



Bowling Green City Schools

2021-2022

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**GIFTED AND
TALENTED
HANDBOOK**

GIFTED AND TALENTED EDUCATIONAL SERVICES

The Bowling Green Independent School District's Board of Education is committed to supporting the needs of children who have been identified as possessing the ability to perform at exceptionally high levels. These children are identified and provided services based on criteria outlined in 704 KAR 3:285. The Bowling Green Independent School District has adopted board policies to support the Gifted and Talented Services.

The district also takes into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as: an exceptional child as defined by KRS 157.200, disadvantaged, or underachieving.

Each school in the district has a Gifted and Talented Educational Services Contact who facilitates service delivery for identified students. The school contact acts as a resource for the faculty by providing specific instructional assistance for the teachers and providing information on special projects and activities for gifted and talented students. The district has one resource teacher who provides consultation and collaborative services to teachers and direct services to students.

LINKS

[704 KAR 3:285](#)

[Board Policy](#)

[GT Website](#)

PRIMARY TALENT POOL

The Primary Talent Pool (PTP) is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years. Kentucky law mandates that students in K-3 who exhibit this potential and behaviors are informally selected for the PTP.

The PTP can include up to 25% of the primary student population between five categories of gifted potential. It is not a formal program, but rather a way for classroom teachers to highlight and nurture high potential students within the primary program in grades K-3.

These students may be referred to as high-potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop. *These students are not automatically identified as gifted once they reach the fourth grade. They must be formally identified by meeting explicit criteria.*

Through collaborative means, each school will work with the district Gifted and Talented Committee to organize service delivery options to match specific students' needs with services available at each school.

PTP students shall receive multiple delivery service options in grades K-3 which meet their unique needs, abilities, and interests. Regular classrooms will focus on appropriate instructional differentiation strategies to provide challenge and curriculum extension and enrichment. Students may receive services through the Gifted Resource and Primary Talent Pool Teacher. Students with strength areas in creativity, leadership, or the visual and performing arts may need opportunities outside the regular classroom to nurture and develop their talents.

The purpose of selecting students to participate in a Primary Talent Pool is to maximize the demonstrated potential by providing early enrichment.

PRIMARY TALENT POOL K-3

Students in K-3 must have at least three items of evidence to be considered for the Primary Talent Pool.

IDENTIFICATION

The district will complete a data gathering process annually to identify the students demonstrating characteristics of gifted learners. Each spring, a Cognitive Abilities Test (CogAT) Screener is administered to all K-2 students. Both local and national norms are used in the analysis of the results.

Additionally, teachers receive training in the identification of the characteristics of high potential learners and how to make referrals based on classroom formal and informal measures.

The Gifted and Talented Committee at each school will assist in the identification process. In order for a student to be eligible to participate in the Primary Talent Pool, they must have at least three of the following evidence items to be identified for PTP services:

- A collection of evidence (e.g., primary portfolios) demonstrating student performance
- Inventory checklists of behaviors specific to gifted categories
- Diagnostic data
- Continuous progress data
- Anecdotal records
- Available formal test data
- Primary review committee recommendation
- Other valid and reliable documentation

PRIMARY TALENT POOL

Screening and Steps for Inclusion for PTP

1. All students in grades K-2 are screened annually in the spring with the Cognitive Abilities Test (CogAT) Screener and they may be included based on these scores. Local and national norms will be considered.
2. Referrals for PTP can be made by parents, teachers, other staff members, or students themselves at any time throughout the year.
3. Once a referral is made, the district personnel will collect the required evidence. A student must have at least three (3) valid and acceptable measures per area of strength to identify behaviors which indicate a need and eligibility for service options. Special Considerations will be granted when deemed necessary and appropriate based on individual circumstances. A checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners will be considered when deemed necessary and appropriate based on individual circumstances.
4. Each School Gifted and Talented Committee (SGTC) will meet to analyze all data and evidence to make the final Primary Talent Pool selection and decision on how services will be delivered. Members include primary teachers, gifted personnel, counselors, administrators, and other personnel familiar with the child.

25%

The PTP could include the top 5% in each of five areas (general intellectual ability, specific academic aptitude, leadership, creativity, and visual and performing arts) for a total 25% of the primary population.

Examples of Informal evidence should include a combination of the following: student work, progress data, anecdotal observations, behavior checklists, questionnaires, surveys, recommendations, performances, portfolios, and diagnostic data.

GIFTED AND TALENTED GRADES 4-12

The district formally identifies students in grades four through twelve (4-12) to participate in Gifted and Talented services. These students are identified and provided services based on criteria outlined in 704 KAR 3:285. The purpose of the Gifted and Talented program is to provide learning opportunities that meet the cognitive and social-emotional needs of students who are identified.

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AREAS of IDENTIFICATION

General Intellectual Ability

Specific Academic Aptitude

Creativity

Leadership

Visual and Performing Arts

(art, music, drama, dance)

IDENTIFICATION

In the spring of each year, the district will identify third grade students who are eligible for formal identification in the Gifted and Talented Program beginning in 4th grade.

Students must qualify based on both qualitative and quantitative evidence. The district will administer the quantitative assessments to all 3rd grade students each spring using the full battery of the Cognitive Abilities Test (CogAT), and the IOWA Achievement Test. The district uses both local and national norms to formally identify students. .

Any student who did not participate in the screening as a third grader, or any student new to the district in Grades 4-12 may be referred by self, parent, or teacher to be assessed.

GIFTED AND TALENTED 4-12

Quantitative and Qualitative Measures for Identification

Students must have at least three measures to qualify in any of the following areas for Gifted and Talented in grades 4-12.

General Intellectual Ability

- Composite score in the 9th stanine on the CogAT full battery plus two additional qualitative measures.

Specific Academic Aptitude

- Scoring in the 9th stanine on one subtest of the IOWA assessment (language arts, math, science and/or social studies), plus two additional qualitative measures.

Creativity

- Demonstration of creativity through the Williams Assessment, plus two qualitative measures such as a creative work samples.

Leadership

- Demonstration of a student's leadership roles in class, student organization and the community, a Leadership resume with an interview to showcase leadership evidence, and a qualifying score from the ROETS Rating Scale for Leadership.

Visual and Performing Arts

- Determined through evidence of performance which may include auditions, awards, portfolios, letters of recommendation, or product or portfolio assessment by specialists or professional artists; three qualitative measures are needed.

EXAMPLES OF QUALITATIVE MEASURES

A collection of student work as evidence of student performance

- Inventory checklist of behaviors specific to gifted students (A checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners will be used in when appropriate.)
- Continuous progress data demonstrating results in the ninth stanine (norm reference of 96% and above)
- Anecdotal records
- Student awards or critiques of performance or products specific to gifted categories
- Student work samples that demonstrate the performance of a high potential student
- Other valid and reliable documentation

SERVICE DELIVERY OPTIONS

K-3

- Acceleration Options (e.g. early entry into early Kindergarten, subject content from higher grade, or grade skipping)
- Differentiated study experiences for individuals and cluster groups in the regular classroom
- Optional enrichment services (outside of the school day)
- Resource services in pull-out program (during the school day)
- Leadership Activities
- Visual and Performing Arts Enrichment and Supports

4-12

- Advanced Placement and honors courses
- Differentiated study experiences for individuals
- Summer PE Option (beginning summer 2020)
- Optional enrichment services (outside of the school day)
- Leadership Activities
- Visual and Performing Arts Opportunities and Supports for advanced coursework and enrichment outside of the school day

CURRICULUM

The district will develop curricula based on the standards set by the National Association for Gifted Children and to meet the goals established in KRS 158.6451 for the Gifted Resource program. Each school will differentiate, supplement, or modify curricula to facilitate a high level of attainment of the learning goals established in KRS 158.6451 and to assist students identified as gifted and talented to further develop their individual interests, needs, and abilities.

ANNUAL EVALUATION

District policies and procedures will ensure that a program evaluation process will be conducted on an annual basis and will address:

- overall student progress
- student, parent, and faculty attitudes toward the program
- community involvement
- cost effectiveness
- the incorporation of gifted education into the regular school curriculum
- overall quality of instruction
- program personnel credentials
- future program directions and modifications.

Data collected in the annual program evaluation will be utilized in the school and district instructional planning process.

GRIEVANCE PROCEDURES

Parents and/or students (Grades K-12) may petition for identification for services or may appeal non-identification or appropriateness of services. The parents and/or student shall first attempt to resolve the dispute through the school-level Gifted and Talented Selection Committee which may consist of the gifted and talented teacher, regular classroom teacher(s), special education teacher, guidance counselor, principal, parents/guardians and, when appropriate, the student. If the dispute is not resolved at the school level, parents and/or the student may utilize the following procedure to petition or appeal.

Appeals Process Form