

The district engages in on-going screening to identify gifted students. This screening includes a review of all standardized achievement test data, the administration of the Raven Matrices (a test of intellectual ability) to all Fourth Graders and to new students at higher grade levels, nominations from teachers, students, and parents, and administration of other informal screening tools and surveys. Parents are always welcome to review formal test data with their child's guidance counselor.

The Gifted Education Placement Committee reviews screening data and determines whether a student meets the criteria for services. This committee is composed of two gifted education teachers, two regular education teachers, a special education teacher, a guidance counselor, the principals, and the district gifted education coordinator.

As our screening, while thorough, might miss someone, parents may nominate their children for consideration for placement. Students may also nominate themselves. To do this, contact the counselor or the gifted education coordinator.

Parents who disagree with the finding of the District Gifted Education Placement Committee may appeal for reconsideration by submitting a written request to the gifted education coordinator. In requests involving General Intellectual Ability and Specific Academic Aptitude, an additional test will be administered as part of the documentation.

Parent permission for placement is required. Parents may withdraw permission at any time by written request to the gifted education coordinator.

Gifted Education Services

The school develops a Gifted Services Plan for each student placed in the program. The guidance counselor is in charge of the development of this plan. Parents receive a GSP progress report each nine weeks when report cards are issued.

Despite limited resources, the district makes every effort to offer a range of service delivery options for gifted students. These include such things as:

- Acceleration by grade
- Acceleration by subject
- Differentiated study experiences in the regular classroom
- Enrichment services during the school day
- Resource services delivered in the regular classroom or in a pull-out classroom
- Advanced Placement courses
- Seminars
- Independent study
- Collaborative teaching and consultation services
- Special counseling services
- Distance learning
- Academic competitions
- Mentorships

In determining the services your child receives, the placement committee, counselor, and teachers work together to match your child's needs to appropriate services.

Procedural Safeguards and Grievances

Parents may petition for identification or may appeal nonidentification or appropriateness of gifted services by filing a written request with the gifted education coordinator as per Board of Education Policy 08.132 (AP.1) (available at <http://policy.ksba.org/H04/>).

Categories of Giftedness

State regulations provide for five categories of giftedness: (1) General Intellectual Ability, (2) Specific Academic Ability, (3) Creative and Divergent Thinking, (4) Leadership, and (5) Visual and Performing Arts.

Description of Categories *(quotes are from state guidelines)*

General Intellectual Ability: "possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of inform-

ation.” Approximately five percent of the school population nationwide are gifted in general intellectual ability.

One criterion that must be met for identification in this category is a score in the ninth stanine on a recognized test of general intellectual ability.

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.”

Specific academic areas include reading/language arts, mathematics, science, and social studies.

One criterion that must be met for identification in this category is a score in the ninth stanine on a recognized achievement test in reading/language arts, mathematics, science, or social studies.

Creative and Divergent Thinking: “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.” Approximately four percent of the school population are gifted in creativity.

Leadership: “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 successfully reach those goals.”

Visual/performing arts: “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 areas such as art, dance, music, drama, speech, and in activities requiring exceptional gross or fine motor skills.”

An audition or portfolio is required as part of the documentation for this category.

GIFTED EDUCATION PROGRAM DIRECTORY

District Coordinator.... Jennifer Parsons
(573-8700, Option 6)

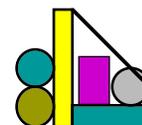
Harlan Elementary School (573-8700,
Option 2)

Gifted Resource Teacher: Barbra Ledford
Counselor: Cathy Estep

Harlan High School (Grades 5-12) (573-
8700, Option 4)

Gifted Resource Teachers: Cathy Estep, and
Barbra Ledford
Counselor: Candi Banks

Harlan Independent School District



GIFTED EDUCATION SERVICES

2015-16

Gifted students are those students who perform or have the potential to perform at exceptionally high levels in one of these five areas: general intellectual ability; specific academic aptitude in reading, math, science, or social studies; creative thinking; leadership skills; visual and performing arts. These areas are explained in more detail at the end of this brochure.

The gifted program is for students in Grades 4-12. Under Kentucky regulations, students cannot be formally identified as gifted until they reach Grade 4. Primary students with “high potential” are served through the Primary Talent Pool program.

Identification of Students

Identification is based on using at least three pieces of documentation which may include such things as:

- Formal test results
- Teacher checklists
- Work samples
- Observations
- Portfolios and auditions