In accordance with 704 KAR 3:285, Model Laboratory School utilizes the following procedures and instruments for the selection of high potential learners for participation in the primary talent pool.

“High potential learners” means 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.

Primary Talent Pool

In the primary grades, students will be identified as having "characteristics and behaviors of high potential learners” through the utilization of the following instruments and procedures:

**Instruments** (A minimum of three assessment options is required to assess the degree of demonstrated gifted characteristics and behaviors and to determine the level of need and most appropriate service options.)

1. Otis-Lennon School Ability Test – 96<sup>th</sup> percentile or higher
2. Colour RAVEN – 95<sup>th</sup> percentile or higher
3. CSI from Test of Cognitive Skills - score of 128
4. 9<sup>th</sup> Stanine in total battery of discipline on ITBS (Iowa Test of Basic Skills)
5. Kaufman Brief Intelligence Test - score of 96<sup>th</sup> percentile
6. Primary Talent Pool Screening Measure #1 –Circles Activity
7. Primary Talent Pool Screening Measure #2 –Draw a Whole Child Activity
8. Teacher checklist of gifted behaviors
9. Parent questionnaire to determine interests, needs, and abilities
10. Questionnaire or checklist from special teachers

All primary students (K-3) will be eligible for screening. Both screening measures will be administered in the regular classroom setting under the direction of the Gifted and Talented staff. The Gifted and Talented Education staff will complete the evaluation of all student responses. After the scores from both measures have been combined, the composite scores will be placed on frequency tables in order to set a cut score for participation at each grade level (K-3). Any student meeting the cut score will also need a completed Teacher Checklist of gifted behaviors and Parent/Guardian Questionnaire to determine interests, needs, and abilities in order to meet the selection criteria for participation in Primary Talent Pool. Once a student has been selected for the Primary Talent Pool, the designation remains in place until the student exits primary at the end of third grade.

While the above measures constitute the basic components of the selection process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:
• Collection of evidence demonstrating student performance
• Continuous progress data
• Anecdotal records
• “Available” formal test data
• Primary review committee recommendation
• Petition system
• Checklist inventories or behaviors specific to underachieving learners, disadvantaged learners, or limited English proficient learners
• Other valid and reliable documentation

Procedures for Nomination in Primary Talent Pool

1. The Colour RAVEN and/or the Primary Talent Pool Screening Measures will be administered by the Gifted Education Staff.
2. The appropriate level of the Otis-Lennon School Ability Test will be administered to students in grades 1-3.
3. The Kaufman Brief Intelligence Test (KBIT) may be administered as needed for students whose scores are "borderline."
4. Teachers and parents will complete checklists or questionnaires for students believed to possess exceptionally high ability in the general intellectual, specific academic, creativity, leadership, or visual and performing arts areas.
5. After data has been collected, Model's Gifted and Talented Student Services Placement Committee (gifted coordinator, classroom teachers, counselor, and administrator) will identify students for the Primary Talent Pool, based on the cut scores listed above and qualifying data from at least three assessment options. Test scores will be considered for identification that has been administered within two years of the nomination.
6. Classroom teachers will be notified of all students placed in the Primary Talent Pool and given suggestions for providing services within the primary program requirements while allowing for continuous progress through a differentiated curriculum, flexible grouping, enrichment, acceleration, independent studies, and collaborative teaching and consultation based upon the individual interests, abilities, and needs, including social and emotional, of the student.

Emphasis on educating gifted students in the general primary classroom shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in 704 KAR 3:285. A recommendation for a service shall be made on an individual basis.

Please note: Students participating in the Primary Talent Pool as potentially gifted will not necessarily be formally identified for services at grades four and up because of Intermediate Eligibility Criteria.

In accordance with 704 KAR 3:285, Model Laboratory School utilizes the following procedures and instruments for the identification and diagnosis of gifted and talented students in grades 4-12.

Intermediate Through Grade 12

Beginning at grade four, students will be identified as gifted and talented and will receive services based on the individual student's needs, interests and abilities as stated in the student's Gifted Student Services Plan (GSSP).

General Intellectual Ability

Students with 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 the analysis, synthesis, and evaluation of information and a consistently outstanding mental capacity as compared to children of one's age, experience or environment. (At least three assessment options are required for identification and diagnosis.)

1. Otis-Lennon (OLSAT), 128 or above
2. Test of Cognitive Skills (TCS), 128 CSI or above on the
3. Raven’s Progressive Matrices, Standard Form, 96th percentile or higher
4. Teacher questionnaire or check list of gifted/talented characteristics
5. Parent questionnaire or check list of gifted/talented characteristics to determine student interests, needs, and abilities
6. Individual intelligence test (Kaufman Brief Intelligence Test, WISC, Woodcock-Johnson, Stanford Binet, etc.) scoring in the 96th percentile or higher

**Specific Academic Aptitude**

Students possessing either potential or demonstrated ability to perform at an exceptionally high level in one or more specific academic areas significantly beyond the age, experience, or environment of one's chronological peers in a specific academic area. (At least three assessment options are required for identification and diagnosis in the areas of Mathematics, Language Arts, Science and/or Social Studies.)

1. Composite score in the ninth stanine (96th percentile or higher) on a standardized test of achievement (ITBS, CTBS, Terra Nova, etc.)
2. Total battery score at or above the 96 percentile in any discipline on the PLAN, PSAT, ACT, or SAT.
3. SAGES Math/Science Subtest or Language Arts/Social Studies Subtest (Elementary and Middle School Student Screening)
4. Teacher checklist or questionnaire of gifted/talented characteristics
5. Parent checklist or questionnaire of gifted/talented characteristics to determine student interests, needs and abilities

**Creativity**

Students 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. (At least three assessment measures are required for identification and diagnosis.)

1. Torrance Creativity Test
2. Student Self-Assessment for Creativity
3. Williams CAP Assessment
4. Teacher questionnaire or checklist for creativity
5. Student questionnaire or checklist for creativity

**Leadership**

Students possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to reach those goals. (At least three assessment measures are required for identification and diagnosis.)

1. Teacher questionnaire or checklist for leadership
2. Peer recommendation or checklist for leadership
3. Student self-assessment or Sociogram
4. Roets’ Rating Scale for Leadership
5. Student Portfolio

**Visual and Performing Arts**

Students 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, or drama. (At least three assessment measures are required for identification and diagnosis.)

1. Teacher questionnaire or checklist for visual or performing arts
2. Parent questionnaire or checklist for visual or performing arts
3. Student assessment in art, music, dance or drama
4. Performance or portfolio for a jury of artists, performers, or educators

While the above measures constitute the basic components of the identification process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:

- A collection of evidence from portfolios demonstrating student performance
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Off-level testing
- Continuous progress data
- Anecdotal records
- Primary review committee recommendation for those entering the fourth grade
- Self-nomination or petition system
- Student awards or critiques of performance or products specific to gifted categories
- Creative writing samples
- Observations of original ideas, products or problem-solving
- Offices held by student in extracurricular activities and class government
- Other valid and reliable documentation

The Raven test is administered in the first semester to all fourth grade students by the Gifted and Talented Education Staff as the first step in the screening for formal identification as Gifted and Talented in grades 4-12. Students scoring 96% and above on this measure continue to progress through the identification procedure. Identification in the non-academic areas of Creativity, Leadership, and the Visual and Performing Arts is also initiated using a combination of formal and informal measures. All student self-assessment surveys and peer nomination instruments are completed in the regular classroom setting with the facilitation of the Gifted Resource Specialist. The Gifted and Talented Education Staff is responsible for scoring and tallying all assessment instruments utilized in the identification process.

A student diagnosed as possessing gifted characteristics, behaviors, or talent is provided articulated primary though grade twelve services which are qualitatively differentiated to meet his/her individual needs, result in educational experiences commensurate with his/her interests, needs, and abilities and facilitate the high level attainment of goals established in KRS 158:6451. Both grouping for instructional purposes and multiple service delivery options may include the following pursuant to 704 KAR 3:285 and school availability:

- Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one or more subjects from a higher grade level)
• Collaborative teaching and consultation services
• Special counseling services
• Differentiated study experiences for individuals and cluster groups in the regular classroom
• Enrichment services during the school day
• Independent study
• Advanced placement and honors courses
• Mentorships
• Resource services delivered in a pull-out classroom or other appropriate instructional setting
• Seminars
• Travel study options

Procedures for Identification of Gifted and Talented Students

1. The gifted coordinator and guidance staff will examine formal test data specific to gifted categories listed above in order to identify students who meet the requirements set forth in this document.
2. Teachers and parents will complete checklists or questionnaires for students believed to possess exceptionally high ability in the general intellectual, specific academic, creativity, leadership, or visual and performing arts areas.
3. After data has been collected, Model's Gifted and Talented Student Services Placement Committee (gifted coordinator, classroom teachers, counselor(s), and administrator) will identify students for Gifted and Talented program, based on the cut scores listed above and qualifying data from at least three assessment options. Test scores will be considered for identification that has been administered within two years of the nomination.
4. Classroom teachers will be notified of all students identified as gifted and talented and given suggestions for providing services during the instructional day, while allowing for continuous progress through a differentiated curriculum, flexible grouping, enrichment, acceleration, independent studies, and collaborative teaching and consultation as needed.
5. Model's Gifted and Talented Student Services Committee (gifted coordinator, classroom teachers, and counselor(s), and administrator) will write a Gifted Student Services Plan (GSSP) for each student identified. At the high school level, the student will be involved in the writing of the plan, if possible.
6. Parents will receive a copy of each child's GSSP and be notified of student progress each semester. The plan, which will match a formally identified gifted student's interests, needs, and abilities to differentiated service options, will provide parents an opportunity to make suggestions.
7. Students who have been previously identified as gifted/talented in another school district may receive services at Model Lab School after appropriate documentation has been provided and reviewed by the Gifted Student Services Committee. Further testing will be conducted if needed to justify placement.

Procedural safeguards and grievances

Parents/guardians and/or students may petition for identification or may appeal non-identification or appropriateness of services using the following procedures.

1. The appealing party shall request a conference with the school personnel responsible for identification and/or delivery of student services. The school personnel responsible will consult with the school Gifted/Talented committee.
2. Further appeal concerning curriculum may be made to the school SBDM council.
3. The appealing party shall submit in writing to the Gifted Services Coordinator, specifically why s/he believes that screening results are not accurate or services are not appropriate and why an exception should be made or reconsideration given.
4. The Coordinator shall compile student data and present that along with the petition or appeal to the Gifted and Talented Advisory committee. The information presented shall include a recommendation accompanied by
available substantiating evidence.
5. The Advisory Committee shall make a recommendation and respond in writing to the appealing party within 10 working days of receipt of the appeal and accompanying information.
6. If the Advisory Committee rules in favor of the grievant, the following option shall apply as appropriate.
   a. S/He may receive services as soon as the school gifted/talented committee completes the GSSP.
   b. A change in the GSSP or provision of services shall be made in a timely manner.
7. If the Advisory Committee rules against the grievant, or if the appeal concerns the non-availability of appropriate service options, a further written appeal may be made to the Dean, who must respond in writing within 10 working days of receipt of the appeal. The Dean will have the final decision in the case.

Model Lab School
Gifted Student Services
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