



**SHARPSVILLE**  
**AREA SCHOOL DISTRICT**

**GATE**

**GIFTED AND TALENTED**  
**EDUCATION PROGRAM**

**SHARPSVILLE AREA SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM**

**Gifted and Talented Services Core Beliefs**

We believe it is crucial for all staff members to be given on-going, job-embedded professional development and for all community stakeholders to have opportunities to share in the process of defining and delivering services for supporting students identified as gifted and talented.

We will:

- Build capacity to advocate for our gifted and talented students through collaborative relationships between community, school and family.
- Ensure gifted services for underachieving or twice exceptional gifted learners.
- Systematically identify with multiple resources individual students for gifted and talented services in the five areas of gifts and talents.
- Develop a Gifted Individualized Education Plan when appropriate for identified students, through a collaborative team process. Each plan will be reviewed annually and progress will be monitored quarterly.
- Develop an individualized enrichment plan for those students who may not qualify for gifted, but demonstrate an acuity for a particular subject area.
- Conduct an annual program evaluation at the district level.
- Have meaningful curriculum for students identified as gifted and talented which will be respectful of identified areas of ability and interest and include purposeful outcomes.
- Have increased academic achievement through differentiated instruction, compacted curriculum, flexible student grouping, and academic planning.

**National Association of Talented Children (NAGC) Standards**

The National Association of Talented Children (NAGC) has developed and outlined program standards, student outcomes, and evidence--based practices to guide our district's actions to best meet the needs of gifted and talented students.

**Standard 1: Learning and Development** – Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self--understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

- The Sharpsville Area SD staff will receive professional development to foster the use of gifted and talented, differentiation, and culturally responsive instructional strategies with students.
- The educators of the Sharpsville Area SD will collaborate with families in accessing resources to develop the gifts and talents of students.

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- The Sharpsville Area SD pupil services staff will work to provide social--emotional supports and academic planning guidance needed to ensure individual success for our gifted and talented students.

**Standard 2: Assessment** – Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

- The Sharpsville Area SD staff will utilize the building level GATE Teams to establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents.
- The Sharpsville Area SD will keep a profile folder for each student identified for gifted and talented services. This profile folder will include identification data, as well as data from continued state and district assessments.
- The Director of Student Services will periodically survey students and parents involved in the gifted and talented program for information regarding services and achievement.

**Standard 3: Curriculum Planning and Instruction** – Educators apply the theory and research--based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence--based instructional strategies to ensure specific student outcomes.

- The Sharpsville Area SD will offer high quality, challenging learning opportunities.
- The Sharpsville Area SD will offer differentiated instruction and a continuum of services for students with varied ability levels.
- The Sharpsville Area SD is committed to continuous teacher development within curriculum development and instructional pedagogy.
- The Director of Student Services will secure curriculum development and curriculum purchases that reflect the needs of our gifted and talented students.

**Standard 4: Learning Environments** – Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

- The Sharpsville Area SD will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
- The Sharpsville Area SD will work to develop social and communication skills needed for 21st century citizens.
- The Sharpsville Area SD staff members will model culturally responsive practices.

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**Standard 5: Programming** – Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

- The district’s Director of Student Services serves as the K-12 Gifted and Talented coordinator.
- The Sharpsville Area SD will implement a service delivery model to serve the needs of gifted and talented students that consists of a continuum of services ranging from differentiation in the classroom to acceleration.
- The Sharpsville Area SD Building Level GATE Teams will engage families and community stakeholders in the monitoring and evaluation of the district’s gifted and talented services.

**Standard 6: Professional Development** – All educators build their knowledge and skills as they assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

- The Director of Student Services will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will keep abreast of professional development opportunities.

### **Response to Intervention**

Response to Intervention (RtI) is a framework of educational decision-making and service delivery. This model assumes that each student receives high-quality, research-based, and differentiated instruction from a general educator in a general education setting. At its core, RtI is the practice of:

1. Providing high-quality instruction and interventions matched to student need.
2. Monitoring progress frequently to make decisions about changes in instruction or goals.
3. Applying child response data to important educational decisions.

The Sharpsville Area School District is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with fidelity, an RtI framework has the potential for meeting this commitment through the implementation of a multi--tiered system of supports based on sound educational practices. The process also emphasizes the importance of leadership, the use of data to guide instruction, appropriate

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intervention and practice, parent involvement, and other researched--based practices. In the world of gifted and talented, this refers to implementing and sustaining efforts which ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration, and other universal interventions available to all students in the general education classroom.

There are eight essential components of RtI:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision making
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each element is part of an interrelated process that should be applied to every student. RtI creates an integrated and seamless continuum of services that encompasses all staff through a multi--tiered service delivery model. The Sharpsville Area School District's Gifted and Talented Services will adhere to the principles of RtI as the foundation of our practice.

### **Desired Goals:**

- To develop critical thinking skills;
- To develop problem-solving skills;
- To develop oral and written communications skills;
- To encourage and recognize creativity;
- To encourage and provide opportunities for leadership development;
- To develop and reinforce positive self-concept;
- To provide enrichment opportunities that enhance the cultural and educational experience; and
- To encourage individuals to become lifelong learners.

### **Identification Procedures**

Opportunities are provided for students to be considered for placement in GATE programming throughout their school experience. Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin, or disability. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval. Identification procedures are uniformly implemented and communicated to the entire school staff via distribution of the GATE Plan.

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The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year's worth of growth in a year's worth of time. The district will focus on providing services for all students regardless of identification. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification with a culturally responsive lens in Kindergarten through 12th grade. The Sharpsville Area School District uses multiple criteria, in accordance with the Pennsylvania Department of Education, to identify highly capable students in five areas. Multiple criteria used for identification of gifted and talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, student nominations, and district assessments.

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Sharpsville Area School District will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and embedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

As part of the Sharpsville Area School District's developing RtI process, extensive student data is systematically reviewed in grade-level/content area intervention team meetings. This process facilitates a continuous review of student progress, which in turn fosters a gifted and talented identification approach that is responsive to student need. Initial consideration for gifted and talented services usually come from the grade-level/content area intervention team meetings or the classroom teacher, who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may nominate students for identification using the Parent or Teacher Nomination Forms. The decision to refer a student for identification may be based on universal screeners such as scores from the DIBELS assessments, DRA assessments, and quarterly teacher-made benchmark assessments.

District staff looks at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the core curriculum, we consider standardized assessments (objective, norm-referenced assessments of academic or intellectual skill), performance data, certain selected grade-level classroom common formative assessments, and nomination forms (rating scales and narrative information from teachers and parents).

Each school within Sharpsville Area School District will have a building level GATE Team consisting of parents, administrators, and certified staff members designated by the principal to be the school's lead) The entire committee will establish and review the site plan. Only certified

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personal on the committee will meet to review student records and nominations. After reviewing the criteria for GATE identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the GATE Program.

Confidentiality procedures are followed in regard to records of placement, decisions and data on all nominated students. Information about individual students obtained during the identification process, and records that may be useful for instruction, will be shared with the appropriate members of the instructional staff, regardless of final placement. The site Gifted/Talented Committee will review available program offerings available at the school and shall make appropriate service options available for individually identified students. The principals will ensure classroom teachers record service options provided on a student profile sheet, as well as in their weekly lesson plans. The building GATE Teams will be required to meet once each month to discuss progress, program offerings, and/or pertinent elements of the GATE program. The GATE Team will also identify at least one teacher and one parent to sit on the District GATE Advisory Committee to make recommendations to the overall GATE plan and procedures.

### **Identification Assessment Tools**

The building-level principal and or designee will facilitate data collection with teachers in order to compile a Student Learning Profile to include assessments, parent and teacher inventories, Checklist of Characteristics for Areas of Giftedness, classroom data, in combination with anecdotal information. Using a wide variety of assessments will allow the intervention team to make determinations to best meet the needs of gifted and talented students. Results from the combination of data gathered will allow the intervention team to determine for what level of gifted and talented services each student will qualify. Not all identification tools may be used in the identification process of students.

### **Definition**

Gifted and talented students are students at the elementary and secondary levels that have demonstrated potential abilities of high performance in academic and/or varied categories.

### **Eligibility**

The intervention team will analyze the student profile data to determine eligibility and will also make recommendations for programming if students meet the necessary criteria. Students who meet eligibility criteria will receive a formal GATE plan; the scope of this plan will be based on specific areas of interest or acuity in a particular areas identified by the CCAG, parent and teacher input, and self-assessment tool (LifeCourse).

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1. Students scoring at or above the 85th percentile on the composite score of a nationally standardized test of intellectual ability.
2. Students who excel in one or more of the following areas:
  - a. Areas of talent
  - b. Creative Thinking Ability
  - c. Leadership Ability
  - d. Visual & Performing Arts Ability, and/or
  - e. Specific Academic Ability

**Qualification for Gifted and Talented Education (GATE)**

- Student has an IQ of 115 or higher
- The scope of the GIEP will be determined by a combination of the overall IQ score and the following indicators:
  - Student Academic Achievement Track My Progress and/or PSSA or Keystone Assessments
  - CCAG Checklist of Characteristics of Giftedness to identify target areas
  - Individual performance in courses
  - Student and parent feedback forms
  - Teacher feedback forms

**Plan Development and Procedural Safeguards**

Once a student is identified, the Director of Student of Services, School Psychologist, principal, parents, teachers and the student will review all surveys to determine and develop an individualized plan. The LifeCourse framework will provide the foundation of all decisions and may be reviewed/edited at the yearly revision of the the GATE GIEP Plan.

Procedural safeguards will include:

1. Written notification of parents (with an opt-out form) is required for individual evaluation.
2. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act.
3. Parents may request additional review of their child for placement purposes through an established review process. Additional tests submitted by parents must be approved by school officials and have been administered by a psychologist or other approved professional licensed by the state of Pennsylvania. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria, regardless of past placement in another district.

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4. Placement will be reviewed annually by teachers, counselors and administrators, and additional students evaluated, as needed.
5. Removing a student from specific gifted educational programs would be by the request of the parent, student, or student's teacher, and would require a review process.
  - a. If a parent/guardian wishes to remove their student from the GATE program, they will need to submit a letter to the site principal to be added to the student's GATE folder.
  - b. If a student wishes to be removed from the GATE program, the student, parent/guardian, and site committee will need to schedule a conference. Upon agreement of removal, the parent/guardian will need to submit a letter to be added to the student's GATE folder.
  - c. If a teacher wishes to remove a student from the GATE program, and the site principal is in agreement, the site committee will schedule a parent conference to obtain parent/guardian signatures to remove the student. If the parent/guardian does not agree, they may follow the district due process procedures.
6. Professional development is provided each year to the GATE Teams and teachers in the area of differentiating instruction and the procedures for identification of gifted/talented students.

The committee will ensure that the students and parents are individually notified regarding placement in the program. The regular avenue of appeal provided by school board policy will be available to parents if they choose to use them.

### **Parent Notification and Information**

1. Parents/guardians of all students identified for the State Department of Education Child Count shall be notified in writing of their student's placement in the Gifted and Talented Program.
2. A written summary of the site gifted education programming plan shall be sent to all parents/guardians of identified gifted and talented students.

### **Review of Progress**

The progress of students in the GATE program is on-going with attention given to mastery of content, higher-level thinking skills, leadership skills and creativity. Students whose needs are not being met by current placement will be considered for other programming options which may be more appropriate in meeting the student's needs. While a student's identification remains effective for the student's tenure, services for him/her may change. Parents/guardians or the site identification/placement committee may initiate a change of services at any time. Changes may involve the services a student is receiving or removal from active program

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participation. If the site identification/placement committee wishes to change the services of a student or remove from active program participation, they must notify the parents of any difficulties and confer with the parent. Both the site identification/placement committee and parent must agree with program changes. Student profile sheets will be utilized to monitor progress

### **Due Process Procedures**

1. Recent standardized ability test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.
2. No test scores are released outside the school except to the parent or by the written request of the parent.
3. Parents/guardians may appeal the decision of the site identification/placement committee.
4. Parents/guardians must request the appeal in writing within 10 school days of receiving the placement decision letter. The principal must schedule an appeal committee meeting within 45 school days of receipt of written request. The appeals committee must be comprised of the site identification/placement committee and two other persons who have not served on this committee. The parent/guardian may address the appeals committee at the beginning of the meeting. New information from any source may be considered. The principal or designee notifies the parent of the appeal committee's decision within 10 school days of the meeting.
5. Parents/guardians may appeal the Site Appeal Committee's decision to the District Superintendent.
6. Parents/guardians must request the appeal in writing within 10 school days of receiving the site decision appeal letter.
7. The Director of Student Services must schedule an appeal committee meeting within 45 school days of receipt of written request. The District Appeals Committee will be comprised of the Superintendent, Director of Student Services, site principal, and other site personnel.
8. The parent/guardian may address the Appeals Committee at the beginning of the meeting. New information from any source may be considered.
9. The Superintendent will notify the parent/guardian of the District Appeal Committee's final decision within 10 school days of the meeting.

### **Professional Development**

Opportunities for professional development in gifted/talented education will be provided for all certified staff members. The professional development will help teachers understand the learning needs and characteristics of gifted/talented children and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional

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development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of learning readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, and research on acceleration, underachievement, and perfectionism.

Professional development opportunities may be obtained through:

1. Local, state, and national conferences with a gifted/talented education focus.
2. Professional development workshops and/or faculty meeting sessions provided by district or site personnel who are trained in gifted/talented education.
3. Artists-in-Residence, authors, historians, consultants, etc.
4. College Board Advanced Placement Training and Conferences

**Building Level and District Level GATE Advisory Committee**

Each principal will form a building level GATE team consisting of a teacher to represent each content area (math/science, English, arts, etc.) and two parent members. This team will meet no less than once every two months to review program offerings, make changes to the programming/supports, and to provide suggestions for improving the GATE program.

A district level advisory committee shall also be established. The committee will consist of administrators, teachers, and parents from the building level GATE Teams along with the Superintendent, Director of Student Services, and School Psychologist. The purpose of the committee is to conduct a yearly review of the district plan for gifted and talented education programs. The Director of Students services will serve as the chair with an elected parent as the vice chair. The committee will meet four times per year to review suggestions from building level committees and monitor the implementation of the program. This committee will make available to the board of education copies of their agendas, minutes, and evaluations of the program, and will reorganize annually. The first meeting will be called by the Superintendent not later than September 13th of each school year to adopt changes to the district level plan. The three other meetings will be scheduled by the Director of Student Services throughout the year to meet with building level GATE Team representatives to address concerns, advise and assist district professional staff with the implementation of the overall program, and to develop recommendations to the Superintendent for adoption the following school year. The yearly plan will include district goals for gifted education, description of the varied options for gifted child educational programs, criteria for evaluation of the programs by site, the competencies and duties of the program's staff, number and percentage of students identified by the district as gifted children, structures for a budget for the district gifted child educational programs, and other advisory duties as requested by the board of education.

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**Gifted Education Staff**

Superintendent:

- Ensure the development and implementation of the GATE Plan for the District.
- Oversee the development of an annual report on GATE programming and dissemination of this information to appropriate parties.

Director of Student Services

- Oversee the implementation of the GATE Plan.
- Consider parental appeals not satisfied at the site level.
- Assist in formulating district goals for gifted education.
- Assist in the preparation of a district report on gifted programming.
- Serve on the District GATE Committee as a district representative.
- Create GATE forms, manuals, and policies and disseminate to site principals.
- Participate in in-service training or college training designed to educate and assist them in the area of gifted education.

Principal:

- Form and serve on the site identification/placement committee.
- Develop, along with appropriate staff members, a site GATE plan to be implemented.
- Disseminate important program information and forms to appropriate parties (staff members/parents/community members).
- Collect, record, and maintain site GATE data and documentation to ensure each plan is being implemented with fidelity and that progress monitoring is taking place.
- Serve on site appeals committee.
- Guide and support teachers in providing differentiated curriculum that meets the needs of identified GATE students.
- Provide site professional development opportunities that address the needs of GATE students.

Site Identification/Placement Committee:

- Meet periodically for the purpose of assessment and identification of students for placement in the site GATE program.
- Identify gifted students according to District/State regulations.
- Make placement decisions regarding GATE students.
- Serve on site appeals committee.

Classroom Teachers:

- Match curriculum and instruction to students' readiness, interests, and learning profiles in curricula areas.
- Participate in training opportunities, workshops, and/or college courses designed to educate/assist in the area of gifted and talented education.
- Communicate student progress throughout the school year with parents.

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- For students placed in advanced courses, the appropriate teachers will report student progress to the parent according to district policy for those courses.
- For students placed in the talented program for academic team competition, the appropriate teachers will report student progress and/or group accomplishments.
- For students placed in the talented program by participation in selected groups of vocal, instrumental, visual, and performing arts, the appropriate teachers will report student progress and/or group accomplishments to the parent.
- Participate in in-service training or college training designed to educate and assist them in the area of gifted education.

**Program Offerings:**

The program options shown below represent those recommended/approved by the SASD. These options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. Each school will form a GATE team (including teachers, parents, the student, and administration) to determine the best options for serving gifted students at that site. The school program selection(s) will be communicated in writing to the Director of Student Services on or before September 3rd of each school year. If site selections are not currently listed below, a request should be made to the Director of Student Services. A list of offerings, by school, will be made available on the district website following the annual reorganization of the District Gifted Advisory Committee on September 13th.

**Enrichment**

- Enrichment in the Regular Classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are NOT a repetition of material.
- Seminars/Convocations: Special short-term sessions where students focus on one area of study.
- Self-Paced Learning through ALEKS Math Program
- Mentorships: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
- Summer Enrichment Programs: School-based, optional enrichment classes or courses offered during the summer months.
- Saturday Enrichment Programs: School-based, optional enrichment classes or courses offered on Saturday.
- Creative/Academic Competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.

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- Differentiated Curriculum: Curriculum designed to meet the needs of high ability students and differentiated according to content, process and/or product.
- Learning Centers: A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.
- "Great Books" and "Junior Great Books": Discussions of great literature led by an adult discussion leader using a prepared question guide.
- Academic Competitions includes, but are not limited to:
  - Academic Games (Elementary and MS)
  - National Quiz Bowl Circuit (MS and HS)
  - History Day (MS and HS)
  - Science Fairs and PJAS (K-12)
  - Essay Contests (K-12)
  - Spelling Bees (Elementary and MS)
  - Robotics Competitions (Elementary, MS and HS)

**Special Classes:**

- Honors, Differentiated or Enriched Classes: Included differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- Advanced Placement (AP) Courses: College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board). These classes need not be limited to identified gifted students.
- University of Pittsburgh courses. These classes need not be limited to identified gifted students.
- Independent Study: Individually contracted in-depth study of a topic.
- Enrichment Classes: A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.
- Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
- Concurrent Enrollment: Students who meet requirements of area colleges may enroll in college classes concurrently with high school enrollment.
- Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

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**Flexible Pacing:**

- Continuous Progress: The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Proficiency Based Promotion: Elementary or secondary students advancing in a curriculum area by demonstrating proficiency at the 90 percent level on a designated assessment.
- Dual Enrollment: Qualified students taking middle level courses while at the elementary level or high school courses while at the middle level.

**Ways to Implement**

- Cluster Grouping: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Cross-Grade Grouping: Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Instructional Groups: Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Individualization of Instruction: Instruction for an individual student focused on the specific educational needs of that student.
- Dual Enrollment: A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

**Other Services:**

- Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
- Ongoing Assessment: Students abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

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**APPENDIX**

Appendix A.....Gifted and Talented Nomination Form Grades 4-12  
(CCAG)

Appendix B .....Gifted and Talented Identification Matrix Grades 4-12

Appendix C .....Parent Rating Scale for Gifted Learning Behaviors Grades K-3

Appendix D .....Gifted Indicators Checklist for Teachers Grades K-3

Appendix E .....Gifted and Talented Identification Matrix Grades K-3

Appendix F .....Gifted and Talented Parent Notification Letter

Appendix G .....Gifted and Talented Individual Programing Option Form

Appendix H .....Gifted and Talented Folder Checklist

Appendix I .....Gifted and Talented Record of Access

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**APPENDIX A - GATE Nomination Form Grades 4-12 (Teachers)**

Student: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Phone: \_\_\_\_\_

This nomination enables the child to be screened for the SASD gifted program. Nominations may be submitted by professional educators, parents, peers, self or community members. The following is a list of characteristics by area of giftedness that gifted children may possess. No gifted child will possess all of these characteristics. Note the characteristics you have observed in the child you wish to nominate under the correct area of giftedness (High Academic Ability, Creativity, Leadership, or Visual & Performing Arts). Please circle a number for each item which best describes this child.

Strong evidence of this trait 3

Some evidence of this trait 2

Little evidence of this trait 1

Area of Giftedness being nominated for:

High Academic Ability in a Specific Subject Area:

- |  |   |   |   |
|--|---|---|---|
| 1. Quick mastery of skills; rapidly learns new concepts.   | 3 | 2 | 1 |
| 2. Achievement beyond grade/age level expectations         | 3 | 2 | 1 |
| 3. Highly motivated in this academic area.                 | 3 | 2 | 1 |
| 4. Advanced level of understanding.                        | 3 | 2 | 1 |
| 5. Long attention to tasks in this specific academic area. | 3 | 2 | 1 |
| 6. Chooses difficult problems over simple ones.            | 3 | 2 | 1 |
| 7. Often finds and corrects own mistakes.                  | 3 | 2 | 1 |
| 8. Can work independently.                                 | 3 | 2 | 1 |
| 9. Has an advanced vocabulary for his/her age.             | 3 | 2 | 1 |
| 10. Becomes absorbed in subject of interest.               | 3 | 2 | 1 |

**Total Points Given:** \_\_\_\_\_

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**Creativity**

1. Displays a great deal of curiosity about many things.	3	2	1
2. Generates a large number of ideas or solutions to problems and questions.	3	2	1
3. Often offers unusual, unique, or clever responses.	3	2	1
4. Is constantly asking questions about everything.	3	2	1
5. Is uninhibited in expressions of opinion.	3	2	1
6. Is a risk taker, adventurous.	3	2	1
7. Is intellectually playful, imaginative.	3	2	1
8. Manipulates ideas, changes them, elaborates upon them.	3	2	1
9. Displays keen sense of humor, sees humor when others don't.	3	2	1
10. Aware of own impulses, freer of expression, emotionally sensitive.	3	2	1
11. Sensitive to beauty.	3	2	1
12. Nonconforming, individualistic, doesn't fear being different, accepts disorder.	3	2	1
13. Is unwilling to accept authoritarian pronouncements without critical examination.	3	2	1

**Total Points Given:** \_\_\_\_\_

**Leadership**

1. Can be counted on to do what he/she has promised and usually does it well.	3	2	1
2. Is self-confident with children his/her own age as well as adults.	3	2	1
3. Seems to be well liked by his/her classmates.	3	2	1
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	3	2	1
5. Can express self well and is usually well understood.	3	2	1
6. Adapts readily to new situations; is flexible in thought and action.	3	2	1
7. Seems to enjoy being around other people.	3	2	1
8. Generally directs the activity in which he/she is involve.	3	2	1
9. Participates in many activities connected with school.	3	2	1
10. Classmates seem to value his/her ideas and opinions.	3	2	1

**Total Points Given:** \_\_\_\_\_

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**Visual and Performing Arts**

1. Likes to participate in artistic activities.	3	2	1
2. Expresses ideas through an artistic avenue.	3	2	1
3. Incorporates a large number of elements into artistic work.	3	2	1
4. Varies the subject and content of artistic work.	3	2	1
5. Arrives at unique, unconventional solutions to artistic problems.	3	2	1
6. Concentrates for long periods of time on artistic projects.	3	2	1
7. Willingly tries different techniques.	3	2	1
8. Is critical of own work; sets high standards of quality.	3	2	1
9. Elaborates on ideas of other people; uses them as a “jumping off point”.	3	2	1
10. Has achieved recognition and/or awards for demonstrated artistic ability.	3	2	1

**Total Points Given:** \_\_\_\_\_

**GENERAL COMMENTS (What other things would you like known that would be helpful in planning a program option for this child?):**

**RECOMMENDATIONS FOR PROGRAMMING:**

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**APPENDIX B - Gifted and Talented Identification Matrix Grades 4-12**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions: Place the corresponding score in each square per identification screening instrument. Add up all column totals for an overall total. An overall total of 14 or greater recommends placement in GATE.**

<b>AREA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>National/Standardized Test %</b>	<b>85-87</b>	<b>88-90</b>	<b>91-93</b>	<b>94-96</b>	<b>97-100</b>
<b>PSSA/Keystone Math</b>	<b>BB</b>	<b>BASIC</b>	<b>PROF</b>	<b>ADV</b>	<b>X</b>
<b>PSSA/Keystone Science</b>	<b>BB</b>	<b>BASIC</b>	<b>PROF</b>	<b>ADV</b>	<b>X</b>
<b>PSSA/Keystone ELA</b>	<b>BB</b>	<b>BASIC</b>	<b>PROF</b>	<b>ADV</b>	<b>X</b>
<b>ACT Math Assessment %</b>	<b>85-87</b>	<b>88-90</b>	<b>91-93</b>	<b>94-96</b>	<b>97-100</b>
<b>ACT ELA Assessment %</b>	<b>85-87</b>	<b>88-90</b>	<b>91-93</b>	<b>94-96</b>	<b>97-100</b>
<b>PSAT Math Assessment %</b>	<b>85-87</b>	<b>88-90</b>	<b>91-93</b>	<b>94-96</b>	<b>97-100</b>
<b>PSAT Writing Assessment %</b>	<b>85-87</b>	<b>88-90</b>	<b>91-93</b>	<b>94-96</b>	<b>97-100</b>
<b>Recommendation Score</b>	<b>18-28</b>	<b>29-39</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>COLUMN TOALS</b>					

**OVERALL TOTAL SCORE:** \_\_\_\_\_

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**APPENDIX C - Parent Rating Scale - GATE PROGRAM Grades K-12  
(To be completed by a Parent or Legal Guardian)**

Student's Legal Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

1. I request that my child be considered for an educational program for gifted students. In my opinion, he/she has demonstrated high performance capacity and therefore needs an educational program which differentiates, supplements, and supports the regular educational program in meeting the needs of the gifted and talented child.
2. If my child is eligible for the program, the program will be described/explained to me prior to his/her entry into the program.
3. I give my permission for additional testing or other evaluation should this be necessary. I also consent to release this information for appropriate professional use.
4. Statement to parents: As the parent, guardian, or surrogate parent you have the right to:
  - a. Request, review and receive copies of all relevant records and be informed of all results of the evaluation,
  - b. Challenge the content of these records,
  - c. Keep your child's records confidential,
  - d. Participate in meetings to review your child's programming options,
  - e. Withdraw your child from the program by submitting a written request to the Site GATE Team, and
  - f. Request a conference with the teacher who is providing Gifted/Talented programming.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Parent or Legal Guardian

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Student: \_\_\_\_\_ Age: \_\_\_\_\_ Current grade: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_ Title: \_\_\_\_\_

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that characteristics. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale to the right of each item.

<b>CHARACTERISTICS</b>		Observed Every So Often (2.78)	Occasionally Observed (4.59)	Observed Often (6.45)	Consistently Observed (8.25)
<b>Has quick accurate recall of information.</b>	<b>(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)</b>				
<b>Shows intense curiosity and deeper knowledge than other children.</b>	<b>(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)</b>				
<b>Is empathetic, feels more deeply than do other children that age.</b>	<b>(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)</b>				

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<p><b>Uses advanced vocabulary.</b></p>	<p>(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)</p>				
<p><b>Began to read, write or use numbers early.</b></p>	<p>(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)</p>				
<p><b>Understood phrases or brief sentences as an infant.</b></p>	<p>(e.g. listened intently; understood and acted on short sentences such as 'Give mom a hug' or 'Bring me the book and I will read to you')</p>				
<p><b>Began speaking first in words and sentences earlier than other children.</b></p>	<p>(e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)</p>				
<p><b>Early motor development.</b></p>	<p>(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys.</p>				

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<p><b>Shows unusually intense interest and enjoyment when learning new things.</b></p>	<p>(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)</p>				
<p><b>Has an advanced sense of humor or sees incongruities as funny.</b></p>	<p>(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)</p>				
<p><b>Understands things well enough to teach others.</b></p>	<p>(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)</p>				
<p><b>Is comfortable around older children and adults.</b></p>	<p>(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)</p>				

Comments: Please list any academic awards, special interests, talents, competitions and/or extra-curricular activities you feel would help the School Based Committee better understand your child.

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**APPENDIX D - Gifted Indicators Checklist for Teachers Grades K-3**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Person Completing this Checklist: \_\_\_\_\_

Title \_\_\_\_\_

<b>LEADERSHIP</b>	<b>C</b>	<b>O</b>	<b>S</b>	<b>N</b>
	Consistently	Occasionally	Seldom	Never
	3	2	1	0
Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
Tends to dominate others and generally organizes and direct activities when involved in a group				
Seems to enjoy being with other people; sociable, empathetic, charismatic and/or sometimes may be a loner				
Is a leader, role model, trend setter in or out of school				
Has a strong sense of self, pride, and worth; has a strong self-concept				
Likes to be in charge (assertive); helps the teacher with class responsibilities				
Explains things to other students; helps them finish assignments. (May neglect own work because helping others.)				
Has good reasoning ability				
Has a keen awareness of the group process and may have the ability to manipulate others				

# in C \_\_\_\_\_ X 3 = \_\_\_\_\_

# in O \_\_\_\_\_ X 2 = \_\_\_\_\_

# in S \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total points Leadership: \_\_\_\_\_**

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<b>CREATIVITY</b>	C	O	S	N
	Consistently	Occasionally	Seldom	Never
	3	2	1	0
<b>Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun</b>				
<b>Is a high risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different</b>				
<b>Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences</b>				
<b>Displays a curiosity about many things; has many hobbies or one intense interest</b>				
<b>Generates a large number of solutions to problems and questions</b>				
<b>Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays</b>				
<b>Is creative in finding ways to communicate and express ideas; (e.g., drawing, pantomime, body language, use of concrete objects, or other alternate means may preplace limited facility with oral language)</b>				
<b>Demonstrates exceptional ability in some area of the arts or athletics. (Examples: dancing, drawing/painting, singing, playing an instrument, drama, gymnastics, crafts, etc.)</b>				
<b>Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences, or related ideas</b>				
<b>Improvises with commonplace materials; creates original and unusual products; invents things</b>				

# in C \_\_\_\_\_ X 3 = \_\_\_\_\_

# in O \_\_\_\_\_ X 2 = \_\_\_\_\_

# in S \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total points Creativity: \_\_\_\_\_**

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<b>LEARNING</b>	C	O	S	N
	Consistently	Occasionally	Seldom	Never
	3	2	1	0
<b>Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language.</b>				
<b>Possesses and shares a large storehouse of information, some beyond the interest of peer group</b>				
<b>Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment and daily happenings)</b>				
<b>An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work</b>				
<b>An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts</b>				
<b>Catches on quickly: retains and uses new ideas and information; may resist drill and repetition</b>				
<b>Has a facility for learning standard English, even though another language or ethnic dialect is used in the home. Ability to code-switch/translate from one language to another at a high level of accuracy</b>				
<b>Is a keen and alert observer and/or listener (e.g., usually “sees more” or “gets more” out of a story or film than others)</b>				
<b>Likes to use big words (sometimes incorrectly) and/or may invent new words</b>				
<b>Always has an answer, even if incorrect</b>				

# in C \_\_\_\_\_ X 3 = \_\_\_\_\_

# in O \_\_\_\_\_ X 2 = \_\_\_\_\_

# in S \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total points Learning: \_\_\_\_\_**

**SHARPSVILLE AREA SCHOOL DISTRICT  
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<b>MOTIVATION</b>	<b>C</b>	<b>O</b>	<b>S</b>	<b>N</b>
	Consistently	Occasionally	Seldom	Never
	3	2	1	0
Evidences power of concentration, becomes absorbed in topics or tasks promptly and consistently				
Prefers to work independently with minimal direction from teachers; organizes self and materials				
Is concerned with right and wrong, good and bad, fair and unfair.				
Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine; is bored by routine tasks				
Is self-critical and strives for perfection; may be critical of others				
Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion				
Likes reasonable structure and order; may be frustrated by lack of organization or progress				
Is motivated by art, music, sports, participates enthusiastically, high level of energy				
Exhibits intrinsic motivation to learn; self-motivated				
Not easily distracted when solving problems				

# in C \_\_\_\_\_ X 3 = \_\_\_\_\_

# in O \_\_\_\_\_ X 2 = \_\_\_\_\_

# in S \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total points Motivation: \_\_\_\_\_**

**SHARPSVILLE AREA SCHOOL DISTRICT  
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<b>ADAPTABILITY</b>	C	O	S	N
	Consistently	Occasionally	Seldom	Never
	3	2	1	0
Learns through experience and is flexible and resourceful in solving day-to-day problems				
Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions				
Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet				
Uses limited resources and materials to make products to share in school				
Displays maturity of judgment and decision-making beyond own age level				
Can transfer learning from one situation to another; applies what is learned to everyday situation				
Consistent ability to accept adult responsibilities in the family				
Ability to cope with a variety of cultural settings, utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information				
Adapts readily to new situation; is flexible in thought and actions and is not disturbed when normal routine is changed				
Attempts difficult tasks; does not give up easily				

# in C \_\_\_\_\_ X 3 = \_\_\_\_\_

# in O \_\_\_\_\_ X 2 = \_\_\_\_\_

# in S \_\_\_\_\_ X 1 = \_\_\_\_\_

**Total points Adaptability:** \_\_\_\_\_

**LEARNING Total Points** \_\_\_\_\_

**MOTIVATION Total Points** \_\_\_\_\_

**LEADERSHIP Total Points** \_\_\_\_\_

**CREATIVITY Total Points** \_\_\_\_\_

**ADAPTABILITY Total Points** \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_

**SHARPSVILLE AREA SCHOOL DISTRICT  
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**APPENDIX E - GIFTED AND TALENTED IDENTIFICATION MATRIX FOR K-3**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions: Place the corresponding score in each square per identification screening instrument. Add up all column totals for an overall total. An overall total of 14 or greater recommends placement in GATE.**

AREA	1	2	3	4	5
National/Standardized Test %	85-87	88-90	91-93	94-96	97-100
Track My Progress	85-87	88-90	91-93	94-96	97-100
Gifted Learning Behaviors Parent Form	(40-59 Points)	(60-79 Points)	(80-99 Points)	X	X
Gifted Indicators Checklist for Teachers	(1-74 Points)	(75-149 Points)	(150-224 Points)	225-300 Points)	X
<b>COLUMN TOALS</b>					
<b>TEACHER COMMENTS - Please add any details for consideration.</b>					

**OVERALL TOTAL SCORE:** \_\_\_\_\_

**SHARPSVILLE AREA SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM**

**APPENDIX F - Gifted and Talented Parent Notification Letter**

Dear Parent/Guardian,

We are pleased to inform you that your child has been identified as eligible to participate in the Sharpsville Area School District's Gifted and Talented Education Program (GATE). The GATE program of Sharpsville Area School District is an integral part of our commitment to provide for the unique needs, interests, skills, and talents of all students.

Students are identified on the basis of multi-criteria. "Gifted Education" means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular classroom curricula in meeting the needs of identified gifted students. The GATE programming options are rigorous and demands that a student be task committed, an abstract thinker, highly motivated, and able to meet the challenge of an accelerated paced program.

Parents are an integral part of their child's educational program, and we welcome your support. Please review the attached Individual Programming Option Form designed for your child. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, (type principal's name here), at (type school's name and phone number here).

Sincerely,

Timothy J. Dadich  
Director of Student Services  
Sharpsville Area School District

**SHARPSVILLE AREA SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM**

**APPENDIX G - Gifted and Talented Individual Programing Option Form**

Student: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

\_\_\_\_\_: Student did not meet criteria for admission to the Gifted and Talented Education Program.

\_\_\_\_\_: Student did meet criteria for admission to the Gifted and Talented Education Program.

**CRITERIA FOR ELIGIBILITY:**

**Intellectual Ability:**

**Notes from Evaluation:**

**Test Scores:**

<b>TEST COMPLETED</b>	<b>STUDENT SCORE/LEVEL</b>	<b>AVERAGE (National or State)</b>	<b>PERCENTILE RANKING</b>

**Teacher Input (Scores/Summary of Rankings and Comments):**

**SHARPSVILLE AREA SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM**

**Parent Input Report (Scores/Summary of Rankings and Comments):**

**CCAG: Specific Area for Gifted (GIEP) or Talented Enrichment Plan (TEP)**

**Creative Ability:**

**Leadership Ability:**

**Identification Matrix:**

**Specific Academic Ability:**

**Artistic Ability (Visual & Performing Arts):**

**PROGRAMMING OPTIONS RECOMMENDED FOR THE STUDENT:**

**ADDITIONAL COMMENTS:**

**SHARPSVILLE AREA SCHOOL DISTRICT  
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**APPENDIX H - Gifted and Talented Education (GATE) Folder Checklist**

**Gifted & Talented (GATE) Folder Checklist for the \_\_\_\_\_ School Year  
(Staple this list inside the back of each student's GATE folder)**

<b>1</b>	<p><b>Gifted &amp; Talented Records of Access Sheet</b>  <i>Gifted &amp; Talented records are confidential. This sheet must be kept in the front of the folder. Anytime someone looks into the file folder it must record the person, date, and reason for accessing the folder. All staff members responsible for instruction of the student must review the overall plan and sign off that he/she has read the plan and understand his/her role in the implementation of the GIEP or TEP plan develop by the building level GATE Team.</i></p>
<b>2</b>	<p><b>Permission to Test</b>  <i>Written permission to assess students who have be nominated for placement in the Gifted/Talented Program when the exam is not part of the entire grade level assessment that is routinely administered.</i></p>
<b>3</b>	<p><b>Data</b>  <i>Nomination forms, matrix, test scores, and/or portfolio documentation and a record of the LifeCourse Worksheet (Not in the Appendix).</i></p>
<b>4</b>	<p><b>Individual Programming Option Form</b>  <i>This form notifies the parents of student's placement of students who have qualified for the GATE Program. This documentation must be sent to the parent of the programing options planned for the student. Place copy of this document in the student's GATE folder.</i></p>
<b>5</b>	<p><b>Permission to Serve</b>  <i>Confirmation of permission to serve a student who qualified for the GATE Program is confirmed by looking at enrollment documentation and confirmation on the official GIEP or TEP Form</i></p>

**SHARPSVILLE AREA SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM**

**APPENDIX I - GIFTED AND TALENTED RECORD OF ACCESS**

<b>STUDENT NAME</b>	
<b>SCHOOL NAME</b>	
<b>GRADE LEVEL</b>	

Every school staff member responsible for the delivery of instruction (in any content area) must review the GIEP/TEP and any data used to develop it. Any questions about the plan should be directed to the building level GATE Team identified by the building principal. By signing this form, you acknowledge your understanding of the plan and accept responsibility to implement the plan as it is written. You have a right to request a revision to the plan at any time during its duration. Any recommendation to revise the plan must be presented to the building GATE Team with relevant data to support your recommendation for revision.

NAME OF INDIVIDUAL	DATE	SIGNATURE