



**Gifted and Talented  
Education  
Plan of Service**

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### **Section I: Philosophy**

The Kenai Peninsula Borough School District's instructional programs for gifted and talented students are based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and should be provided with learning opportunities that help develop student abilities to the highest level. Gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations. They are atypical learners who require specialized learning experiences beyond the regular curriculum.

### **Section II: Child Find Policy (Identification Indicators)**

The Kenai Peninsula Borough School District will actively seek out students who may meet eligibility requirements for the Gifted and Talented program through the following methods:

- Yearly review of standardized assessment scores to identify students who score exceptionally high (e.g., SBA scores of 500 or above, Terra Nova scores at the 95<sup>th</sup> percentile or above, CBM scores at the 95<sup>th</sup> percentile or above.)
- Teacher, parent, administrator, or student recommendations for evaluation.

### **Section III: Eligibility Criteria and Process**

The process for determining if a student meets the eligibility criteria for the gifted and talented program is a function of each school's intervention team. It should be noted that the identification indicators listed above do not necessarily qualify or disqualify a student from the gifted and talented program, but rather, they are a means of bringing students to the attention of the intervention team for further review.

For those students that the intervention team feels more data is needed, a formal evaluation process will be initiated that involves obtaining parent permission for IQ testing, achievement testing, and a creativity assessment. During the formal evaluation, various other student performance and characteristic indicators will also be evaluated.

Once all relevant information is collected, the intervention team will meet to review the data and determine what level of service is available and most appropriate for meeting the needs of the student. Some students may require only targeted or universal interventions, and these students do not meet the requirements for full enrollment in the gifted and talented program. Other students, who meet all necessary eligibility criteria, will be fully enrolled in the gifted and talented program. Full enrollment in the program requires the development of a Student Learning Plan (SLP) and summary of service that must be reviewed annually, and the students plan may include direct services, as well as, targeted and universal interventions.

The approach of the Kenai Peninsula Borough School District for addressing K-2 students in the arena of gifted and talented will be to review the identification indicators through the intervention team (just as with older students) and determine what if any targeted and universal interventions are appropriate for those students. A student will typically not undergo the formal evaluation process and be eligible for full enrollment in the gifted and talented program until

they have reached 3<sup>rd</sup> grade. Any student in K-2 that has been brought to the intervention team for targeted or universal interventions should be reviewed at the end of their 2<sup>nd</sup> grade year or beginning of their 3<sup>rd</sup> grade year to determine if they should be evaluated for full enrollment in the gifted and talented program.

#### **Section IV: Program of Services and Interventions**

The Kenai Peninsula Borough School District philosophy supports a gifted program that provides alternatives for students dependent upon grade level, academic achievement or potential, and social/emotional needs. The Intervention Team at each school site will determine the level of extended learning opportunities appropriate for students based on a continuum of services. The focus of all these services is to help students grow and fulfill their potential with goal of finding ways to support and advance a student's learning by providing appropriate daily challenges and experiences.

##### **Full Enrollment**

- In this category, students have met the criteria to be enrolled in the gifted and talented program. These students have a Student Learning Plan (SLP) on file with the school district. The student's service should directly reflect the goals set forth in the SLP. SLP goals should be a priority for scheduling student and gifted and talented teacher/facilitator time. The program of service for students who are fully enrolled in the gifted and talented program is directly overseen by the gifted and talented teacher/facilitator, and services may be provided utilizing a variety of resources.

Students who do not meet the criteria for full enrollment in the program may receive support in the form of targeted and/or universal interventions as deemed appropriate by the school's Intervention Team.

##### **Targeted Interventions**

- Services in this category may begin to replace regular classroom instruction.
- Students who participate in these interventions generally should not be responsible for assignments missed during these times. These interventions can be provided by teachers, specialists, or volunteers and may not necessarily have a graded outcome.
- Participation in this category may be dictated by a specific event (like math meets), or by a specific need in a content area (the student needs a more challenging math curriculum). Students participating in this category may or may not be certified as gifted and talented students. Non-certified students will continue to be included in targeted interventions based upon his or her success in the intervention.

##### **Universal Interventions**

- Universal interventions are a component of high quality classroom instruction. These interventions offer challenging extension activities or lateral enrichment within a subject area and are available to all students in a class. This category may include pre-testing for prior knowledge, and providing alternate opportunities for students who can demonstrate mastery of the material.
- Services may be delivered by the regular classroom teacher.

- When appropriate, the gifted and talented teacher may be used as a resource in the classroom to work collaboratively with the classroom teacher, to provide lesson plans, and/or enrichment materials.

It should be noted that the levels of intervention do not replace each other. For example, a student involved in a targeted intervention should still also receive support in his or her regular classroom.

### **Continuum of Services that Exists Along the Continuum**

Student need and interest, along with the availability of resources, will determine the directions the program will take. The following list identifies potential strategies for serving gifted and talented students:

- Consultant to classroom teacher: Gifted and talented (GT) teachers who act as facilitators may provide support in the area of enrichment or acceleration to classroom teachers.
- Classroom-based enrichment: Classroom teachers provide enrichment for all students in the class with the assistance of GT teachers who act as facilitators.
- Cluster grouping within classroom: At the elementary level, direct service is provided by GT teachers or facilitators within the regular classroom.
- Distance learning courses: Students have the opportunity to enroll in distance learning courses. Both elective and core curriculum courses may be available. Distance instructors provide learning opportunities not provided on site.
- Curriculum compacting: Students may receive accelerated coverage of material in a course, or students may prove mastery of course material within the regular classroom or in a pull-out model under the supervision of a GT or classroom teacher or facilitator.
- Independent study projects: Students may pursue an independent learning project in or out of the general education classroom under the direction of a GT or classroom teacher or facilitator.
- Mentorships: Community members serve as mentors to provide for student learning with the facilitation of building counselors or GT teachers or facilitators.
- Academic Competitions: Mind-A-Mazes, Future Problem Solving, Academic Pentathlon, Academic Decathlon, Math Bowls and Middle School Math Meet are some of the opportunities that may be provided.
- Honors Classes: At the middle school level advanced and honors classes may be offered.

### **Section V: Student Learning Plans (SLPs)**

If the Intervention Team wishes to initiate formal evaluation of a student for gifted and talented eligibility and services, parents must be invited to participate in the process. Signed permission must be obtained before any formal testing relating to gifted and talented eligibility may occur. Parents must subsequently be invited to the meeting for final review of the data and eligibility determination.

If it is determined that a student meets all requirements for full enrollment in the gifted and talented program, then a SLP is developed by the GT teacher and parent, with the optional participation of the general education classroom teacher, student, interventionist, school principal, and school psychologist.

SLPs are created at the initial certification of the student, and must be reviewed annually until the student is either withdrawn from the program or completes his or her eighth grade year. The student's eighth grade Gifted and Talented teacher will prepare a four-year high school plan. This four-year plan is only meant to be a guide for a student's high school years. As requirements, course offerings, and the student's interests evolve, it is highly recommended that he/she and his/her parents speak with the high school counselor to explore the options and develop the actual schedule for each year. The options of correspondence courses, AP courses, taking AP courses at another high school, and college courses for dual credit are available and should be explored.

## KPBSD Gifted & Talented Testing and Scoring Matrix

**STUDENT NAME:** \_\_\_\_\_

### Student Test Scores:

#### \*Academic Achievement Tests:

Student can gain a qualifying point for scoring in the 95<sup>th</sup> percentile or higher on the following nationally normed academic achievement tests:

- Woodcock-Johnson (W-J): Broad Score in Reading, Math, Writing, or Academic Knowledge
- Terra Nova (Math Composite, Reading Composite, Language Composite, Science or SS)

Test Name	Date of Testing	Test Percentile Score(s)

#### \*Ability Tests: Student can gain qualifying points according to the following criteria:

- IQ Score of 120-129 = 1 Qualifying Point
- IQ Score of 130 or above = 2 Qualifying Points

Test Name	Date of Testing	IQ Test Score(s)

#### \*Creativity Assessment: Williams Creativity Assessment – Divergent Thinking

(1 Qualifying Point for meeting the following nationally normed criteria for 'creatively gifted' performance):  
[\*Grades 1-3: 96 or higher raw score \*Grades 4-6: 102 raw score or higher \* Grades 7-8: 109 raw score or higher]

Williams Raw Score \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of Testing \_\_\_\_\_

### Student Performance / Characteristics:

\*Student can gain a maximum of one point total for this qualification area. School intervention team will determine if student performance merits a qualification point using one or more of the following criteria:

\_\_\_ Report Card/ GPA                      \_\_\_ Renzulli/Hartman (Student Characteristic) Profile  
\_\_\_ Work Samples                              \_\_\_ District Level Performance Measures (SBA, CBM, or other)

#### OTHER RELEVANT DATA/ FACTORS CONSIDERED:

\_\_\_ Under-identified population    \_\_\_ Other:  
\_\_\_ Disparity in Scores

### TOTAL POINTS (Student must gain 3 or more to be enrolled in the Gifted & Talented program)

\*Based on the above criteria, the school Intervention team feels there is a demonstrated need for certified Gifted & Talented program services:    \_\_\_ Yes    \_\_\_ No    DATE: \_\_\_\_\_  
If not, what targeted intervention options, supportive of student strength areas, does I-team recommend?  
\_\_\_\_\_