

# **MODEL LABORATORY SCHOOL**

EASTERN KENTUCKY UNIVERSITY  
521 LANCASTER AVENUE  
RICHMOND, KENTUCKY 40475



## **GIFTED AND TALENTED POLICIES & PROCEDURES**

Reviewed and approved by the Eastern Kentucky University  
Board of Regents on February 28, 2020.

## **MODEL LABORATORY SCHOOL ADMINISTRATION**

John Williamson, Superintendent and Dean of K-12 Programming  
Christopher Budano, Ph.D., Associate Dean of K-12 Programming/Director of Teaching and Learning  
Kimberly Puckett, Director of Student Services  
Laura Dedic, Secondary Schools Director (6-12)  
David Naylor, Primary Schools Director (K-5)

### **OUR MISSION**

*In a shared commitment with Eastern Kentucky University, Model Laboratory School will serve as a learning laboratory for P-12 education in the Commonwealth of Kentucky by providing an exemplar for research, best practices, and innovation in elementary and secondary education and teacher professional learning.*

### **OUR VISION**

*In collaboration with Eastern Kentucky University, Model will establish pathways that provide a P-20 student-centered learning environment producing next generation college graduates and career professionals prepared to lead a global society. In addition, Model will serve as a professional development and continuing education hub to provide opportunities for Kentucky's educators to become master teachers.*

The definitions specified in Kentucky Regulations [704 KAR 003:285](#) shall be used in the operation of the Model Laboratory School Gifted and Talented program.

For more information about our Gifted and Talented program, contact Jillane McCardle, Gifted Services Coordinator, at [jilliane.mccardle@eku.edu](mailto:jilliane.mccardle@eku.edu) or 985-622-5686.

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## **A WORLD-CLASS EDUCATION**

Model Laboratory School guarantees a world-class education for K-12 Model Laboratory School through a viable curriculum that:

- Provides opportunities for students to develop as leaders and entrepreneurs.
- Develops transferable skills through practice with feedback.
- Requires students to think critically, creatively, computationally, and quantitatively.
- Challenges students to develop creative solutions to authentic and relevant real-world problems.
- Provides opportunities for students to make cross-curricular and interdisciplinary connections.
- Provides opportunities for school-wide and grade-level shared experiences and courses.
- Emphasizes persistence through sustained inquiry, capstone projects, and presentations.
- Develops strong written and oral communicators.
- Facilitates students' abilities to engineer, design, perform, and create.
- Promotes participation in civic activities as an informed citizen.
- Fosters community through service (learning) and teamwork.
- Fosters individual physical and emotional well-being.
- Builds ability to communicate and interact in a second language.

## **GIFTED AND TALENTED EDUCATION AND PHILOSOPHY**

*Gifted children have the right to an education grounded in the recognition and celebration of their individual differences and unique learning needs. Creating an environment that encourages and nurtures inquiry, flexibility, and critical thinking, Model Laboratory School strives to provide gifted learners with specialized opportunities where they will be challenged and encouraged to excel beyond the classroom.*

## **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 environmental and cultural factors. The Model Laboratory 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 Administrative 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 in grades 4-12, an "Annual Notification of Gifted and Talented Services" and the child's "Gifted Student Service Plan" will be sent home at the beginning of the academic year.

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 then destroyed.

### **Formal Identification**

Model Laboratory 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 sources.

In compliance with applicable statutes and administrative regulations, students will be identified in one or 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 Model Laboratory Gifted and Talented Program Calendar of Events 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, spatial 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 at 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**

Model Laboratory 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 a 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 been 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 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 alternative assessments may be administered 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 96%ile 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 96%ile or above (*required*)
- Continuous progress data in Language Arts
- Alternative off-level testing score at 96%ile 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 96<sup>th</sup> percentile or above  
(*required*)
- Continuous progress data in Math
- Alternative off-level testing score at 96<sup>th</sup> percentile 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<sup>th</sup> percentile or above  
(*required*)
- Continuous progress data in Science
- Alternative off-level testing at 96<sup>th</sup> 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 96<sup>th</sup> percentile or above  
(*required*)
- Continuous progress data in Social Studies
- Alternative off-level testing at 96<sup>th</sup> 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**

- *Prior to consideration for Leadership, students must submit a portfolio that highlights their leadership abilities.*
- 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 at least two professionals in the field.*
- 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**

- *Prior to consideration for Drama, students must submit a portfolio that highlights their dramatic abilities. The portfolio will be reviewed by at least two professionals in the field.*

- VPA Drama self-assessment
- Student work samples
- Productions in or outside of school
- Drama parent questionnaire
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards
- Live audition (*required*) - *Drama 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. The audition panel will consist of at least two professionals in the field.*

#### **Visual and Performing Arts: Dance**

- *Prior to consideration for Dance, students must submit a portfolio that highlights their dance abilities. The portfolio will be reviewed by at least two professionals in the field.*
- VPA Dance 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. The audition panel will consist of at least two professionals in the field.*

#### **Visual and Performing Arts: Music**

- *Prior to consideration for Music, students must submit a portfolio that highlights their musical abilities. The portfolio will be reviewed by at least two professionals in the field.*
- VPA Music self-assessment
- Student work samples
- Recommendation from teacher, parent, and/or outside source
- Checklist inventories of behaviors
- Anecdotal records
- Honors and awards

- Music parent questionnaire
- Live audition (*required*) - *Music 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. The audition panel will consist of at least two professionals in the field.*

### **CRITERIA FOR PRIMARY TALENT POOL CONSIDERATION**

Students in K-3 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 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 alternative 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 90<sup>th</sup> percentile or above
- Recommendation from a teacher, parent, and/or outside source
- Checklist 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 at the “Gifted 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 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 “Model Laboratory Gifted Advisory Committee” and will be made up of:

- Gifted Services Coordinator (1)
  - The Gifted Services Coordinator will serve as Chair of the committee.
- Representatives from the following groups:
  - Gifted-endorsed teachers (2) - one elementary, one secondary
  - Visual and performing arts teacher (1)
  - Endorsed exceptional child teacher (1)
  - School counselor (1)

## **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 services.

1. The appealing party shall submit in writing to the Gifted Services 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 Services Coordinator shall compile student data and present that along with the petition or appeal to the Gifted 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 School Director/Principal who will review the process and evaluate the criteria. The School Director/Principal must respond in writing within ten (10) working days of receipt of the appeal.

6. Should the School Director/Principal uphold the decision of the Gifted 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. See the Model Laboratory Primary Talent Pool Services Menu in "Supporting Documents."

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

- Mentorships
- Distance Learning
- Independent Study
- Acceleration
- Advanced Placement and Honors Courses
- Dual Credit Courses
- Collaborative Teaching

- Resource Services
- Counseling Services
- Seminars (Master Classes)
- Extra-curricular Activities
- Cluster Grouping
- Consultation Services
- Pull-out Services
- Enrichment Services in the Classroom
- Travel Study Options

Services selected may differ in each grade level and shall meet the needs, interests and abilities of identified students. See the Model Laboratory Gifted Services Menu in “Supporting Documents.”

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 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 Services Coordinator to work towards 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 student services plan.

### **Progress Reports**

A report of the student’s progress will be made to the parent/guardian at least twice per academic year, in October and February.



## REFERENCES

Caldwell County Schools Gifted and Talented Handbook - <http://ccs-ky.schoolloop.com/file/1515658831579/1500707849733/3076639279067467.pdf>

Fort Thomas Gifted and Talented Handbook - <http://www.fortthomas.kyschools.us/userfiles/92/GT%20Policies%20%20Procedures%202013.pdf>

Gifted Education Frequently Asked Questions - <https://education.ky.gov/specialed/GT/Documents/Frequently%20Asked%20Questions%20-%20Gifted%20and%20Talented.pdf>

Kentucky Gifted and Talented Regulations - <http://www.lrc.ky.gov/kar/704/003/285.pdf>

Mason City Schools Elementary Gifted Program Curriculum Overview - [http://masonohioschools.com/UserFiles/Servers/Server\\_391035/File/PDF%20Links/Gifted\\_Curriculum\\_Overview2\\_2015.pdf](http://masonohioschools.com/UserFiles/Servers/Server_391035/File/PDF%20Links/Gifted_Curriculum_Overview2_2015.pdf)

Model Laboratory School - <https://model.eku.edu/>

National Association for Gifted Children - <http://www.nagc.org/resources-publications/resources/glossary-terms>

Primary Talent Pool - <https://education.ky.gov/specialed/GT/Documents/Primary%20Talent%20Pool%20Brochure.pdf>

## **SUPPORTING DOCUMENTS**

MODEL LABORATORY GIFTED AND TALENTED PROGRAM CALENDAR OF EVENTS  
MODEL LABORATORY PTP/GT SERVICES MENU

## Model Laboratory School Gifted and Talented (GT) Program Calendar of Events

*Nominations for the GT program are collected on an ongoing basis; however, assessments, consideration, and identification will take place as outlined below.*

|   |  |
|---|--|
| August/September                                  | <ul style="list-style-type: none"> <li>● Gifted Advisory Committee meets to discuss service options for currently identified students.</li> <li>● Formal Gifted and Primary Talent Pool identifications pending from the following spring will be finalized and families will be notified.</li> <li>● Faculty will attend a GT overview <ul style="list-style-type: none"> <li>○ Working with gifted learners - Differentiation in the classroom</li> <li>○ Identification - Data collection and criteria</li> </ul> </li> <li>● Updated GT rosters will be shared with faculty and staff.</li> <li>● Gifted Services Coordinator will meet with parents at Open House.</li> <li>● Annual Notification of Gifted and Talented services (Gifted Student Service Plans) will be sent home for grades 4-12.</li> <li>● Iowa Assessments will be administered to all 1st through 9th graders.</li> <li>● GT services for the academic year will begin on September 1.</li> </ul> |
| October<br><br>10/15 - Fall portfolios are due.   | <ul style="list-style-type: none"> <li>● Iowa results sent home.</li> <li>● Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.</li> <li>● Additional assessments will be administered, as needed, to nominated students.</li> <li>● Student portfolios (Leadership, Creativity, Visual and Performing Arts) are due for gifted consideration.</li> <li>● Gifted Progress Reports are sent home.</li> </ul>   |
| November  | <ul style="list-style-type: none"> <li>● 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).</li> <li>● Identifications will be finalized and families will be notified.</li> </ul>   |
| December  | <ul style="list-style-type: none"> <li>● Gifted Advisory Committee meet to review programming and make recommendations for the spring.</li> </ul>  |
| January   | <ul style="list-style-type: none"> <li>● Cognitive Abilities Test (CogAT) will be administered to all 3rd and 5th graders.</li> <li>● Iowa Assessments will be administered to all Kindergarten students.</li> <li>● GT services for newly identified students will begin will begin upon return from Winter Break.</li> </ul>   |
| February<br><br>2/15 - Spring portfolios are due. | <ul style="list-style-type: none"> <li>● Kentucky Association of Gifted Education (KAGE) annual conference and parent night</li> <li>● Gifted referral forms, data, and other evidence are collected from teachers, parents, and staff members.</li> <li>● Additional assessments will be administered, as needed, to nominated students.</li> <li>● Celebrate Gifted Education Month in Kentucky!</li> </ul>  |

|       |  |
|-------|--|
|       | <ul style="list-style-type: none"> <li>● Visual and Performing Arts (Drama, Dance, Music) will be held in collaboration with Madison County.</li> <li>● Student portfolios (Leadership, Creativity, Visual and Performing Arts) are due for gifted consideration.</li> <li>● Gifted Progress Reports are sent home.</li> </ul>   |
| March | <ul style="list-style-type: none"> <li>● Visual and Performing Arts (Drama, Dance, Music) auditions will be held.</li> </ul>   |
| April | <ul style="list-style-type: none"> <li>● CogAT results sent home.</li> <li>● 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).</li> <li>● Identifications will be finalized and families will be notified. GT services for newly identified students will begin upon return for the next school year.</li> <li>● Parent event/symposium</li> <li>● Updated GT rosters will be shared with faculty and staff.</li> <li>● Creativity screener will be administered to all 4th graders and Kindergarteners.</li> </ul> |
| May   | <ul style="list-style-type: none"> <li>● Gifted Advisory Committee will meet to review programming and make recommendations for the following school year.</li> </ul>  |

### Model Laboratory School Primary Talent Pool Services Menu (Grades K-3)

| Grade   |  |
|---------|--|
| K - 3rd | <ul style="list-style-type: none"> <li>● FOCUS: Critical Thinking Skills</li> <li>● Enrichment cluster group<sup>1</sup> meets once weekly with gifted-endorsed teacher</li> <li>● Unit topics: <ul style="list-style-type: none"> <li>■ Deductive logic</li> <li>■ Analytical thinking</li> <li>■ Inventive thinking</li> <li>■ Creative thinking</li> <li>■ Visual perception</li> <li>■ Evaluative thinking</li> </ul> </li> <li>○ K - Kindergarten Primary Education Thinking Skills</li> <li>○ 1st - Primary Education Thinking Skills 1</li> <li>○ 2nd - Primary Education Thinking Skills 2</li> <li>○ 3rd - Primary Education Thinking Skills 3</li> <li>○ PETS (Primary Education Thinking Skills)</li> </ul> |

### Primary Talent Pool Additional Experiences

Additional experiences may include:

- ECU Music Department performances
- ECU Dance workshops
- ECU Theatre workshops
- ECU Center for the Arts performances
- "Tell Me a Tale" interactive storytelling
- Departmental collaborations
- Rubik's Cube "You Can Do the Cube"

<sup>1</sup> [https://gifted.uconn.edu/schoolwide-enrichment-model/authentic\\_enrichment\\_cluster/](https://gifted.uconn.edu/schoolwide-enrichment-model/authentic_enrichment_cluster/)

### Model Laboratory School Gifted Services Menu (Grades 4-5)\*

| Gifted Identification Areas |                       |   |     |       |       |       |   |  |  |            |
|-----------------------------|-----------------------|---|-----|-------|-------|-------|---|--|--|------------|
|                             |                       | Creativity/Visual & Performing Arts   |     |       |       |       | Specific Academic Aptitude  |  | General Intellectual Ability/Leadership                  |            |
|                             |                       | Creat-<br>ivity   | Art | Dance | Drama | Music | Specific Academic<br>Aptitude:<br>Language<br>Arts/Social Studies   | Specific Academic<br>Aptitude:<br>Math/Science   | GIA  | Leadership |
| 4th-5th<br>Grade            | Courses:              | -Band<br>-Orchestra<br>-Chorus  |     |       |       |       | -4th Interact<br>Simulations:<br>Fantasy - Fairytales<br>-5th Interact<br>Simulations:<br>Storytelling -<br>Folktales                       | -4th Interact<br>Simulations:<br>Science of Motion -<br>Roller Coaster<br>-5th Interact<br>Simulations: Physics<br>of Motion -<br>Skateboard Science | -Entrepreneurship Units<br>(Venture Labs)                |            |
|                             | Extra-<br>curricular: | -Odyssey of the Mind<br>-Drama Club   |     |       |       |       | -Academic Team  |  | -Odyssey of the Mind                                     |            |
|                             | Experiences:          | -EKU Dance Workshops<br>-EKU Center for the Arts performances<br>-Bluegrass Youth Ballet<br>-Lexington Philharmonic<br>-EKU Musician Performances<br>-EKU Theater Workshops<br>-Visual and Performing Arts Master Classes<br>-Cluster grouping within the regular classroom |     |       |       |       | -Scripps Spelling Bee<br>-National Geographic<br>Geography Bee<br>-National History Bee<br>-"Tell Me a Tale"<br>interactive<br>storytelling | -Rubik’s Cube “You<br>Can Do the Cube”   | -Service Learning Projects (KDPI,<br>LocalOrganizations) |            |

All 4th-5th graders may also receive the following services:

- Enrichment group meets once weekly with a gifted-endorsed teacher
- Cluster grouping within the regular classroom

# Model Laboratory School Gifted Services Menu (Grades 6-8)\*

| Gifted Identification Areas |                       |  |     |       |       |       |   |   |  |            |
|-----------------------------|-----------------------|--|-----|-------|-------|-------|---|---|--|------------|
|                             |                       | Creativity/Visual & Performing Arts  |     |       |       |       | Specific Academic Aptitude  |   | General Intellectual Ability/Leadership  |            |
|                             |                       | Creat-<br>ivity  | Art | Dance | Drama | Music | Specific Academic<br>Aptitude:<br>Language<br>Arts/Social Studies   | Specific Academic<br>Aptitude:<br>Math/Science  | GIA  | Leadership |
| 6th-8th<br>Grade            | Courses:              | -Band<br>-Orchestra<br>-Chorus<br>-Visual Art<br>-Digital Art and Design                     |     |       |       |       | -6th Interact<br>Simulations:<br>Communication -<br>Agency<br>-7th/8th ELA Gifted<br>Class: Greek<br>Mythology - Odyssey<br>(Interact),<br>Shakespeare -<br>Shakespeare Festival<br>(Interact), Junior<br>Great Books<br>-AP Human<br>Geography | -6th Interact<br>Simulations:<br>Invention - Invent<br>-Pre-Algebra<br>-Engineering<br>-AP Computer<br>Science Principles | -Entrepreneurship Units<br>(Venture Labs)  |            |
|                             | Extra-<br>curricular: | -Speech & Debate<br>-Odyssey of the Mind<br>-Tri-M Music Honors Society                      |     |       |       |       | -Academic Team<br>-Kentucky Youth Assembly<br>-Kentucky United Nations Assembly   |   | -Mock Trial<br>-Patriot Pals<br>-Student Council                                   |            |
|                             | Experiences:          | -EKU Dance Workshops<br>-Model Musical<br>-Bluegrass Youth Ballet<br>-Lexington Philharmonic |     |       |       |       | -Scripps Spelling Bee<br>-Capitol Page<br>Program<br>-National Geographic   | -Science Fair<br>Independent Study<br>-Rubik’s Cube “You<br>Can Do the Cube”  | -Capitol Page Program<br>-Service Learning Projects (KDPI,<br>Local Organizations) |            |

|  |  |  |  |  |  |
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|  |  | -Speed Museum Partnership<br>-EKU Musician Performances<br>-EKU Theater Workshops<br>-Visual and Performing Arts Master Classes<br>-EKU Center for the Arts performances | Geography Bee<br>-National History Bee<br>-National History Day<br>Independent Study<br>-EKU Languages, Cultures, and Humanities Partnership<br>-"Tell Me a Tale" interactive storytelling |  |  |
|--|--|--|--|--|--|

All 6th-8th graders may also receive the following services:

- Enrichment group meets once weekly with a gifted-endorsed teacher
- Cluster grouping within the regular classroom
- Field trips



# Model Laboratory School Gifted Services Menu (Grades 9-12)\*

| Gifted Identification Areas |                   |  |                             |             |                      |  |  |   |  |  |
|-----------------------------|-------------------|--|-----------------------------|-------------|----------------------|--|--|---|--|--|
|                             |                   | Creativity/Visual & Performing Arts  |                             |             |                      |  | Specific Academic Aptitude   |   | General Intellectual Ability/Leadership              |  |
|                             |                   | Creat-<br>ivity  | Art                         | Dance       | Drama                | Music                                    | Specific Academic<br>Aptitude:<br>Language<br>Arts/Social Studies  | Specific Academic<br>Aptitude:<br>Math/Science  | GIA  | Leadership   |
| 6th-8th<br>Grade            | Courses:          | -Creative Writing<br>-AP Studio Art: Drawing<br>-AP Art History<br>-Band<br>-Orchestra<br>-Chorus<br>-Music Theory and Composition<br>-History of Rock and Roll Music (8th-12th)<br>-Broadcasting<br>-Filmmaking |                             |             |                      |  | -Journalism<br>-Spanish<br>-AP Seminar<br>-AP Language and Composition<br>-Digital Broadcasting<br>-AP Human Geography<br>-Law and Justice | -Engineering and Design<br>-AP Environmental Science<br>-Forensic Science<br>-AP Biology<br>-Geometry<br>-Family and Consumer Science Essentials<br>-AP Computer Science Principles<br>-AP Calculus<br>-AP Statistics | -Leadership<br>-Business Principles and Applications |  |
|                             | Extra-curricular: | -Chess Club<br>-Speech & Debate<br>-Yearbook   | -National Art Honor Society | -Dance Team | -Loose Canon Project | -Pep Band<br>-Tri-M Music Honors Society | -Academic Team<br>-Kentucky Youth Assembly<br>-Kentucky United Nations Assembly<br>-Spanish Club<br>-Spanish Honors Society                | -Academic Team<br>-Future Problem Solving<br>-Science Club  | -National Honor Society                              | -Future Business Leaders of America<br>-Key Club<br>-Mock Trial<br>-Patriot Pals<br>-Student Council |
|                             | Experiences:      | -EKU Dance Workshops<br>-Model Musical   |                             |             |                      |  | -Capitol Page Program  | -American Math Competition  | -Capitol Page Program<br>-Youth Leadership Madison   |  |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | -Bluegrass Youth Ballet<br>-Lexington Philharmonic<br>-Speed Museum Partnership<br>-EKU Musician Performances<br>-EKU Theater Workshops<br>-Visual and Performing Arts Master Classes<br>-EKU Center for the Arts performances |  | -UK College of Medicine<br>-EKU Criminal Justice and Forensics Science Department<br>-EKU Aviation Department | County<br>-Young Women Lead Conference<br>-EKU Ropes Course Challenge<br>--Service Learning Projects (KDPi, Local Organizations) |
|--|--|--|--|---|--|

In addition to self-selected coursework, all identified gifted 9th-12th graders may also receive the following services:

- Eastern Kentucky University Dual Credit courses (11th and 12th)
- Cluster grouping within the regular classroom
- Field trips
- Future advanced course offerings may include:
  - Aerospace Science and Astronomy
  - Special Topics in Algebra
  - Film/Lyrics
  - Introduction to Theatre

*\*At Model Laboratory School, we utilize the Schoolwide Enrichment Model (SEM)<sup>2</sup> to serve gifted learners.*

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<sup>2</sup> <https://gifted.uconn.edu/schoolwide-enrichment-model/>