

# SIMPSON COUNTY SCHOOLS GIFTED/TALENTED HANDBOOK (Revised June 2019)



## Simpson County Gifted and Talented Committees (GTC)

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## **Kentucky Gifted and Talented Assurances**

The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12)

The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)

The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)

The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)

The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)  
The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)  
A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)

A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)  
The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)  
State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)

State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)

The local school district has established a districtwide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

For a detailed copy of Kentucky's gifted and talented program regulations, visit this website: <http://www.lrc.state.ky.us/kar/704/003/285.htm>

## **Simpson County Gifted/Talented Program**

Gifted and Talented students are a category of exceptional students who possess demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership skills or visual or performing arts.

The goal of the Simpson County Schools' gifted/talented education program is to educate and develop each identified student to his/her full potential. The identification of strengths and abilities that represent that potential and provision of services designed to build upon those strengths are essential. Students may be identified in the areas of 1) general intellectual ability, 2) specific academic aptitude, 3) creativity, 4) visual and performing arts, and 5) leadership through the use of a talent pool in the primary grades and formal identification beyond primary.

Gifted/talented services are designed to differentiate, replace, supplement or modify curricula to facilitate high level attainment of the learning goals established in 704 KAR 3:285 and to assist students identified as gifted/talented to develop their individual interests, needs and abilities. These services shall be delivered through multiple service delivery options, with no single option existing alone at any grade level. Classroom teachers with the assistance of the school's curriculum coordinator and/or gifted/talented coordinator will determine, plan and provide services for the needs of each identified child. Simpson County Schools will offer service delivery options appropriate to the unique needs of gifted/talented students that may include the following:

- |  |  |
|--|--|
| a. Acceleration options                  | j. Mentorships   |
| b. Independent study                     | k. Travel study options                                |
| c. Classroom enrichment                  | m. Differentiated experiences in the regular classroom |
| d. Cluster grouping                      | n. Consultation services                               |
| e. Seminars                              | o. Enrichment services                                 |
| f. Advanced placement and honors classes | p. Performance opportunities                           |
| g. Special counseling services           | q. Collaborative teaching                              |
| h. Resource services/pull-out            | r. Extracurricular activities/academic competitions    |
| i. Distance learning                     |  |

### **Academic Acceleration:**

Based on the belief that all students are entitled to a quality education appropriate to their particular needs, students who advance beyond grade level through the state and local curriculum may be given the opportunity to accelerate. Acceleration may include a variety of options: grade-based acceleration, single-subject acceleration, curriculum compacting, dual credit, and/or Advanced Placement classes. If acceleration is a possible service option for a student, a team of the following people (a district administrator; principal; guidance counselor, GT teacher, or curriculum coordinator; parent; and school psychologist) will meet and examine all available test data, classroom performance data, and the student's social and emotional needs to make a decision that is in the best interest of the student.

**Program Evaluation:**

The District Gifted/Talented Coordinator will coordinate the annual, on-going process of evaluating all aspects of the gifted education program as directed by administrative regulation for annual submission to the Kentucky Department of Education and make recommendations for upgrading those areas that need improvement. Each year, the District Gifted/Talented Coordinator will be responsible for collecting data required for the annual report and submitting it to the Superintendent/designee for his/her information prior to forwarding it to the Kentucky Department of Education. This data will assist in making recommendations for the comprehensive improvement planning process at both the district and school levels.

## **General District Guidelines**

A district-wide GT Committee will be established each year to help develop policies and procedures, identification standards, and identify the students to be served. This Committee will consist of representatives from each school in the district, administrators, and the District GT Coordinator.

The District GT Committee will have two meetings a year (one each semester) for the purpose of accepting students for the Primary Talent Pool (PTP) and to formally identify GT students in each of the five (5) areas.

Parents will be notified with a District Notification Letter if they have a child who is eligible to participate in the PTP or to receive GT services in any of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the District in designing the Gifted Student Services Plan (GSSP).

Parents or guardians and teachers may appeal a decision as provided in the District's Appeals Policy for a student who has been nominated but not identified by the District GT Committee.

Criteria for identification are listed for each specific area of giftedness in the Gifted and Talented Handbook.

Identified students will be served each year at all levels (primary, upper elementary, middle school, and high school) with a minimum of two (2) service options. A review of all records will occur at the end of each transition stage: elementary, middle and high.

Transfer students from other school districts will qualify for gifted services upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the principal upon enrollment.

## **General School Guidelines**

Parent permission form must be signed by the parent/guardian before a student can be formally assessed, identified, a GSSP is written, and services are provided to a student.

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities.

Parents/guardians will receive a copy of the GSSP no later than October for returning students and within one month of identification for newly identified students. They will also receive a minimum of two progress reports (one each semester) throughout the year.

Each student will have a Simpson County Schools GT Student Services Summary folder (orange folder provided by the District) that will follow the student through their academic career.

## **Nomination Timeline and Process**

Nominations from teachers, administrators, and parents can be accepted at any time throughout the school year, for any grade level in grades 4-12 and for any of the five areas of gifted education. The District GT Committee, composed of School Coordinators from each school as well as district administrative staff, will meet twice each year (once per semester) to accept formal identification of students.

Three pieces of evidence, with at least one being a 'primary' piece of evidence, for each identified area must be included when teachers and administrators nominate students.

The current year's teacher or the previous year's teacher will complete the nomination process

when scores are returned from the spring's state testing and students are eligible for consideration but have previously not received a teacher nomination.

### **School Guidelines**

Review teacher/parent/student recommendation forms for appropriate specialty area(s).

Obtain parent permission to review the student portfolio and/or student data.

Review the "Selection Criteria" for each of the specialty areas. The student's portfolio, testing and/or relevant student data will be reviewed to determine student qualification. Individual student score sheets for the specialty areas of Visual and Performing Arts, Creativity and Leadership will be completed for each student and placed in the student's Gifted & Talented (GT) Folder.

Determine the most appropriate service delivery options for the identified children in each category after the "Permission/Denial Form" has been returned. The School GT Coordinator, teachers, or counselor responsible for providing services and keeping appropriate records will be identified and notified. The School GT Coordinator, teachers, and/or counselor will be responsible for writing and implementing the Gifted Student Service Plan (GSSP) and reporting of student progress to parents at the end of each semester - two times during the school year.

Once a student is identified, the student will qualify for services as long as they are in school. The students placed in Gifted Services do not have to be re-identified each year.

If a student qualifies for services, the School GT Coordinator will notify parents using the appropriate notification letter and the "Permission/Denial Form". The parent must give approval for the child to receive services. If the parent gives permission for services, the GSSP will be shared with the parent. The School Coordinator will send the parent the appropriate notification letter if a student is not recommended for formal identification.

The Gifted Student Folder will be monitored by the School GT Coordinator, teacher/teachers or counselor responsible for providing the majority of direct services or as assigned by the principal. The School GT Coordinator is responsible for maintaining or coordinating accurate student enrollment data at the school level.

### **Record Keeping**

Gifted and Talented Folder (Orange)

The School GT Coordinator is to place all relevant identified student information in one GT Student Folder (orange).

The Gifted Student Service Plans (GSSP), identification and placement forms of a multi-talented student will be kept in this one folder. The School GT Coordinator will collaborate with teachers to complete the GSSP. This one folder is not a part of the cumulative folder but should be kept separately.

### **Transitioning of Records to Middle and High School**

The School GT Coordinator at the elementary level will complete the required documentation in the GT Student Folders along with a student listing and send to the receiving middle school prior to the end of the school year. The listing will include the identified specialty areas per student.



The School GT Coordinator is responsible for transitioning all folders with a student listing when students transition from the middle school to the high school. The listing will include the identified specialty areas per student.

#### Infinite Campus

Each School GT Coordinator will be responsible for maintaining and/or coordinating accurate data in Infinite Campus throughout the school year.

Each School GT Coordinator will be responsible for ensuring students are exited from Primary Talent Pool as well as ensuring all GSSP information concurs with Infinite Campus.

## **Identification of Primary Talent Pool (Grades K-3)**

PTP (Primary Talent Pool grades K-3)- The Kentucky GT regulation at 704 KAR 3:285 defines the talent pool as “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.”

Franklin Elementary and Simpson Elementary Schools will establish a talent pool of students who have demonstrated high potential and have qualified for differentiated services. “High potential learners” are those students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

### **Criteria for Talent Pool Identification**

A. Teachers shall use a **minimum of three** of the following for selecting high potential learners for participation in the primary talent pool:

- a collection of evidence demonstrating student performance (ex. student work or performances)
- diagnostic data (ex. STAR reading or math scores)
- anecdotal records (ex. teacher jot downs)
- available formal test data (ex. Stanford 10, CogAT, ITBS, etc.)
- parent nomination form/questionnaire

For students who qualify as high potential learners, teachers will send home a Parent Notification/Consent for Participation in the Primary Talent Pool (p. 11) as well as a Parent Nomination Form/Questionnaire (pp. 12-13). These must be completed and returned for referral into the Talent Pool.

Students identified in the talent pool will receive services within the framework of the primary program requirements that shall allow for continuous progress through a differentiated curriculum and flexible grouping based on the individual needs, interests, and abilities of the students. Recommendations for services shall be made on an individual basis.

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*Note: Inclusion in the Primary Talent Pool does not guarantee formal identification as Gifted/Talented. This means that if a student is identified in the Primary Talent Pool, s/he will not automatically participate in gifted programming starting in 4<sup>th</sup> grade. All students will need to meet the criteria for identification at the 4<sup>th</sup> grade level to receive gifted services.*

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**Parent Notification Letter/Consent Form  
Primary Talent Pool**

Dear Parents or Guardians,

Your child has been selected for participation in the Primary Talent Pool at \_\_\_\_\_ Elementary. Your child was placed in the Talent Pool because s/he shows high potential in one or more of the following areas: General Intellectual, Specific Academic Aptitude, Visual/Performing Arts, Creativity, and/or Leadership. At least three examples of evidence were used to determine your child's eligibility for the Primary Talent Pool; these could include STAR Math/Reading scores, teacher recommendations, standardized test scores, examples of student work, and/or parent nomination forms.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop his/her abilities. Appropriate services may include options such as the following: cluster grouping, enrichment activities, differentiated study experiences in the regular classroom, resource services delivered in the general classroom or pull-out classroom, independent projects, learning centers, and/or curriculum compacting. Primary Talent Pool services may be provided both within the regular classroom and/or outside of the classroom.

Parent permission is needed in order for a child to participate in the Primary Talent Pool. **Some children who participate in the Primary Talent Pool may be identified for gifted services as they exit the primary program. The formal identification process begins at the 4th grade.** Please complete the bottom of this form and the enclosed Parent Inventory and Observation Form and return them to your school's Curriculum Specialist.

If you have any questions, you may call or email \_\_\_\_\_  
at (contact number & email) \_\_\_\_\_

\*\*\*\*\*

**Consent Form - Participation in Primary Talent Pool**

Student Name: \_\_\_\_\_

Talent Pool Area (s) \_\_\_\_\_ Date Identified: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Yes, I give permission for my child to participate in the Primary Talent Pool.**

**No, I do not want my child to participate in the Primary Talent Pool.**

I understand that selection to participate in the Primary Talent Pool does not imply that my child is or will be formally identified in gifted and talented.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

# Parent Nomination Questionnaire for Primary Talent Pool

## Simpson Elementary

Student: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

### Leadership Checklist:

**Please check characteristics which accurately describe the TYPICAL behavior of this student.**

- Ability to set goals
- Influences others to work toward desirable/undesirable goals
- Looked to by others when something must be decided
- Initiates activities that involve peers
- Tends to dominate peers or situations
- Judges abilities of others and finds a place for them
- May appear "bossy" at times
- Interacts easily with both children and adults
- Sought out by other students for play/activities
- Sense of justice and fair play
- Can be counted on to do what he/she promised
- Self-confident
- Is often the captain of teams
- Is sensitive to feelings of others or to situations
- Makes things happen
- May be frustrated by lack of organization or progress
- Motivate others
- Expresses negative feelings appropriately

\*\*\*\*\*

### General Intellect Checklist:

(Adapted from Silverman/Waters Checklist)

**Compared to other children your child's age, please check each of the descriptors below which fit your child well and provide an example.**

Good problem-solving abilities      Example: \_\_\_\_\_

Rapid learning ability              Example: \_\_\_\_\_

Extensive vocabulary              Example: \_\_\_\_\_

- Good memory Example: \_\_\_\_\_
- Long attention span Example: \_\_\_\_\_
- Sensitivity Example: \_\_\_\_\_
- Compassion for others Example: \_\_\_\_\_
- Perfectionism Example: \_\_\_\_\_
- High degree of energy Example: \_\_\_\_\_
- Preference for older companions Example: \_\_\_\_\_
- Wide range of interests Example: \_\_\_\_\_
- Excellent sense of humor Example: \_\_\_\_\_
- Early or avid reading ability Example: \_\_\_\_\_
- Good ability with puzzles, mazes, or numbers Example: \_\_\_\_\_
- At times, mature for age Example: \_\_\_\_\_
- Perseverance in areas of interest Example: \_\_\_\_\_

**Visual/Performing Arts:**

**If your child has been recommended for art or music, please include examples or evidence to show his/her interest in and talent in that area.**

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Primary Talent Pool Teacher Referral Form

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_/\_\_\_/\_\_\_ Current Grade: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

	Almost all the time	Often	Sometime s	Rarely
<b>Solves problems in many different ways.</b> Example:				
<b>Displays a clever sense of humor (intellectually playful)</b> Example:				
<b>Often foresees a variety of possible outcomes in a situation.</b> Example:				
<b>Displays leadership qualities.</b> Example:				
<b>Is very observant and notices details others miss.</b> Example:				
<b>Becomes extremely interested in a topic.</b> Example:				
<b>Sees relationships between different ideas and objects.</b> Example:				
<b>Learns very quickly.</b> Example:				
<b>Has a large vocabulary.</b> Example:				
<b>Displays originality.</b> Example:				
<b>Is very curious about many things.</b> Example:				
	<b>Above Average</b>	<b>Somewhat Above Average</b>	<b>Considerably Above Average</b>	
<b>Student's abilities when compared with other children the same age</b>				

Revised from: Spring Branch ISD • Advanced Academic Studies • 2100 Shadowdale, Houston, TX

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date:

## **GT Identification Process: Grades 4 - 12**

Identification of gifted students in grades 4-12 is an ongoing process. Teachers may recommend students for GT services in any area. The Curriculum Specialist, GT Teacher, and/or School Counselor (School Gifted/Talented Committee or GTC) will work in conjunction with classroom teachers to help complete the identification process. Multiple measures will be used to determine eligibility for GT programs. A letter of parental permission is required before the identification process may begin. The District Gifted and Talented Committee (GTC) will meet twice each year to complete the formal identification process. Parents will be notified of the action of District GT committee and will need to complete a permission slip for the student to participate in the GT program. Transfer students who have qualified for GT services in other Kentucky school districts will be accepted into Simpson County's GT program. Transfer students from other states will be considered based upon the decision of the district GTC.

### **General Intellectual Ability**

For a student to qualify in the area of General Intellectual, the school GTC must submit the following to the district selection committee:

- A. The teacher recommendation rating scale completed by a classroom teacher. For selection, students must have a total of at least 28 of 32 possible points. (p. 24)
- B. A score on the CogAT (Cognitive Abilities Test) in the ninth stanine. The CogAT screener will be administered to all 3rd grade students and individual students in grades 4-12 who have received parent or teacher nomination forms. Full CogAT tests will be given to students who score in the 75<sup>th</sup> percentile range or above.
- C. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)
- D. Other identification measures such as student portfolios, teacher jot downs (p. 43), or other academic ability assessment scores may be used as appropriate.
- E. Optional: Special Considerations Form

### **Specific Academic Aptitude**

For a student to qualify in the area of Specific Academic, the GTC will submit the following to the district selection committee:

- A. The teacher recommendation rating scale completed by a classroom teacher.
- B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)
- C. Standardized Test Results: The recommended student must score within the 9th stanine (97-99 percentiles) in any one of the following subjects on norm-referenced standardized assessments: Math, Reading/Language Arts, Science, or Social Studies. A student may qualify in more than one area and based upon national or local norms. Assessments may include:
  - Iowa Test of Basic Skills (ITBS) for Science, Social Studies, Reading, and/or Math
  - STAR Test: Reading and/or Math
  - Other nationally normed assessments, as appropriate

D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.

E. Optional: Special Considerations Form

### **Creativity**

For a student to qualify in the area of Creativity, the GTC will submit the following to the district selection committee:

A. The teacher recommendation rating scale completed by a classroom teacher. For selection, the student must have a total of at least 14 of 16 possible points. (p. 29)

B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)

C. The GTC will administer and score a standardized test of creativity (ex. Torrance or Williams) per instructions in test guide booklet. Norms for the specific test will be used for identification purposes. A 9<sup>th</sup> stanine score on a standardized assessment is NOT a required evidence item.

D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.

E. Optional: Special Considerations Form

### **Leadership**

For a student to qualify in the area of Leadership, the student (with the help of the guidance counselor and school GTC committee) must submit a portfolio containing the following entries to the district selection committee:

A. Leadership essay

B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)

C. Autobiography

D. Three (3) letters of recommendation & Teacher Leadership referral checklist (p. 30)

E. Evidence of volunteer work and/or community service

F. Leadership qualities evidence

G. Self-reflection rating scale for leadership

H. Optional: Special Considerations Form

### **Visual Arts**

For a student to qualify in the area of Visual Arts, the GTC must submit the following to the district selection committee:

A. The teacher recommendation rating scale completed by a visual arts teacher. For selection, students must have a total of at least 13 of 15 possible points. (p. 32).

B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)

C. The GT Visual Arts Evaluation Form completed by the referring teacher. (p. 33). To move to the portfolio level, the student must have 10 out of 13 points on this checklist.

D. A portfolio submitted by the student and scored by a district team of certified art teachers.

E. Other identification measures such as teacher jot downs, may be used as appropriate.



F. Optional: Special Considerations Form

**Performing Arts: Dance, Drama, & Speech**

For a student to qualify in the area of Performing Arts, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a classroom teacher. For selection, students must have a total score of at least 14 of 16 possible points (p. 35 or 36).
  - B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)
  - C. Results of an audition set up by the appropriate content teacher, during which the student will select a piece no longer than 5 minutes. Three evaluators will score the performance using the Evaluation Checklist.
  - D. identification measures such as student portfolios or teacher jot downs may be used as appropriate.
- E. Optional: Special Considerations Form

**Performing Arts: Music**

For a student to qualify in the area of Performing Arts, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a music teacher. A private music instructor may also recommend. For selection, students must have a total of at least 25 of 28 possible points. (p. 37)
  - B. Parent/guardian permission slip (p. 39) and the parent inventory/observation form. (pp 22-23)
  - C. The Music Evaluation Form completed by the referring teacher. To move to the audition level, the student must have 10 out of 13 points on this checklist. (p. 38)
  - D. The results of an audition set up by the GTC and/or music teacher, during which the student will complete a vocal or instrumental performance not to exceed 3 minutes. A video of a performance may be submitted but cannot be used in lieu of personal audition, except in cases where transportation of a large musical instrument is an obstacle to an onsite performance. The performance should establish the music student as an exceptional vocal or instrumental performer. The evaluators (specialists or professionals in the area) will score the audition using the Gifted and Talented Evaluation Form for Music. (pp. 41-42)
- E. Optional: Special Considerations Form

## Teacher Letter

Dear Teacher,

In Kentucky, 704 KAR 3:285 requires the formal identification of gifted and talented students, who possess “demonstrated or potential ability to perform at an exceptionally high level” in any of five categories:

- (1) General Intellectual Ability - possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and analysis, synthesis and evaluation of information; and a consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (2) 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.
- (3) Creative or 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.
- (4) Psychosocial or Leadership 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, or vision, to set goals and organize others to successfully reach those goals.
- (5) Visual or 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 visual art, dance, music, drama, or drama.

Using the Teacher Nomination form, you may nominate students for services in any area(s). Following nomination, formal identification procedures will be implemented to determine eligibility. As you complete this recommendation form, keep in mind that formal identification is limited to those who achieve at “exceptionally high levels.” We appreciate your efforts in this recommendation process.

Sincerely,

---

Curriculum Specialist and/or GT Teacher

## G/T Parent Notification and Permission to Evaluate

Date:

Dear Parent/Guardian,

Your student, \_\_\_\_\_, is being considered for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creative or Divergent Thinking, 4) Leadership Skills, and 5) Visual or Performing Arts. Your student was recommended as a possible candidate for identification in the category of \_\_\_\_\_.

The District Gifted/Talented Committee will review all pertinent information and documentation including test scores, portfolio entries, teacher recommendations, work samples, etc. In the category of General Intellectual students may be administered the CogAT Cognitive Abilities Test, for Creativity the Torrance Test of Creative Thinking, or for Specific Academic Ability the Iowa Test of Basic Skills (ITBS). Formal testing will be completed in each school during the school day and, if possible, in a group situation. In the categories of Leadership and Performing Arts, a portfolio and/or an audition may be required.

As parents you can help us assess your child's potential by completing the Parent Inventory and Observation form and questionnaire and returning it to your child's school as soon as possible. If your child is selected for the program, you will be notified and a meeting will be set up to develop a service plan.

If you have further questions, please contact Jennifer Sheffield, Simpson County Schools Gifted & Talented Coordinator at 270-586-8877 or [Jennifer.sheffield@simpson.kyschools.us](mailto:Jennifer.sheffield@simpson.kyschools.us).

\_\_\_\_\_  
Simpson County Schools GT Coordinator

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\_\_\_\_\_ My child has my permission to participate in the G/T evaluation program.

\_\_\_\_\_ My child does **not** have my permission to participate in the G/T evaluation program.

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

## GT Leadership Parent Notification Letter

Date: \_\_\_\_\_

Dear Parents/Guardians,

Your child has been recommended by his or her teacher for the Leadership portion of the Simpson County Schools Gifted and Talented Program. A portion of the evaluation process includes a Leadership portfolio that is created by your student and reviewed by the Gifted and Talented Committee. Through creating the portfolio, students begin to see themselves as true leaders and recognize their leadership experiences and accomplishments.

I have met with your child to discuss the portfolio contents and hope that all recommended students will begin working on their portfolios as soon as possible. I will meet with your child again to check his/her progress towards completion. Along with the table of contents, you will find a parent inventory for you to complete as well. This may be returned to me at any point, but it must be included in order for the committee to consider and review your child's portfolio.

All portfolios are due by \_\_\_\_\_. Portfolios may not be returned until the following school year, but they will be returned so students can keep whatever pieces evidence they submitted.

**Please remember that your child HAS NOT officially been placed in the gifted program for leadership. A folder will be kept during his or her educational career at \_\_\_\_\_ and submitted at the end of \_\_\_\_\_ grade. At that time, a committee will determine whether or not your child has met the requirements to be placed in the gifted program for leadership.**

If you have any questions, please contact me at \_\_\_\_\_

Sincerely,

---

School GT Coordinator and/or Guidance Counselor

## GT Acceptance & Parent Permission Letter

Date:

Dear Parent/Guardian:

\_\_\_\_\_ has qualified for the Gifted and Talented program in Simpson County in the area of \_\_\_\_\_. This program ensures that faculty and staff will be aware of his/her giftedness in this area and will provide learning experiences to enhance growth. Please sign below to indicate that your child has permission to participate in this program.

In addition, please complete the needed information below and return this letter to:

### School GT Contact:

If you have any questions or concerns, feel free to contact Jennifer Sheffield, District GT Coordinator, at 270-586-8877 or [jennifer.sheffield@simpson.kyschools.us](mailto:jennifer.sheffield@simpson.kyschools.us).

Sincerely,

Jennifer Sheffield  
District GT Coordinator

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Yes, \_\_\_\_\_ has my permission to participate in the GT program.

No, I am decline GT services for my child.

Email:

Address:

Phone Number:

Parent/Guardian Name (Printed): \_\_\_\_\_

---

Parent/Guardian Signature

Date

## Gifted/Talented Parent Inventory - Nomination Form/Questionnaire

Name of Child \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Directions: Please check the appropriate column for those characters that you see your child display.

	Often	Sometimes	Never
Possesses large and varied vocabulary and uses it in a meaningful way			
Knows a lot of information about many topics			
Recalls facts easily			
Asks many questions that involve more than one-word answers			
Makes generalizations easily			
Has a keen sense of humor			
Loves to read and/or be read to			
Tries to reason things out independently			
Becomes immersed in topics of interest			
Becomes bored with routine			
Prefers to work alone			
Becomes interested in "adult" problems			
Assertive and sometimes stubborn about beliefs			
Generates many ideas/solutions to problems			
Willing to take risks			
Sensitive to the beauty and music in the world around them			
Does not fear being different, is non-conformist			
Makes friends who are older			
Adapts easily to new situations			
Excels in areas outside the regular school curriculum			
Show a sustained interest in music; seeks out opportunities to hear and create music			
Concentrates for long periods of time on art projects			

1. Briefly describe your child's major interests, hobbies, art activities, music activities, etc.
  
  
  
  
  
2. Briefly describe your child's reading habits, patterns, and levels at home.

3. Briefly describe the things your child feels intense about.
  
4. Briefly describe activities your child likes to participate in when not at school.
  
5. Briefly describe things your child is curious about.
  
6. Briefly describe the types of things that frustrate your child.
  
7. Briefly describe the types of activities your child likes to do with their friends and peers.
  
8. Briefly describe your child's behavior while working on a project.

Additional Notes:

Parent/ Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Teacher Recommendation for Gifted Education General Intellectual Ability

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

### **PART I**

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)  
General Intellectual Ability for the Gifted Education Program for school year \_\_\_\_\_.

### **PART II**

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

#### **A. LEARNING CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness of expression, elaboration, and fluency."	___	___	___	___
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).	___	___	___	___
3. Has quick mastery and recall of factual information.	___	___	___	___
4. Has rapid insight into cause-effect relationships; tries to discover the "how and why" of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things, or people, "tick."	___	___	___	___
<b>TOTAL:</b>	___	___	___	___

#### **B. MOTIVATIONAL CHARACTERISTICS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic).	___	___	___	___
2. Is easily bored with routine tasks.	___	___	___	___
3. Needs little external motivation to follow through in work that initially excites him/her.	___	___	___	___
4. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.	___	___	___	___
<b>TOTAL:</b>	_____			

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**TEACHER RECOMMENDATION FORM  
SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

Indications (check all that apply)

Language Arts scores, ITBS

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Language Arts Score \_\_\_\_ %-ile

Other nationally normed test

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Language Arts Score \_\_\_\_ %-ile

Anecdotal: Please comment on student's observed strengths (can use jot down form)

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to Lang. Arts

Student's work that substantiates giftedness in Language Arts (Attachment)

Additional information that you believe is relevant (Attachment)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

is an avid reader

has a large, advanced, rich vocabulary

expresses feelings of characters to make them seem real

writes more than other students (quantity)

writes for fun

introduces, develops and interestingly and elaborately concludes a story

enjoys composing poems, original stories, plays or keeping a journal

exhibits great desire to excel

is eager to tell others about discoveries and shows excitement when talking about this subject

is eager to complete tasks

is very alert: supplies rapid answers

enjoys talking with experts in this subject area

applies problem-solving skills when appropriate

Notes:

Teacher Signature:

Date:

**TEACHER RECOMMENDATION FORM  
SPECIFIC ACADEMIC APTITUDE - MATH**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

Indications (check all that apply)

National normed math scores, ITBS

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Math Score \_\_\_\_\_ %-ile

Other nationally normed test

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Math Score \_\_\_\_\_ %-ile

Anecdotal: Please comment on student's observed strengths (can use jot down form)

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to math

Student's work that substantiates giftedness in math (Attachment)

Additional information that you believe is relevant (Attachment)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

invents new and obscure systems and codes

reasons effectively and likes logic problems and puzzles

grasps the abstract nature of mathematics easily

enjoys trying to solve difficult problems

likes to solve problems through discovery

applies problem solving skills when appropriate

is intuitive and has the ability to do deductive and inductive reasoning

exhibits great desire to excel in math (as a mathematician or in a math-related field)

is eager to tell others about discoveries and shows excitement when talking about this subject

is eager to complete tasks

enjoys talking with experts about this subject

Notes:

Teacher Signature:

Date:

**TEACHER RECOMMENDATION FORM  
SPECIFIC ACADEMIC APTITUDE - SCIENCE**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

Indications (check all that apply)

Science scores, ITBS

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

Other nationally normed test, if applicable

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

Anecdotal: Please comment on student's observed strengths (can use jot down form)

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to science

(Optional) Student's work that substantiates giftedness in Science (Attachment)

(Optional) Additional information that you believe is relevant (Attachment)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

is interested in science books or science programs on TV

has science-related hobbies or collections

likes gadgets

learns science concepts quickly

is curious about natural relationships and wants to understand how things work

has good questions or ideas about experiments

is persistent and sticks with investigation in spite of difficulties

exhibits great desire to be a scientist or pursue scientific investigations

is eager to tell others about discoveries and shows excitement when talking about this subject

prefers to work independently

is very alert: supplies rapid answers in science

Notes:

Teacher Signature:

Date:

TEACHER RECOMMENDATION FORM  
SPECIFIC ACADEMIC APTITUDE – SOCIAL STUDIES

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

Indications (check all that apply)

Social studies scores, ITBS

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Social Studies Score \_\_\_\_ %-ile

Other nationally normed tests, if applicable

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Social Studies Score \_\_\_\_ %-ile

Anecdotal: Please comment on student's observed strengths (can use jot down form)

Level of performance

Special strengths and/or weaknesses

Needs caused by giftedness

Ability to work independently and focus responsibly on academic tasks related to Soc. Studies

Student's work that substantiates giftedness in social studies (Attachment)

Additional information that you believe is relevant (Attachment)

**(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

is sensitive to social issues and concerned with moral or ethical questions

is knowledgeable about current events

reads or watches TV programs dealing with global awareness

shows interest in learning a foreign language

has a high interest in global issues such as environment, endangered species, etc.

enjoys learning about the past, present, and future

is eager to tell others about discoveries and shows excitement when talking about this subject

prefers to work independently

is very alert: supplies rapid answers in this subject

understands cause and effect

enjoys talking to experts in this field

can apply knowledge to a variety of social science-related issues

shows interest in people

Notes:

Teacher Signature:

Date:

# Teacher Recommendation for Gifted Education - Creativity

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

## PART I

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)  
Creativity for the Gifted Education Program for school year \_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

## PART II

### CREATIVITY CHARACTERISTICS

	1	2	3	4
1. Displays a great deal of curiosity about many things; asks questions that reflect an in-depth knowledge; wants to know more about a subject.	___	___	___	___
2. Generates a large number of ideas or solutions to problems and questions Is creative and commutative with unique and clever ideas and responses.	___	___	___	___
3. Is uninhibited in expressions of opinion; is sometimes passionate and spirited in disagreement; may be tenacious or persistent with views.	___	___	___	___
4. Likes a challenge; is adventurous and speculative.	___	___	___	___

**TOTAL:** \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Recommendation for Gifted Education - Leadership

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

### PART I

I recommend \_\_\_\_\_ for consideration in the  
(Student)

Area of Leadership for the Gifted Education Program for school year \_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

### LEADERSHIP CHARACTERISTICS

	1	2	3	4
1. Is self-confident with children his/her own age as well as adults.	_____	_____	_____	_____
2. Self-starter. Initiates own tasks and displays organization.	_____	_____	_____	_____
3. Influences the behaviors of others (positively and/or negatively).	_____	_____	_____	_____
4. Leads by example.	_____	_____	_____	_____
	TOTAL: _____			

**Teacher Signature:**

**Date:**

## **Leadership Spotlight Portfolio Table of Contents**

*Submissions may be submitted through typed or handwritten papers, photographs, storyboards, videos, etc.*

### **Section 1 – Leadership Essay**

*Tell us what you think a leader is and why you're a leader. There is no length requirement for this.*

### **Section 2 – Autobiography**

*Tell us all about you! There is no length requirement for this.*

### **Section 3 – Three Letters of Recommendation**

*These should be from 3 different people who are not your family. Ask them to explain in the letter how they've seen you be a leader.*

### **Section 4 – Volunteer Work and/or Community Service**

*Add a checklist to your portfolio that shows how you help others. Examples:*

- I help others by translating languages.
- I help others by babysitting.
- I help my neighbors by \_\_\_\_\_.
- I help my community by \_\_\_\_\_.
- I help the elderly by \_\_\_\_\_.
- I help those younger than me by \_\_\_\_\_.
- I help at my religious organization by \_\_\_\_\_.
- I help my parents by \_\_\_\_\_.
- I help my peers by \_\_\_\_\_.
- I help others who I don't personally know by \_\_\_\_\_.

### **Section 5 – Evidence**

*Please include any evidence to show the committee ways you are a leader.*

### **Section 6 – Passions**

*If you could design and lead a project, what would it look like? How would you carry this out? Describe what your plan would be. Submissions may be in any form.*

### **Section 7 – Surveys**

- Self-Reflection Rating Scale for Leadership
- Parent Inventory

<Due Date>

## Teacher Recommendation Form: Visual Arts

### Part I:

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)  
Visual Arts for the Gifted Education Program for school year \_\_\_\_\_.

### Part II: Artistic Characteristics Checklist

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Almost Always

	1	2	3	4	5
1. Has demonstrated a degree of realism and/or detail beyond average grade level ability.	_____	_____	_____	_____	_____
2. Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones.	_____	_____	_____	_____	_____
3. Concentrates for long periods of time on art projects.	_____	_____	_____	_____	_____
	TOTAL _____				

*(Total of 13/15 points required to proceed with referral)*

---

Teacher Signature

---

Date



## Visual Arts Evaluation Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

### **Checklist (to be completed by person primarily responsible for referral)**

- \_\_\_\_\_ a. Makes up original art products.
- \_\_\_\_\_ b. Demonstrates elaboration in artwork.
- \_\_\_\_\_ c. Shows an uncommonly high interest in visual art activities.
- \_\_\_\_\_ d. Spends a great deal of time drawing or doodling.
- \_\_\_\_\_ e. May be asked by others to do artwork.
- \_\_\_\_\_ f. Seems to have a need or compulsion to create.
- \_\_\_\_\_ g. May combine various artistic media for expression.
- \_\_\_\_\_ h. Expresses opinions about his/her art and can explain.
- \_\_\_\_\_ i. Has demonstrated a degree of realism and/or detail beyond average grade level ability.
- \_\_\_\_\_ j. Concentrates on art projects for long periods of time and may shut out all else going on.
- \_\_\_\_\_ k. Demonstrates understanding of perspective beyond average grade level.
- \_\_\_\_\_ l. Understands use of the elements of art (line, color, shape, texture, space).
- \_\_\_\_\_ m. Has participated in an art show or exhibit.

\_\_\_\_\_ **TOTAL** (Student must have 10 of 13 items checked to move on to the portfolio review)

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Visual Arts Portfolio Review

The student must submit a portfolio that includes a **minimum of at least five** entries. The contents are expected to be original and creative works by the candidate. Pieces should include five original pieces (1 observation drawing and 4 pieces chosen by student which may include school assignments).

**Portfolio review will be completed by a team of certified art teachers from the district.**

<u>Low</u>	<u>Average</u>	<u>High</u>	
			Evidence of sustained interest (concentration and personal commitment) in recording visual ideas.
			Originality of Ideas/Sources
			Comprehensiveness (Evidence of attempts to experiment with and/or master a variety of materials, techniques, ideas)
			Mastery of Realism (Appropriate to age level)
			Evidence of specific mastery medium, style, and/or technique.
			Attempt to alter, combine, distort and augment realism.

\_\_\_ This student demonstrates giftedness in visual arts.

\_\_\_ This student does not demonstrate giftedness in visual arts.

Portfolio Assessment Team:

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Notes:

## Teacher Recommendation for Gifted Education - Drama

**PART I**

I recommend \_\_\_\_\_ for consideration in the area of  
 \_\_\_\_\_ (Student) \_\_\_\_\_  
 \_\_\_\_\_ in the Gifted Education Program for school year \_\_\_\_\_.

**Part II**

**DRAMATIC CHARACTERISTICS**

	1	2	3	4
1. Volunteers to participate in classroom plays or skits.	___	___	___	___
2. Easily tells a story or gives an account of some experience.	___	___	___	___
3. Effectively uses gestures and facial expressions to communicate feelings.	___	___	___	___
4. Is adept at role-playing, improvising, acting out situations "on the spot."	___	___	___	___
TOTAL:	_____			

<b>Referring Teacher's Signature</b>	<b>Date</b>
<b>Homeroom Teacher</b>	<b>Grade</b>

## G/T Evaluation Checklist for Drama or Dance

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Circle area of referral:**    **Dance**    **Drama**

Please read the statements carefully and rate according to the following scale (**1 - lowest to 5 - highest**) in the appropriate category.

<b>DRAMA</b>						
Difficulty of Audition Selection	1	2	3	4	5	_____
Expressive Quality of Performance	1	2	3	4	5	_____
Appropriate Technique	1	2	3	4	5	_____
Facial Expressions	1	2	3	4	5	_____
Communicates With Audience	1	2	3	4	5	_____
<b><i>Must score 23 of 25 to be identified GT in this area.</i></b>					<b>Total:</b>	_____

<b>DANCE</b>						
Placement/Posture	1	2	3	4	5	_____
Rhythm/Timing	1	2	3	4	5	_____
Showmanship/Style	1	2	3	4	5	_____
Overall Quality of Performance	1	2	3	4	5	_____
<b><i>Must score 18 out of 20 be identified GT in this area.</i></b>					<b>Total:</b>	_____

Evaluator(s) Signature(s): \_\_\_\_\_

## Teacher Recommendation for Gifted Education – Music

I recommend \_\_\_\_\_ for consideration in the area of Vocal Music for the Gifted Education Program.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - If you have *seldom* or *never* observed this characteristic.
- 2 - If you have *occasionally* observed this characteristic.
- 3 - If you have *frequently* observed this characteristic.
- 4 - If you have *almost always* observed this characteristic.

<b>MUSICAL CHARACTERISTICS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Shows a sustained interest in music; seeks out opportunities to hear and create music.	___	___	___	___
2. Perceives fine differences in musical tone (pitch, loudness, timbre, duration).	___	___	___	___
3. Has and demonstrates good rhythmic skills.	___	___	___	___
4. Shows a high degree of musical memory.	___	___	___	___
5. Shows outstanding vocal and/or instrumental musicianship for his/her age.	___	___	___	___
6. Shows outstanding instrumental musicianship for his/her age.	___	___	___	___
7. Shows outstanding performance qualities.	___	___	___	___

**Must score 25 of 28 to be identified as gifted in this area.** TOTAL: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## GT Music Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

**Rubric** *(to be completed by teacher primarily responsible for referral)*

- \_\_\_\_\_ a. Makes up original music products.
- \_\_\_\_\_ b. Has a large number of solutions to musical problems or adds upon ideas.
- \_\_\_\_\_ c. Shows an uncommonly high interest in musical activities.
- \_\_\_\_\_ d. Spends a great deal of time singing or making music.
- \_\_\_\_\_ e. Imaginative; may have a strong sense of fantasy.
- \_\_\_\_\_ f. Seems to have a need or compulsion to create music.
- \_\_\_\_\_ g. Combines various media for expression – music, dance, song
- \_\_\_\_\_ h. Is uninhibited in expressions or opinions about his/her music.
- \_\_\_\_\_ i. Looks for extra activities outside of class to perform or create
- \_\_\_\_\_ j. Focuses on detail (rhythmic and melodic ideas) beyond average grade level.
- \_\_\_\_\_ k. Demonstrates understanding of rhythm beyond average grade level.
- \_\_\_\_\_ l. Uses rich array of the rhythm, form, melody, dynamics, tempo, etc.
- \_\_\_\_\_ m. Is sometimes radical/tenacious.

\_\_\_\_\_ **TOTAL**

*(Recommendation of at least 10 of 13 items checked for student to move on to the audition phase.)*

**Other Notes:** (student involvement in musical performances, etc.)

**G/T Parent Notification Letter and Permission to Evaluate  
Vocal/Instrumental Music**

Date:

Dear Parent/Guardian,

Your student, \_\_\_\_\_, is being considered for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creativity, 4) Leadership Skills, and 5) Visual or Performing Arts. Your student was recommended as a candidate for identification in the category of Visual or Performing Arts: Vocal or Instrumental Music.

For the category of Vocal or Instrumental Music students must participate in an in-person audition for a selection committee which includes members of the District GT Committee and persons with background and experience in the field of music. Please see the attached documents for information about the audition process. The audition includes a solo performance of music selection(s) not to exceed 5 minutes total, as chosen by the student to best showcases his/her talent.

**In-person auditions are scheduled for <DATE, TIME, LOCATION>**

If you have further questions, please contact Jennifer Sheffield, district GT Coordinator at 270-586-8877, or <SCHOOL CONTACT>. We are happy to help you or answer any questions.

\_\_\_\_\_  
Jennifer Sheffield  
GT Coordinator, Simpson County Schools

- My student has my permission to participate in the Music audition on <DATE>
- My student does not have permission to participate in the Music audition on <DATE>

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

Daytime Phone Number: \_\_\_\_\_

**\*Please return signed permission form to <CONTACT> at <SCHOOL> by <DATE>**

## Vocal/Instrumental Music Audition Phase

### **Vocal Music and Instrumental Music:**

An adaptation of the Kentucky Music Educators' Association All-State Choir audition will be used to identify students gifted in Vocal Music. This audition will assess basic musicianship, technique, intonation, and artistic expression.

### **Part A: Melodic Echo:**

Teacher plays a pattern of music (7 measures), one measure at a time, and student echoes patterns back in an a cappella format. Student must echo without the teacher's help.

### **Part B: Harmonic Pattern Instructions: (2 measure pattern)**

Teacher says "upper part" – give the student the upper starting pitch and play the bottom part on the piano while the student sings the upper part on "loo."

Teacher says "lower part" – give the student the lower starting pitch and play the upper part on the piano while the student sings the lower part on "loo."

### **Part C: Major Scale:**

Student sings ascending and descending scale, using choice of solfege syllables, numbers, or a neutral syllable unaccompanied. Teacher plays beginning pitch only and does not allow student to hum pitch. (Soprano – F major; Alto-D major; Tenor – F major; Bass – C major)

### **Part D: Prepared Selection Instructions (*Vocal Music only*):**

First verse of "My Country 'Tis of Thee" unaccompanied – Teacher plays the beginning pitch and tonic chord only of the required key. (Soprano – starting pitch G; Alto – D; Tenor-F; Bass-D)

### **Part E: Prepared Solo: (*student selection - Vocal and Instrumental Music*)**

Student performs self-selected prepared solo without any type of accompaniment. The performance should establish the music student as an exceptional musical performer. The evaluators (specialists or professionals in the area) will score the audition using the Gifted and Talented Evaluation Form for Music.

\*\*\*\*\*

**In-person auditions are scheduled for <DATE, TIME, LOCATION, DIRECTIONS>**



## Gifted and Talented Vocal Music: Audition Phase

Student Name: \_\_\_\_\_

Age: \_\_\_\_\_

Grade Level: \_\_\_\_\_

- Part A: Melodic Echo - Assess pitch accuracy with a check if correct.

Measure 1	Measure 2	Measure 3	Measure 4	Measure 5	Measure 6	Measure 7

- Part B: Harmonic Pattern - Assess pitch accuracy and rhythmic accuracy with a check is correct.

Upper Part		Lower Part	
Pitch	Rhythm	Pitch	Rhythm

- Part C: Major Scale - Assess pitch accuracy with an X if incorrect and identify intonation mistakes as with “sharp” or “flat”.

	DO	RE	MI	FA	SO	LA	TI	DO
Pitch								
Intonation								

### Gifted and Talented Vocal Music: Audition Phase

Parts D and E: Assess the vocal tone, technical accuracy, and performance style.

	Aesthetic Vocal Tone	Technical Accuracy	Student Performance Style
“My Country ‘Tis of Thee”	<ul style="list-style-type: none"> <li>• Mature Vowel Colors/Timbre</li> <li>• Singing “on the breath”</li> <li>• Appropriate Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch Accuracy</li> <li>• Rhythmic Accuracy</li> <li>• Finesse with Registration</li> </ul>	<ul style="list-style-type: none"> <li>• Confident Singing</li> <li>• Incorporates movement</li> <li>• Appropriate to style</li> </ul>
Prepared Solo <ul style="list-style-type: none"> <li>• Mature Song Choice</li> <li>• Accompanies Self</li> </ul>	<ul style="list-style-type: none"> <li>• Mature Vowel Colors/Timbre</li> <li>• Singing “on the breath”</li> <li>• Appropriate Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch Accuracy</li> <li>• Rhythmic Accuracy</li> <li>• Finesse with Registration</li> </ul>	<ul style="list-style-type: none"> <li>• Confident Singing</li> <li>• Incorporates movement</li> <li>• Appropriate to style</li> </ul>
Comments:			

Recommendation:

YES

NO

Final Comments:

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

<p>Sees connections/recognizes patterns, may want to know how what is being taught fits in.</p>	<p>Asks many probing questions, sometimes to the point of driving others up the wall.</p>	<p>Appears to have a deep sense of justice. May correct others when something seems wrong.</p>	<p>Able to work one or more years above others in age group.</p>
<p>Widely read or likes to read. May prefer to read rather than be with others.</p>	<p>Knows many things that have not been taught.</p>	<p>Has a large vocabulary but may choose when to use it.</p>	<p>Benefits from rapid rate of presentation. May refuse to do work seen as busy work.</p>
<p>Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study.</p>	<p>Prefers a few close friends with similar intellect to many friends.</p>	<p>Likes to observe before trying new activities. Thinks through ideas before sharing with others.</p>	<p>Has knowledge about things age peers may not be aware of.</p>
<p>Prefers to work independently with little direction. May be resistant to being leader of a group.</p>	<p>Displays abstract thinking. Requires time to think before responding.</p>	<p>Shows high energy level - physical, intellectual, and psychological.</p>	<p>Appears to have discrepancies between physical, social, and intellectual development.</p>

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity:

**Check One:**    \_\_\_ Language Arts  
                      \_\_\_ Math  
                      \_\_\_ Social Studies  
                      \_\_\_ Science

Date: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).  
 2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# CREATIVE THINKING JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

Offers many ideas. (fluency)	Displays ability to switch categories or change ideas. (flexibility)	Develops ideas with details. (elaboration)	Offers ideas no one else may have thought of. (originality)
Asks questions about everything and anything. (alert and curious)	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and a strong sense of fantasy.	Appears to be day dreaming at times.
May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.	Is a high risk taker with an adventurous and speculative spirit.	Has high energy level which may cause student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).
Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## VISUAL ART JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.

Shows an exceptional interest in art activities outside of school	Likes to comment on colors, shapes, and structure of things.	May be critical of own art work and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles in school/home.	Does outstanding original art work	Likes the opportunity to choose to express self through the use of many different materials.	Enjoys talking about art and collecting works of art OR collects their artwork over time
Masters basic art skills quickly and easily.	Is able to demonstrate a sense of whimsy or humor in their art work	Concentrates on art projects for long periods; may shut out other things going on around them.	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
Provides detailed art work (elaboration).	Has a creative use of line/color/texture	Enjoys open ended art activities; shows frustration with art projects that are very specific.	Notices and shows appreciation for beauty and aesthetic qualities.

Adapted from Jot Down by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## MUSIC JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

Perceives fine differences in sound.	Remembers melodies and can reproduce them accurately.	Is sensitive to rhythm; may tap fingers or feet while working.	Has sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Displays interested in musical symbols and learns them easily.
Identifies rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Performs musically with a high degree of technical difficulty.
Displays interest in musical instruments and various ways to produce sound.	Enjoys musical performances.	Plays or would like to play a musical instrument.	Prefers to work with music playing.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

## DANCE JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses body as an instrument of expression.	Enjoys forms of movement and dancing to music.	Uses movement to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at imitating movement of others.	Can change direction, level, and focus of movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of body in space.	Appears to feel the rhythm of music.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University



## DRAMA JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

Eager to participate in classroom plays or skits.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to day dream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques, experiments	Displays sense of humor. May see humor in situations others do not see.
Sees minute details in performances	Have high sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic.

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky

## Leadership Qualities Jot Down

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher completing the form \_\_\_\_\_ Homeroom \_\_\_\_\_

### LEADERSHIP JOT DOWN

Directions: As a student in your class shows evidence of the following leadership characteristics, jot down a small description of how the student demonstrated leadership potential.

<p><b>Gets others to work TOWARD DESIRABLE/UNDESIRABLE GOALS.</b></p>	<p><b>Looked to by others when something must be decided.</b></p>	<p><b>Initiates activities that involve peers.</b></p>	<p><b>Able to figure out what is wrong with an activity and show others how to do it better.</b></p>
<p><b>Transmits his/her enthusiasm for a task to others.</b></p>	<p><b>Judges abilities of others and finds a place for them.</b></p>	<p><b>May appear "bossy" at times.</b></p>	<p><b>Interacts easily with both children and adults.</b></p>
<p><b>Sought out by other students for play/activities.</b></p>	<p><b>Sense of justice and fair play.</b></p>	<p><b>Can be counted on to do what he/she has promised.</b></p>	<p><b>Self-confident.</b></p>
<p><b>Influences the Behaviors of Others (Positive and/or Negative)</b></p>	<p><b>Helps settle differences.</b></p>	<p><b>Makes things happen.</b></p>	<p><b>May be frustrated by lack of organization or progress.</b></p>

Adapted from L. Whaley and M. Evans, The Center for Gifted Studies, WKU

# SPECIAL CONSIDERATIONS

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

**PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.**

NONE

## ENVIRONMENTAL

- Transiency – at least three moves
- Home with little enrichment or stimulation
- Parental attitude demonstrating rejection or indifference

## LANGUAGE CONSIDERATIONS

- English as a second language – lack of proficiency
- Lack of verbal intellectual stimulation due to limited language facility

## CULTURAL CONSIDERATIONS

- Inability to function meaningfully in dominant culture due to limited exposure
- Standards conflict with dominant culture, involving peers, parents & community
- Lower self-esteem due to self-comparison with dominant culture standards

## ECONOMIC CONSIDERATIONS

- Residence in depressed economic area with a high concentration of poverty
- Low family income – free/reduced lunch
- Large family living at subsistence level
- Inability to participate in varied experiences outside the home

## OTHER CONSIDERATIONS

- Medical issues impacting achievement
- Other factors as described in recommendation

Notes:

Teacher Signature:

Date:



## Simpson County School Gifted/Talented Identification District Committee Nomination Results

The district Gifted/Talented Committee met on \_\_\_\_\_ to formally identify gifted/talented students in their area(s) or additional area(s) of giftedness. It is our decision that the following students meet the state and district requirements, and we recommend them for Gifted/Talented services in Simpson County.

### Committee Members:

_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____
_____	Position: _____



## KY Gifted Student Services Plan

18-19

Grade SSID

The Gifted Student Service Plan (GSSP) is a plan developed for identified students in grades 4-12. The plan notifies parents of the services their child will be receiving from the district. For each identified area the district must provide a minimum of two services.

### Gifted Area(s)

---

- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial or Leadership Abilities
- 04: Specific Academic Aptitude - Language Arts
- 05: Specific Academic Aptitude - Math
- 06: Specific Academic Aptitude - Science

- 07: Specific Academic Aptitude - Social Studies
- 08: Visual or Performing Arts Ability - Art
- 09: Visual or Performing Arts Ability - Dance
- 10: Visual or Performing Arts Ability - Drama
- 11: Visual or Performing Arts Ability - Music

### Service Delivery Options and Codes

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The code(s) beside the Service Delivery Options are the areas being served. Codes are separated with a comma (,).

#### Acceleration Options

Grade Skipping  
Subject Area Higher Grade Level  
Dual Credit Courses  
Early Exit from High School

#### Various Options

Academic Competition or Other  
Extracurricular Offering  
Advanced Placement and Honors Courses  
Collaborative Teaching 08  
Consultation Services  
Special Counseling Services  
Enrichment Services (School Day) 04  
Independent Study  
Mentorships

Consortium  
Seminars

Travel Study Options  
Special Schools (4-12)  
Self-Contained Classrooms (4-12)

#### Differentiated Study Experience in the Classroom

Differentiated Individual Study 08  
Differentiated for Cluster Groups

#### Distance Learning

Video Courses  
Other Online Courses

#### Resources Services

Pull-out Setting  
Appropriate Instructional Setting 04

**Comments:**

**SIMPSON COUNTY SCHOOLS**  
**Gifted Students Services Plan (GSSP)**  
**Grades 4 – 12**

**School Year:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

Based on formal and informal evidence, this student qualifies for services in the following areas:

**General Intellectual Ability**

**Creativity**

**Leadership**

**Visual and Performing Arts:**

**Specific Academic Ability**

- Reading/Language Arts
- Math
- Science
- Social Studies

- Vocal Music
- Instrumental Music
- Dance
- Drama
- Art

---

Multiple service options will be provided. Services to ensure continuous progress for this student may include the following:

- Flexible or cluster grouping
- Special counseling
- Mentoring
- Pullout programs
- Classroom differentiation
- Curriculum acceleration (higher grade)
- Grade acceleration
- Enrichment services
- Community Resources
- Extracurricular Clubs
- Contests
- Independent Study
- Advanced Placement (AP) or Advanced classes
- Dual Credit Courses
- Distance Learning, KVHS, online courses
- Seminars

---

**Summary of Services (activities, frequency, and amount of time provided):**

\_\_\_\_ Parent/Guardian information obtained for use in determining appropriate services related to the child's interests, needs, abilities.

\_\_\_\_ Parent/Guardian notified of progress report of GSSP once per semester.

**Signatures:**

**Parent/Guardian** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Classroom Teacher or CIA:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SIMPSON COUNTY SCHOOLS**  
**Progress Report of Gifted Students Services Plan (GSSP) Services**

**Student's Name:**

**School Year:**

**School:**

**Grade Level:**

Your child is receiving specialized gifted and talented services in the following areas:

**General Intellectual Ability**

**Leadership**

**Visual and Performing Arts:**

- Music
- Dance
- Drama
- Art

**Specific Academic Ability:**

- Math
- Science
- Reading/Language Arts
- Social Studies

**Creativity**

**1<sup>st</sup> Semester Progress Report**

**School Curriculum Specialist or GT Coordinator/Date:**

\_\_\_\_\_

**2<sup>nd</sup> Semester Progress Report**

**School Curriculum Specialist or GT Coordinator/Date:**

\_\_\_\_\_



## **Procedural Safeguards and Grievances**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined below:

- The District's process for selecting students for talent pool services;
- The District's process for formal identification of gifted and talented students; or
- The appropriateness and/or adequacy of primary talent pool (PTP) or gifted and talented (GT) services.

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

- A. The appealing party shall submit in writing to the District 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.
- B. The District Gifted & Talented Coordinator shall meet with the School Gifted and Talented Committee to compile student data and present that along with the petition or appeal to the District Gifted and Talented Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
- C. The District GT 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 non-availability of appropriate service options, the Committee shall consult with the school council.
- D. 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.
- E. 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.
- F. 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.