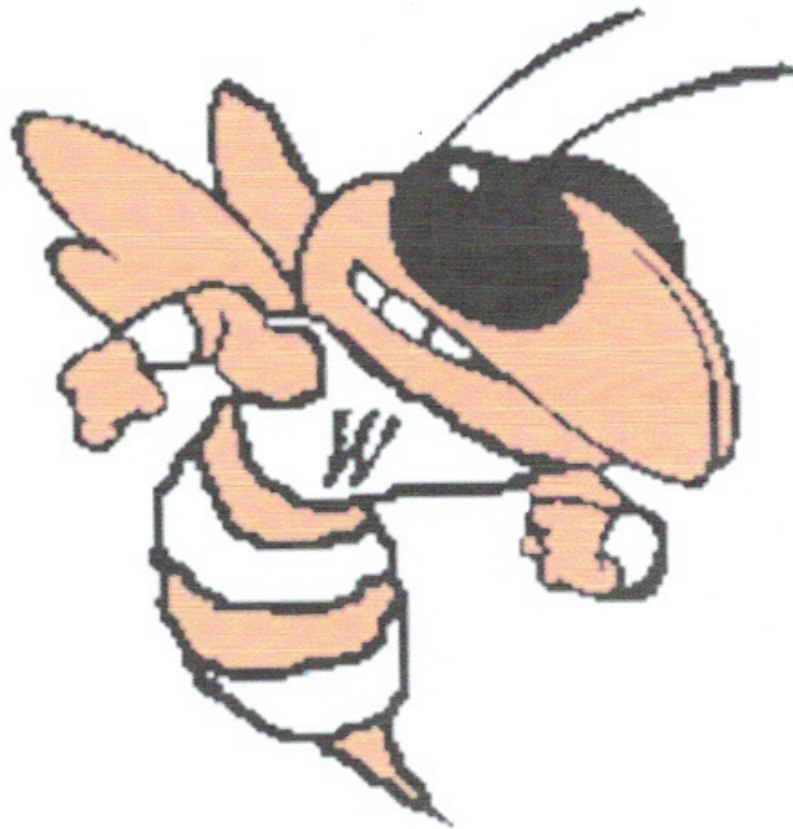


Williamsburg Independent School

Gifted and Talented Handbook



Williamsburg Independent School Administration

Tim Melton, Superintendent

Marc Taylor, Principal

Mike Abbott, Secondary Dean

Steven Moses, Elementary Dean

Our Mission

Our school district mission is framed around what we call our 4 Commitments. These four ideas guide all that we do and serve as the lenses through which we operate, allocate resources, and establish priorities. This can only be accomplished by working with our local stakeholders.

- **School safety**
- **College and Career Readiness**
- **Personalized Learning**
- **On Time Supports**

Our Vision

The vision of WISD is to create an environment where all students graduate college and/or career ready, where students receive personalized, and on time support when needed, where parents and families are active partners in the education of their children, and where students receive quality programming both co-curricular and extracurricular to make the student a well-rounded, balanced individual, all while maintaining the school spirit and pride that defines what WISD is all about.

The mission of the WISD Board of Education is to provide a quality educational program focused on academic excellence, student acquisition of knowledge, skills needed for lifelong learning, social-well being and active responsible citizenship.

The definitions specified in Kentucky Regulations 704KAR 003:285 shall be used in the operation of the Williamsburg Independent School Gifted and Talented Program.

For more information about our Gifted and Talented Program, contact Kristy Stewart, Gifted and Talented Coordinator, at kristy.stewart@wburg.kyschools.us or 606-549-6044 ext.215

Gifted and Talented Education and Philosophy

Gifted students have the right to an educational experience that recognizes and celebrates their unique learning needs and individual differences. We strive to create a learning environment that nurtures the learning process, flexibility, and critical thinking. Williamsburg Independent School works hard to provide our gifted learners with specialized opportunities to challenge them and encourage them to excel beyond the classroom setting.

Policies and Procedures for Identification

Determination of Eligibility

Determination of eligibility for the Primary Talent Pool (Grades K-3) and the Gifted and Talented Program (Grades 4-12) shall be based on the student's individual needs, interests, and abilities and shall be designed to address the environmental and cultural factors. The Williamsburg Independent School plan for identifying students shall:

- Employ a multifaceted approach and utilize ongoing and long-term assessment.
- Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Regulation
- Screen students for all areas of giftedness and potential giftedness

Notification of Services

For students in the identification process, parents/guardians will be notified of their child's eligibility once a decision has been made by the Gifted Advisory Committee.

At the beginning of the school year, classroom teachers will be notified of all students identified as "Gifted and Talented" or "Primary Talent Pool" and given suggestions for providing services during the instructional day.

For students already identified as Gifted and Talented 4-12 an "Annual Notification of Gifted and Talented Services" and the child's Gifted Student Service Plan" will be sent home to the student's guardian.

Identification status and supporting data will be entered into Infinite Campus.

Documentation of Eligibility

A folder of documentation will be kept on file for every student identified as Gifted and Talented or Primary Talent Pool. Documentation for students who do not qualify will be kept on file for a year and then destroyed.

Formal Identification

Williamsburg Independent School shall formally identify students in grades four through twelve (4-12) for participation in the Gifted and Talented Program. Pursuant to state regulations, gifted and talented children comprise a category of "Exceptional students". According to state regulations, a gifted and/or talented child is defined as one who is identified as possessing demonstrated or potential ability to perform at an exceptionally high level. They also may possess a consistently outstanding mental capacity as compared to children of their own age, experience, or environment. Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside source.

In compliance with applicable statutes and administrative regulations, students will be identified in one of more of the following categories:

1. General Intellectual Aptitude (GIA)
2. Specific Academic Aptitude (SAA)
 - a. Language Arts
 - b. Mathematics
 - c. Social Studies
 - d. Science
3. Creative or Divergent Thinking (Creativity)
4. Psychosocial or Leadership Skills (Leadership)
5. Visual or Performing Arts (VPA)
 - a. Art
 - b. Drama
 - c. Dance
 - d. Music

The Williamsburg Independent School Gifted and Talented Program Calendar can be found in "Supporting Documents".

Areas of Identification

General Intellectual Ability

Definition (as defined in 704 KAR 3:285- Gifted and Talented Services):
Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's own age, experience, or environment. General Intellectual Ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, special relations, and the analysis, synthesis, and evaluation of information.

Specific Academic Aptitude

Definition (as defined in 704 KAR 3:285- Gifted and Talented Services):
Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one's chronological peers.

Creative/Divergent Thinking

Definition (as defined in 704 KAR 3:285- Gifted and Talented Services):
Possessing either demonstrated or potential 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.

Leadership Ability

Definition (as defined in 704 KAR 3:285- Gifted and Talented Services):
Possessing either demonstrated or potential 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 successfully reach those goals.

Visual and Performing Arts

Definition (as defined in 704 KAR 3:285- Gifted and Talented Services):
Possessing either demonstrated or potential ability to perform an exceptionally high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, music, drama, speech, and in activities requiring gross or fine motor skills.

Primary Talent Pool

Williamsburg Independent School shall identify students in Kindergarten through 3rd grade for participation in the Primary Talent Pool. The Primary Talent Pool is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years. 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 and Talented" once they reach the fourth grade. They must be formally identified by meeting certain criteria, in fourth grade and beyond.

Criteria for Gifted and Talented Consideration

Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside sources. In order for students to be formally identified as "Gifted and Talented" a minimum of three pieces of evidence are needed from one of the categories listed below along with a committee recommendation. Academic areas must include a qualifying test score unless a child has a documented special consideration (e.g. environmental, cultural, economic, language, etc.). Students may qualify in more than one category providing they have three pieces of evidence and committee recommendation for each category. Children will not be denied entrance to the program based on only one criterion unless it is a mandatory piece. Transfer students who have previously identified in another Kentucky school will be admitted to the program. Out of state transfer students will be admitted based on criteria set forth and committee approval.

There will be a Gifted and Talented window of identification twice each academic year, in the fall and in the spring, with the exception of the visual and performing arts. Visual and performing arts areas will be identified in the spring only. *Initial nominations and referrals may be accepted throughout the year from students (self or peers), teachers, parents, and/or outside source.* A year shall pass for students who do not qualify to be reconsidered for identification. Students lacking appropriate documentation will automatically be considered for next identification window. Student files lacking appropriate identification evidence will be destroyed after a year.

Possible pieces of evidence are outlined below. This list is subject to change as alternative assessments may be administrated to evaluate student progress. Additional assessments will not be administered without prior parent/guardian consent.

General Intellectual Ability

- Full-scale Comprehensive Test of Intellectual Ability (ex. CoGAT) score at 96thile or above (required)
- Continuous progress data in academic areas
- Recommendation from teacher, parent, and/or outside source
- Parent recommendation
- Checklist inventories of behaviors
- Anecdotal records
- Honors and Awards

Specific Academic Aptitude: Language Arts

- Norm Referenced Test (ex. Iowa, ACT) score at 96thile or above (Required)
- Continuous progress data in Language Arts
- Alternative off- level testing score at 96thile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and Awards

Specific Academic Aptitude: Math

- Norm Referenced Test (ex, Iowa, ACT) score at 96thile or above (Required)
- Continuous progress data in Math
- Alternative off-level testing score at 96thile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

Specific Academic Aptitude: Science

- Norm Referenced Test (ex. Iowa, ACT) score at 96 percentile or above (Required)
- Continuous progress data in science
- Alternative off-level testing at the 96th percentile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

Specific Academic Aptitude: Social Studies

- Norm Referenced Test (ex. Iowa, ACT) score at 96th percentile or above (required)
- Continuous progress data in Social Studies
- Alternative off-level testing at 96th percentile or above
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and Awards

Creativity

- Prior to consideration for Creativity, students must submit a portfolio that highlights their creative abilities
- Creativity self-assessment
- Peer creativity survey
- Teacher creativity survey
- Creativity parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and Awards

Leadership

- Nomination to Teen Leadership Council by teachers
- Leadership self-assessment
- Peer leadership survey
- Teacher leadership survey
- Leadership parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and Awards

Visual and Performing Arts: Art

- Prior to consideration for Art, students must submit a portfolio that highlights their artistic abilities. The portfolio will be reviewed by the district Art teacher.
- VPA Art self-assessment
- Student work samples
- Art Parent Questionnaire
- Recommendation from teacher, parent, and/or outside source

- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Art workshop (required)- An interactive workshop will be held in the spring of each academic year. This workshop will be the only opportunity for a student to be evaluated for the school year.

Visual and Performing Arts: Drama

- VPA Drama Self-assessment
- Student work samples
- Dance parent questionnaire
- Recommendation from teacher, parent, and/or outside source.
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Live audition (required)- Dance auditions will be held in the spring of each academic year. This audition will be the only opportunity for a student to be evaluated for the school year.

Visual and Performing Arts: Music

- Student work samples
- Recommendation from teacher, parent, and/or outside source
- Progressing through Band "Ranks" System ahead of class pace by at least one entire rank.
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Music parent questionnaire
- Live audition- music auditions will be held in the spring of each academic year. (The audition will be the only opportunity for a student to be evaluated for the school year.) The audition panel will consist of at least two professionals in the field.

Criteria for Primary Talent Pool Consideration

Students in K-3rd grade who exhibit gifted potential and behaviors are informally selected for the Primary Talent Pool. The Primary Talent Pool can include up to 25% of the primary population. 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 order for students to be identified for Primary Talent Pool, a minimum of three pieces of evidence are needed along with a committee recommendation. Special considerations (e.g. environmental, cultural, economic, language, etc.) may be included in the identification process. Students may be identified at any time during the primary years and will remain in the Primary Talent Pool until the conclusion of the third grade.

There will be a Primary Talent Pool window of identification twice each academic year, in the fall and in the spring. Initial nominations and referrals may be accepted from students (self or peers), teachers, parents, and/or outside sources. A year shall pass for students who do not qualify to be reconsidered for identification. Students lacking appropriate documentation will automatically be considered for the next identification window. Student files lacking appropriate identification evidence will be destroyed after a year.

Possible pieces of evidence are outlined below. This list is subject to change as alternate assessments may be administered to evaluate student progress. Additional assessments will not be administered without prior parent/guardian consent.

- Norm Referenced Test (ex. Iowa) in a core content area score at 90th percentile or above
- Recommendation from a teacher, parent, and/or outside source
- Checklist of inventories of behaviors
- Anecdotal records
- Honors and awards
- Student work samples
- Continuous progress data in academic areas

Gifted Advisory Committee

At the start of each academic year, a "Gifted and Talented Identification and Placement Committee", will be formed which will be referred to as the "GT Advisory Committee". This committee will meet quarterly throughout the school year to:

- Determine and recommend students who are eligible to receive services in the Gifted and Talented Program and the Primary Talent Pool
- Provide feedback on the adequacy of the identification and diagnostic process
- Determine service options for eligible students
- Evaluate the programming and make recommendations for improvement
- Support communication in the school and community

The “Williamsburg Independent School System GT Advisory Committee” will be made up of:

- 1) Director of Instruction
- 2) Gifted and Talented Coordinator
- 3) Visual and Performing arts teacher
- 4) School administrator

Procedural Safeguards and Grievances

Appeals

Parents and/or students in grades 4-12 may petition for identification or may appeal non-identification or appropriateness of service

1. The appealing party shall submit in writing to the Gifted and Talented Coordinator specifically why they believe that screening results are not accurate or service options are not appropriate. This correspondence should also include why an exception should be made or reconsideration given.
2. The Gifted and Talented Coordinator shall compile student data and present that along with the petition or appeal to the GT Advisory Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. Appeals made in the summer or during a school holiday will be processed appropriately when school is back in session.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - a. They may participate in the program as soon as the parent or guardian gives consent
 - b. A change in the student services plan shall be made in a timely manner

5. If the Committee rules against the grievant, a further written appeal may be made to the Principal who will review the process and evaluate the criteria. The Principal must respond in writing within ten (10) working day of receipt of the appeal.
6. Should the Principal uphold the decision of the GT Advisory Committee, the appealing party may petition the Superintendent, which will have the final decision in the case. The Superintendent must respond in writing within ten (10) working days of receipt of the appeal.

Services

Service Delivery

With the exception of academic competition, performances, and extra-curricular offerings, services will be provided during regular school hours. Multiple service delivery options will be provided at all levels, Services shall also be provided by the regular classroom teacher. This will allow for continuous progress and critical thinking through a differentiated curriculum and grouping based on the individual needs, interests, and abilities of the students.

In the primary grades, classroom teachers may provide differentiated instruction to students in the Primary Talent Pool. In addition, Primary Talent Pool students will also receive periodical support from a gifted-endorsed teacher.

In grades 4-12, multiple service delivery options shall include a minimum of two options from the following list:

1. Mentorships
2. Distance Learning
3. Independent Study
4. Acceleration
5. Advanced placement and Honors Courses
6. Dual Credit Courses
7. Collaborative Teaching
8. Resource services
9. Counseling Services
10. Seminars
11. Extra-Curricular Activities
12. Cluster Grouping
13. Consultation Services

14. Pull-Out Services
15. Enrichment Services in the classroom
16. Travel Study Options

Services selected may differ in each grade level and shall meet the needs, interests, and abilities of identified students.

Once a student is identified as eligible for Gifted and Talented Services, the identification shall remain in effect throughout the student's educational placement in Kentucky public schools. Services may change depending on the grade level, recommendation of the classroom teacher(s), school administrator(s), teacher of the gifted, or parental request. A parent declining services must submit a written statement or request.

Should a child experience difficulty in the program, parent/guardian should communicate with the Gifted and Talented Coordinator to work toward an appropriate solution.

Gifted and Talented Student Services Plan

A Gifted and Talented Student Services Plan (GSSP) shall be developed for each identified student in grades 4-12. The GSSP is an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as a communication vehicle between parents and school personnel.

A parent or guardian of an identified student shall be notified annually of services included in their child's gifted and talented services plan.

Progress Reports

A report of the student's progress will be mailed to the parent/guardian at least twice per year.

References

Caldwell County Schools Gifted and Talented Handbook

Fort Thomas Gifted and Talented Handbook

Gifted Education Frequently Asked Questions

Kentucky Gifted and Talented Regulations

Mason City Schools Elementary Gifted Program Curriculum Overview

Model Laboratory School Gifted and Talented Handbook

National Association for Gifted Children

KDE Primary Talent Pool

Williamsburg Independent School Gifted and Talented Program Calendar and Events

August/September

- Gifted Advisory Committee meets to discuss service option plans for currently identified students.
- Formal Gifted and Primary Talent Pool Identifications pending from the prior spring semester will be finalized and families will be notified
- Faculty will attend a GT overview
 - Working with gifted learners-Differentiation in the classroom
 - Identification- data collection and criteria
- Updated GT rosters will be shared with faculty and staff
- Gifted and Talented Coordinator will meet with parents during Open House
- Annual Notification of Gifted and Talented services (Gifted Student Service Plans) will be sent home for grades 4-12.
- GT identifying Assessment will be administered to 4th grade students
- GT services for the academic School Year will start in September

October

- Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.
- Additional assessments will be administered, as needed, to nominated students.

November

- Gifted Advisory Committee will meet to review the collected evidence for students being considered for the Primary Talent Pool (K-3) and Gifted Identification (4-12)
- Identifications will be finalized and families will be notified

December

- Gifted Advisory Committee meets to review programming and make recommendations for the spring.

January

- GT services for newly identified students will begin upon return from Christmas Break

February

- Kentucky Association of Gifted Education (KAGE) annual conference

- Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.
- Additional assessments will be administered, as needed, to nominated students
- Celebrate Gifted Education Month in Kentucky
- Visual and Performing Arts (Drama, Dance, Music) auditions will be held.
- Gifted Progress Reports are sent home

April

- GT Advisory Committee will meet to review the collected evidence for students being considered for the Primary Talent Pool (K-3) and Gifted Identification (4-12)
- Identifications will be finalized and families will be notified. GT services for the newly identified students will begin upon return of the next school year.
- Updated GT rosters will be shared with faculty and staff.

May

- GT Advisory Committee will meet to review programming and make recommendations for the following school year.
- Progress reports will be sent home.