services for these students. These meetings will be in October/November, January/February, and May as needed. Additional meetings for screenings for visual and performing arts will be held as necessary.
3. Parents will be notified via letter that their child has been selected to participate in the talent pool or receive gifted education services in one of the five identified areas. They will also be invited to provide any information that they feel would be helpful to the school/district in developing the Gifted Student Services Plan (hereafter *GSSP*).
4. Should any 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 being done.
5. There will also be a sub-committee of the district Gifted/Talented committee which will serve as an appellate committee for decisions made by the Selection Committee which are appealed.
6. For students who have been nominated but not placed by the identification committee, parents/guardians and/or teachers may appeal the decision as spelled out in the district's Grievance Policy (and as specified in Board Policy 08.132).
7. Criteria for identification are listed in each specific area of giftedness in this handbook.
8. Students 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 Talent Pool until the end of the primary grades. Parents of Talent Pool students will receive an exit letter at the conclusion of the program.
9. Transfer students from other Kentucky school districts, as well as gifted students from military families, will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.

## GENERAL SCHOOLWIDE GUIDELINES

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1. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student. GSSPs will be written by the classroom teacher in consultation with the gifted/talented teacher/coordinator and/or the building administrator. GSSPs will be uploaded to the Parent Portal in Infinite Campus. Parents will be notified through Infinite Campus messenger that they are available for viewing.
2. GSSPs will be uploaded to the Parent Portal in Infinite Campus no later than October 31 for returning students and within one month of identification for newly identified students. Two progress reports will also be uploaded to the Parent Portal (one each semester) each year. School administrators/designees will be notified when the GT documents are completed, and parents will be notified that the documents have been uploaded and are available for viewing (along with instructions for viewing the documents).
3. Each student will have a gifted and talented folder (provided by the district) that will follow the student through his/her academic career in the EIS. Folders will be maintained in the GT office. The student's record will be flagged in Infinite Campus. Each school should contact the GT teacher/coordinator for records should a transfer occur.

## NOMINATION TIMELINE AND PROCESS

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1. Nominations from teachers, administrators, and parents will be accepted at any time. The district committee will meet to determine identification and placement in October/November, February, and May as needed.
2. When teachers and administrators nominate students, supporting evidence must be included. Three areas of evidence are required for GT identification, with ninth stanine test scores being one for academic consideration.
3. 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](#), 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.

## Procedural Safeguards and Grievances

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Parents and/or students (Grades K-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 a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal 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 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.



## **SPECIFIC ACADEMIC APTITUDE**

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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)

### **IDENTIFICATION AND SERVICES**

1. Identification is based on multiple evidences. 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 these three areas, he/she will be admitted into the program. The areas are as follows:
  - a. Norm Referenced Test: The criterion is met if the student scores in the ninth stanine on one or more subject test scores of a standardized normed achievement test (ITBS, Terra Nova, etc.) In EIS, The ITBS will be administered to all currently registered students, usually in September of the 4th, 6th, and 9th grades. Accommodations will be provided as outlined in IEP/504 plans. These results will be screened for 9th stanine scores in the areas of Language Arts, Mathematics, Science, and/or Social Studies. In addition, STAR Reading/Math 9th stanine scores may be used as well (given to all students 3x/year)
  - b. [EIS Specific Academic Checklist](#): Criterion is met if the student displays several gifted characteristics or is recognized as underachieving.
  - c. Teacher Recommendation: Criterion is met if written survey responses include evidence that indicates a high level of ability in the nominated subject area.
  - d. Additional Evidence: Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, continuous progress data, Specific Academic jot down notes, or evidence from student portfolios (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 EIS Specific Academic Checklist.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

2. When a student is identified, parents will be notified by letter. 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 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.
6. Transfer students from other Kentucky school districts as well as military compact students will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.
7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

**Gifted Identification Surveys/Input information for Specific Academic Aptitude can be found on the Elizabethtown Independent School [website](#).**

**POSSIBLE INTERVENTIONS FOR STUDENTS IDENTIFIED IN  
SPECIFIC ACADEMIC APTITUDE**

- Teach the student how to manipulate written and spoken language by using analogies and euphemisms.
- Ask the student to judge how a particular historical reading represents the life of the people of that era (e.g., English nursery rhymes often criticized the lords and ladies of the day.)
- Ask the student to compare two objects of his/her own choice.
- Allow the student to select and complete a science project.
- Have the student compare and contrast ancient number systems.
- Allow the student to take advantage of accelerated math curricula rather than repetitious drill when he/she has shown mastery level achievement on a preassessment.
- Use reading series material with high interest and high vocabulary.
- Provide a large variety of supplementary reading materials in the student's interest area at his/her reading ability level.
- Encourage the student to communicate and/or demonstrate his/her ideas or solutions to others as a means of sharing discoveries.
- Facilitate the student's interest in a specific area by matching him/her with an appropriate mentor for a designated amount of time.
- Require the student to analyze survey data and make a generalization(s) about its results.

## GENERAL INTELLECTUAL ABILITY

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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. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in these three areas, he/she will be admitted into the program. The areas are as follows:
  - a. Formal Testing data: The criterion is met if the student scores within the ninth stanine on a full scale comprehensive test of intellectual ability (CogAt, etc). In EIS, the CogAt will be administered to all currently registered students, usually in September of the 4th, 6th, and 9th grades. Accommodations will be provided as outlined in IEP/504 plans. These results will be screened for 9th stanine scores Individual mental ability tests (CogAt screeners) 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.
  - b. [EIS General Intellectual Ability Checklist](#): The criterion is met if the student displays several gifted characteristics or is identified as underachieving.
  - c. Teacher Recommendation: Criterion is met if written survey responses include evidence that indicates a high level of intellectual ability.
  - d. Teachers may submit any of the following pieces of evidence, in addition to the required pieces: parent nomination, self-nomination, or General Intellectual jot down notes. To meet criterion, the evidence must be considered valid, reliable, and convincing. Evidence must support behaviors/performance outlined in the EIS General Intellectual Checklist.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

2. When a student is identified, parents will be notified by letter. Students who are new to the gifted/talented program will receive a parent/student input form to aid in 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 office.

4. A student 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 as well as military compact students will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.
7. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

**Gifted Identification Surveys/Input information for General Intellectual Ability can be found on the Elizabethtown Independent School [website](#).**

**POSSIBLE INTERVENTIONS FOR STUDENTS IDENTIFIED IN  
GENERAL INTELLECTUAL ABILITY**

- Have student serve as a lab assistant with specific objectives to meet during class time instead of doing work he/she has already mastered.
- Compact regular curriculum for the student when he/she has mastered the basic skills and doesn't need repetitious drill or extended subject explanation, in order to provide the student with time to study an area of particular interest.
- Provide a variety of reading levels (e.g., in fiction and nonfiction books, diagrams, filmstrips, maps, posters, etc.) to stimulate the student's interest and foster independent investigations.
- Provide the opportunity for the student to debate both sides of an issue (e.g., a school problem, city dispute, moral issue, etc.)
- Require the student to self-evaluate a project or performance when he/she has completed the project or performance.
- Provide opportunities for the student to develop new criteria for evaluation purposes (e.g., judging artwork, poetry, ideas, etc.)
- Ask the student to share his/her opinion on a given topic in an impromptu speaking situation.
- Have the student write open-ended questions for other classmates to answer after reading a selection.
- Provide opportunities for the student to utilize the higher order thinking skills of analysis, synthesis, and evaluation in assignments tangent to the regular curriculum.

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)

### 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 these three areas, he/she will be admitted into the program. The areas are as follows:
  - a. **Torrance Test of Creativity:** Student should score within the 9th stanine on this assessment to meet the criterion. In EIS, systematic screeners will be administered through primary classes. Small clusters of high potential students will be pulled for resource services specific to creative/divergent thinkers in 4th and 5th grades. The Torrance Test will be administered to those with the highest potential at the end of the 5th grade, with identification processes in October/November of the 6th grade. Incoming students may also be screened and administered the Torrance based on diagnostic criteria on an individual basis as needed.
  - b. [EIS Creative/Divergent Thinking Checklist](#): The criterion is met if the student displays several strengths related to giftedness in creative/divergent thinking.
  - c. **Teacher Recommendation:** Criterion is met if written survey responses include evidence indicating a high level of creative/divergent thinking ability.
  - d. **Creativity Screening Results:** The 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.
  - e. Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, Creativity jot down notes, 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 EIS Creativity Checklist.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

1. When a student is identified, parents will be notified by letter. Students who are new to the gifted/talented program will receive a parent/student input form to aid in development of the GSSP.
2. 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 Office.
3. A student may be identified in Creativity as well as other areas of identified giftedness.
4. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.
5. Transfer students from other Kentucky school districts as well as military compact students will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.

**Gifted Identification Surveys/Input information for Creative/Divergent Thinking Ability can be found on the [Elizabethtown Independent School website](#).**



**POSSIBLE INTERVENTIONS FOR STUDENTS IDENTIFIED IN  
CREATIVE/DIVERGENT THINKING ABILITY**

- Have students list as many different and unusual uses for a specific item as he/she can within a certain time limit.
- Use Project Based Learning activities with the student
- Have the student describe as many ways as possible to solve a problem.
- Provide opportunities for the student to experiment with and manipulate a variety of materials from which to create new products.
- Have the student answer analogy questions.
- Encourage the student to write analogy problems for others to solve.
  
- Provide the student with a wide variety of reading material and topics, including non-fiction.
- Suggest to the student who chooses writing to experiment with a wide variety of writing forms.
- Encourage the student to keep a notebook describing his/her fantasies and/or dreams as possible future topics for investigation.
- Encourage innovation and multiple ways to solve problems.
- Allow the student to complete learning activities based on his/her interest topics.
- Help the student develop a list of resource categories from which he/she can further explore an interest area.

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 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 these three areas, he/she will be admitted into the program. The areas are as follows:
  - a. [EIS Leadership](#) Survey: The criterion is met if the student displays several strengths related to giftedness in leadership. Documentation should be provided of student's willingness to lead in class, community, **and** student organizations, per KAR 3:285. The leadership surveys should be completed by (1) at least one adult who is familiar with the student's leadership abilities and (2) the student.
  - b. Recommendation: The criterion is met if the written survey responses support that the student shows a willingness to lead in the class, community, **and** student organizations. The recommendation is completed as part of the Leadership survey by at least one adult who is familiar with the student's leadership abilities.
  - c. Leadership Portfolio: The student provides a list of extracurricular activities with leadership roles, included as part of the survey. The student may also include a letter of reference in support of the student's leadership ability. If either/both of these items indicate a high level of leadership or potential leadership, the criterion is met.
  - d. Teachers, students, or parents may submit any of the following pieces of evidence: parent nomination, self-nomination, Leadership jot down notes, 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 EIS Leadership Checklist.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

2. When a student is identified, parents will be notified by letter. Students who are new to the gifted/talented program will receive a parent/student input form to aid in development of the GSSP.
3. Within one month of identification, a GSSP must be completed and sent home. The gifted education teacher will begin a GSSP folder to be maintained in the GT Office.
4. A student may be identified in one or more of the academic core content areas as well as Leadership.
5. Transfer students from other Kentucky school districts and military compact students will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.
6. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

**Gifted Identification Surveys/Input information on Leadership can be found on the Elizabethtown Independent School [website](#).**

#### **POSSIBLE INTERVENTIONS FOR STUDENTS IDENTIFIED IN LEADERSHIP**

- Encourage the student to develop an awareness of leadership qualities by reading biographies about the early lives of famous leaders who interest them.
- Discuss the student's goals and ideals which he/she works to promote (e.g., in school, in the community, etc.)
- Provide opportunities for the student to voice his/her opinions in public.
- Allow the student to choose a topic to debate. Have student reverse his/her role and debate the opposite side.
- Provide the student with opportunities to lead in projects.
- Allow the student to lead class discussions.
- Ask the student to keep a journal about all of his/her leadership experiences.
- Have the student organize a panel discussion on a current event topic.
- Teach the student how to promote teamwork.
- Provide opportunities for the student to have extra responsibilities as preparation for leadership in the future.
- Invite elected persons to speak and serve as role models for the student.

- Allow the student to be in charge of events as preparation for planning an organized club event.
- Create a simulation where the student must persuade others to do something and then examine his/her persuasive technique.
- Encourage the student to study philosophy as related to leadership qualities.

## VISUAL OR PERFORMING ARTS

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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 these three areas, he/she will be admitted into the program. The three areas for the specific area are as follows:

#### ***Visual Arts***

- a. [EIS Visual Arts Checklist](#): The criterion is met if the student displays several strengths related to the visual arts. Must be completed by an art teacher/specialist.
- b. Recommendation: Criterion is met if written survey responses indicate an exceptionally high level of ability. Must be completed by an art teacher/specialist.
- c. Portfolio Pieces: The criterion is met if two to three pieces of work (variety of mediums) are deemed (by an arts teacher/professional) to be of a quality to warrant services. Alternate to portfolio - This criterion is automatically met if the student has been selected for GSA or other school/institute of high caliber.

#### ***Performing Arts***

- a. [EIS Performing Arts Checklist](#) (Vocal/Instrumental and/or Dance/Drama): The criterion is met if the student displays several strengths related to the specific category of performing arts. Must be completed by a teacher/specialist in the specified performing art field.
- b. Recommendation: Criterion is met if written survey responses includes evidence that indicates an exceptionally high level of ability. Must be completed by a teacher/specialist in the specified performing art field.
- c. 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. Alternate to audition - The criterion is automatically 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 a state, regional or district performance.

2. Selected, through an auditioning process, to participate in a school/institute for dance, drama, or music.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

2. When a student is identified, parents will be notified by letter. 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 begin a GSSP folder to be maintained in the GT Office.
4. A student may be identified in the Visual Arts or Performing Arts as well as other areas of identified giftedness.
5. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on EIS criteria.
6. Progress reports on the GSSP are to be completed for each identified student at the end of each semester.

**Gifted Identification Surveys/Input information on Visual/Performing Arts can be found on the Elizabethtown Independent School [website](#).**

#### **POSSIBLE INTERVENTIONS FOR STUDENTS IDENTIFIED IN VISUAL & PERFORMING ARTS**

- Have the student study experts in his/her interest area.
- Facilitate field trips for the student to observe experts who are engaged in the student's special interest area.
- Invite local craft artisans, musicians and athletes to demonstrate their wares and/or talents.
- Allow the interested student to demonstrate for others how a particular art tool, musical instrument, or piece of sports equipment is used.
- Facilitate for the student a list of specialized extended attendance programs in his/her field of interest.
- Require the student to develop an independent study project in the field of his/her choice.
- Arrange a mentorship program with a local expert for the student in his/her special interest area for a few hours each week.

- Provide a variety of art media or musical instruments for the student to explore and use.
- Ask the student to analyze a particular technique used by an artist.
- Encourage the student to use his/her own judgment when viewing artwork or listening to works of music.
- Always require the student to evaluate his/her own work.
- Have the student complete an art or music interest center.
- Share opportunities with the students to listen to and create music.
- Introduce the student to the language of music.
- Ask the student to tell or read stories using appropriate gestures and facial expressions.
- Have the student role-play a variety of characters.
- Encourage the student to do imitations.
- Permit the student to practice a variety of techniques for evoking emotional responses from listeners.
- Allow the student to create original plays that he/she may direct, produce and act in.
- Have the young child act out poems, stories, nursery rhymes, etc.

## PRIMARY TALENT POOL

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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 student will be denied entrance to the program based on only one criterion. Three criteria will be used for identification. If the student meets the minimum criteria in these areas, he/she will be admitted to the gifted education program. The three areas are as follows:
  - a. [Talent Pool Indicators](#): The criterion is met if the teacher/gifted resource teacher has submitted a completed checklist, with at least two of the six indicators showing traits/characteristics or behaviors of a high potential learner.
  - b. Evidence (to accompany indicators): The criterion is met if relevant anecdotal records or examples that accompany at least two of the six Talent Pool indicators are convincing.
  - c. Samples of student work: The criterion is met if two or more work samples are submitted and exemplify the work of a high potential child.
- d. Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, continuous progress data or other testing results which support the student as having high potential characteristics. To meet criterion, the evidence must be considered valid, reliable, and convincing.

*In addition, students can be identified according to special considerations which include environmental, language, cultural, and economic.*

2. When a student is identified, parents will be notified by letter. 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.
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, as will Military Compact students. Out of state transfer students will be admitted based on EIS criteria.



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.

**Primary Talent Pool Surveys/Input information can be found on the Elizabethtown Independent School [website](#).**

## TRAITS COMMONLY FOUND IN GIFTED YOUNG CHILDREN

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### ADVANCED COMMUNICATION SKILLS

- Speaks clearly and distinctly
- Uses advanced vocabulary
- Has a sense of humor (understands riddles, puns, etc.)
- Likes to 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 age peers
- Has vivid imagination
- Enjoys problem solving

### BEHAVIOR

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

## **PARENT NOMINATION PROCEDURES**

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

### **Parent**

1. Complete the parent nomination form.
2. Attach any work samples or test scores that you have on hand that demonstrate giftedness.
3. Submit completed form to Gifted Education Resource Teacher no later than October 1 for fall selection and January 1 for spring selection.

### **Gifted Resource Teacher**

4. Compile support information which may include: teacher nomination/input, testing information, and/or other information related to ability and performance.
5. Submit nomination and identification data to district selection committee.

### **District** (Selection Committee and Resource Teacher)

6. The District Selection Committee meets to review data and make decision on selection.
7. The Gifted Education Resource Teacher notifies parent of committee's decision.

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

**Parent Nomination information can be found on the Elizabethtown Independent School [website](#).**

## Appendix

### 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: 7/15/2002  
Order #: 11680

## Gifted and Talented Students

### SELECTION FOR SERVICES

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

### CURRICULUM

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

### PERSONNEL/FUNDING

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

**Gifted and Talented Students****PROGRAM EVALUATION**

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

**PROCEDURAL SAFEGUARDS AND GRIEVANCES**

Parents and/or students (Grades P-12) may petition for identification or may appeal nonidentification 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 a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal 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 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.

Review/Revised:7/19/2004



