Ownership and History

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Overview

Description

Gifted and Talented (GT) data standards should be used to enter and update GT records, correct and enter missing records and evidence, transfer GT records and create/complete Gifted Student Service Plans and Progress Reports.

Regulation citation(s)

- 704 KAR 3:285

Data use

- GT Records are reported as data is entered into the School Report Card
- GT records are reported annually in the School Report Card
- Missing Records and evidence are reported monthly to districts in order for district to correct update GT records
- Data is used to create Gifted Student Service Plans and Progress Reports

Related ad-hoc filters and reports

- To validate GT local and state records
  Path: Index/ Data Integrity/ Data Validation/ Reports/ Definition Group Extract/ Local Data Set/ State Data Set
- To generate the district GT student list
  Path: Index/ Data Export/ State Published/ G&T Student List
- To Generate a list of GT students with categories
  Path: Index/ KY State Reporting/ KDE Reports/ Gifted and Talented Detail KYSE

Documents and PowerPoints will be posted on KSIS Data Standards and GT Resources webpage.
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Section A – Entering a Gifted and Talented Record

Campus Path: Student Information / General / Program Participation
Step 1 Search Student: Look up student using Search tab. Enter student name and click “Go”

Step 2 Program Participation: Once student is found, under the Index tab, click the following path: Student Information/Program Participation/Gifted & Talented

Step 3 New GT Record: For a new record, click “Add Gifted and Talented”
Gifted & Talented Status

**Gifted Category:** Select from the drop down list the appropriate gifted category:
- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial Leadership Skills
- 04: Specific Academic Aptitude-Language Arts
- 05: Specific Academic Aptitude-Math
- 06: Specific Academic Aptitude-Science
- 07: Specific Academic Aptitude-Social Studies
- 08: Visual and Performing Arts-Art
- 09: Visual and Performing Arts-Dance
- 10: Visual and Performing Arts-Drama
- 11: Visual and Performing Arts-Music
- 12: Primary Talent Pool

**Year Identified:** Enter the last part of the year in which the student is identified as gifted.

*Example:* If a student is identified on May 30, 2017 of the 2016-2017 school year, enter “2017” for Year Identified. However, if the student is being formally identified at the end of 3rd grade, enter the end year for the following school year. For example, 3rd grade student is identified on May 30, 2017. Enter “2018” in Year Identified.

**Start Date:** Enter the date services for specified category begins.

*Note:* For Primary Talent Pool (PTP) students exiting Grade 03, the start date of the formal identified gifted category will be the first day of school of the following school year.

*Note:* If services will begin in the summer, enter June 1 and the correct year. However, if services will not begin until the following school year, enter the first day of school and the correct year.

**End Date:** When entering a PTP student, the district will also enter the projected end date of the student’s PTP participation. Students exit PTP at the end of grade 3. **Please do not delete the PTP record** even if the student is not formally identified at the 4th grade level for gifted and talented services, but verify the record has been given an end date.

**Gifted Underachieving:** Select if student is identified as PTP or GT student but have a significant gap between potential ability and demonstrated achievement.

**Gifted Declined Services:** If a parent or student declines gifted services, check the box “Gifted Declined Services”. Please make sure to document this preference on the student’s Gifted Student Service Plan (GSSP).
Service Delivery Options: Select appropriate service delivery options. Select at least two options per gifted category. Note: Service Delivery Options must be updated, especially as a student transitions from elementary, middle and high school.

Evidence: Dependent on the gifted category selected, choose the appropriate evidence options. Select at least three evidences for each identified area.

NOTE: If the district is considering purchasing or administering an assessment that is not listed in the GT Coordinator Sample Handbook, contact the GT State Coordinator to ensure the assessment meets the gifted regulation criteria.

Creative or Divergent Thinker Evidence: Creativity must be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. When choosing an evidence below, ensure there is documentation in the folder for the above criteria. For example, if “Anecdotal Observation” is selected there must be evidence in the student’s folder regarding capacity for originality of thought, fluency, elaboration, and flexibility of thought.

Documented evidence of creative thinking ability may also include:
1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem solving.
General Intellectual Ability Evidence (GIA): For GIA, you must select “9th Stanine on a Comprehensive Test of Intellectual Ability” as one of your three evidences. However, if exceptions are being considered due to the student being identified for special education services, disadvantaged or underachieving student, the “9th stanine” would not be selected. Instead select “Checklist of Inventories (Underachieving or Disadvantaged)” or check the box “Other, Specify”. In the blank beside “Other, Specify”, list the student’s special considerations by typing one of these options:

- Special Ed
- Disadvantaged
- Underachieving

NOTE: One of the options must be typed exactly as seen above in order for the student to not show on the Invalid Ad Hoc list.

If the assessment selection is not on the drop down box, unclick the 9th stanine check box, and click “Other, Specify”. On the line beside “Other, Specify”, type one of the options below:

- OLSAT-9th stanine
- Reynold’s Cognitive Test-9th stanine
- WIAT-9th stanine

NOTE: One of these options must be typed exactly as above in order for the student not to show on the Invalid GIA ad hoc report. There are no spaces before or after the dash.

See example:
Evidence of GIA also may include:
1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

Specific Academic Aptitude Evidence (SAA): For SAA, you must select “9th Stanine on a Comprehensive Test of Intellectual Ability” as one of your three evidences. However, if exceptions are being considered due to the student being an identified for special education services, disadvantaged or underachieving student, the “9th stanine” would not be selected. Instead, select “Checklist of Inventories (Underachieving or Disadvantaged)” or check the box “Other, Specify”. In the blank beside “Other, Specify”, list the student’s special considerations typing one of the following:
- Special Ed
- Disadvantaged
- Underachieving

NOTE: One of the options above must be typed exactly as seen above in order for the student to not show on the Invalid Ad Hoc list

If the assessment selection is not on the drop down box, do not click the 9th stanine check box. On the line beside “Other, Specify” type one of the options below:
- CERT-9th stanine
- IOWA-9th stanine
- iReady-9th stanine
- STAR-9th stanine
- Scholasting Testing-9th stanine

NOTE: One of the options must be typed exactly as seen above in order for the student to not show on the Invalid Ad Hoc list. There are no spaces before or after the dash.
Evidence of SAA also may include:
1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

**Psychosocial and Leadership Skills Evidence:** This category must be determined by a variety of informal measures and the documentation of the willingness (being prepared; readiness) of the student to assume leadership roles in class, in a student organization, and in a community activity. **Note:** ALL three of these must be checked and counts as ONE evidence.

Evidence of psychosocial or leadership ability also may include:
1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
2. Peer recommendations;
3. Behavioral checklists or observations specific to leadership behavior;
4. Portfolio entries which display leadership qualities; or
5. Offices held by student in extracurricular activities and class government.

**Visual and Performing Arts (VPA) Evidence:** For VPA, at least ONE of these boxes must be checked - auditions, letters of recommendations, or products or portfolio assessment by specialist or professional artists.

Evidence of visual or performing arts may also include:
1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability.
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VPA Type: If Visual/Performing Arts-Music category selected, “Instrumental” and/or “Vocal” must be selected

### Visual/Performing Arts Evidence:
(At least 3 Evidence checkboxes must be selected)
- Auditions
- Checklist of Behaviors Specific to Gifted Category
- Peer Recommendations
- Portfolio of Visual or Performing Arts Ability
- Questionnaires
- Referrals/Recommendations-Teacher
- Other, Specify
- Awards or Critiques of Performance
- Letters of Recommendations
- Portfolio Assessment by Specialists or Professional Artists
- Products (Paper, Video, Audio, Pictures)
- Referrals/Recommendations-Parent
- Nominations-Self or Petition

### Visual/Performing Arts Type:
(At least 1 Visual/Performing Arts Type checkbox must be selected)
- Instrumental
- Vocal

Primary Talent Pool (PTP) Evidence – Note: Data from formal, normed measures **must not** be used to exclude a students from PTP services.

### Primary Talent Pool Evidence:
(At least 3 Evidence checkboxes must be selected)
- Available Formal Test Data
- Checklist Inventories of Behaviors Specific to Gifted Categories
- Continuous Progress Data
- Parent Interview or Questionnaire
- Primary Review Committee Recommendation
- Anecdotal Records
- Collection of Evidence from Portfolios
- Diagnostic Data (Screening Measure)
- Petition System
- Other, Specify

PTP Note/Reminder: When entering a Primary Talent Pool student, the district will also enter the projected end date of the student’s Primary Talent Pool participation. Students exit Primary Talent Pool at the end of grade 3. If the student is formally identified in a category, start a new record. If the student is not formally identified, **DO NOT** delete the record – please **END DATE** with 6/30/XXXX.

<table>
<thead>
<tr>
<th>Gifted &amp; Talented Status</th>
<th>Year Identified</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Gifted Category</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12: Primary Talent Pool</td>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted Declined Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted Underachieving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B – GT Records Transfer for Student New to District

These directions are for the person who is responsible for enrolling new students. The responsible person will receive a notice in the Process Inbox in Infinite Campus that there are records for the new student. The Process Inbox is located on the home screen when the user logs in. To return to the home screen from another location, click on the user name at the top of the Index.

Step 1: Click on the “Transfer Released” link next to the student’s name.

Step 2: Click on the KY State Reporting Import Wizard, the user will need to import all records including Gifted & Talented records from this wizard.
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After clicking on the KY State Reporting Import Wizard, you will see a screen similar to the one shown below if the student has been previously identified as Gifted & Talented.

Step 3: Click “Save” to import the Gifted and Talented (GT) data into the student’s Gifted & Talented tab. (Note: all other State Reported data displayed on the import wizard screen will also be saved to the student’s record.)

Step 4. Confirm that the GT data imported correctly to student record found under Student Information/ Program Participation.
Step 5: Notify the GT Coordinator so they can review the student’s GT record. The services in the record should be reviewed and changed if the services from the previous district are not offered in the student’s new (current) district.

Step 6: The GT Coordinator should notify all personnel who work with the student so appropriate services can be offered to the student and a Gifted Student Service Plan (GSSP) can be created. The GSSP should then be given to the parents/guardian, notifying them of the services being offered to the student.

Section C - GT Missing Student Records and Evidence

Step 1: The GT Coordinator will receive an email with a list of student SSID numbers and the corresponding gifted category. These records are usually students who transferred to the district, but their GT record was not imported or evidence, such as the 9th stanine, is not a part of their evidence in Infinite Campus (IC).

Step 2: Staff will need to look up each student to locate the previous district in which the student was enrolled in order to determine where to send a records request or to determine if evidence is missing.

Missing Evidence:
Step 3: If the student has a gifted record in the district, staff need to ensure there is no “X” beside the record. An “X” beside a record indicates the student was identified in the current district. Since these records usually indicate a new student, there should be no “X”.

Step 4: However, if the student has an “X” beside the record, evidence may be missing. Usually the evidence missing is the “9th stanine” box. Check to see if the 9th stanine box has been checked. If not, review the other boxes to see if the student was selected due to “special considerations” (disadvantaged, special education student, underachieving). If the student has been selected due to special considerations, make a note in the student’s folder and on the GT
Student List that the student has no 9th stanine selected because of special considerations. If special considerations is not typed in the line beside Other, type in why special considerations was used: disadvantaged, special education student, underachieving. However, if the student has not been selected due to special considerations and there is no 9th stanine selected, more investigation will need to be done.

Step 5: If the student has documentation from the previous district that the student scored at the 9th stanine, update the record by selecting the 9th stanine check box. The previous or identifying district must send this information to the new district. (Important: If emailing, remember for privacy, the document can’t have both the student’s name and SSID number. One of these must be removed.)

Step 6: However, if the student has no documentation, the district must contact the previous district for this documentation. If the previous district cannot provide this documentation, the district must type beside the word Other “Previous district has no documentation.” This should be noted in the student’s folder and on the district Gifted Student list.
Missing Record:
Step 6: If evidence is not missing and the district has a record, this means the student has two or more GT records. Look to see if the record has an “x” beside the record indicating the current district identified the student. If the student has an “x” then a previous district also identified the student. **NOTE: If it appears that the student is not missing a GT record, then ensure you are looking at the correct GT record. Students may have been identified in more than one GT area and the record missing may be from another area other than the one the district has on file.**

<table>
<thead>
<tr>
<th>KY Gifted &amp; Talented Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
</tr>
<tr>
<td>09/20/2012</td>
</tr>
</tbody>
</table>

Step 7: However, if the district searches and finds the student in IC and they have no GT record or the record that is missing, this means when the student enrolled in the district, the GT record was not imported. (The process for importing GT records is found in this document on page 10.) Check with enrollment personnel to see if the record was imported. If not, a records request will need to be sent to the previous district.

Step 8: To determine where to send the records request, look at the student’s enrollment information. Contact the GT Coordinator from the previous district and ask if the district has the missing record. (For GT Coordinator’s contact information, check Directory-Open House).

Step 8: If the record needed is in the previous district, the current district should try to request the record using the process outlined in the Student Records Transfer Data Standard. If the current district has a record for this student and it is not the original record, the record needs to be deleted. However, if there are no duplicate records, the next step would be to create a Gifted Student Service Plan for the student and begin serving the student. This should take place as quickly as possible.

Step 9: If the previous district does not have a record for the student, this means one of two things. (1) Either the previous district didn’t import the student’s record at the time they enrolled or (2) the previous district couldn’t import the student’s record because the district where the
student was enrolled before didn’t import the record. It is like a broken chain. Records can only be transferred from the previous district.

Step 10: If the previous district does not have the missing record, contact the GT State Coordinator for assistance. The State Coordinator can send screen shots of the original record and can also see the entire enrollment history for the student.

Step 11: Request copies of all documentation from the student’s GT file. If files are sent digitally, remember to remove either the name or the SSID for student privacy.

**Section D – Gifted Student Service Plan and Progress Report**

Before uploading the GSSP/PR, the district must first locate the student for whom the form will be created. To find the student, click on the Search Tab. Then, select either **Student** or from the drop down arrow, select **State ID.** If selecting **Student,** type in the student’s last name, then first name.

**Section E – Uploading GSSP/Progress Report**

**Campus Path: Documents tab/New Document**

These directions are for the person responsible for creating the GSSP/Progress Report. The user must first locate the student before loading the form. The GSSP/Progress Report is located under the **Index** tab.

Step 1: Once the student’s record has been located, click the Documents tab.
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Step 2: Next, click **New Document**.

Step 3: Then on the gray text box, check **Create Custom Form**.

Step 4: Using the down arrow under Select a Form, choose **KDE GSSP and Progress Report**.
Step 5: Once the KDE GSSP and Progress Report are chose, click the **Create Document** button.

Step 6: The GSSP/Progress report will load in the middle of the screen.

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**Section F– Completing the Gifted Student Service Plan (GSSP)**

**Campus Path: Search/Student (Student, State ID)**

Step 1: **Under Gifted Area(s)**, place a check beside each category for which the student has been identified.
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Step 2: Under Service Delivery Option and Codes, beside the service option, type the Gifted Area Code. If more than one Gifted Category will be served by an option, separate the codes with a comma.

Note: A minimum of two service options should be selected for each identified area.

Step 3: In the Comments box, teacher should describe the projects and/or activities for each service delivery option.

Step 4: Click Save to save all the information selected or typed. Clicking Print, will allow the user to print a copy of the document or allow the user to save in a folder.

If the district decides to email a copy of the GSSP to the parent/guardian, approval must be given from the parent/guardian due to the personal, identifiable information on the form.

Section H – Completing the Progress Report

The Progress Report must be completed at the end of each school semester. Progress must relate to the goals and activities in the GSSP.

Step 1: For each area the student is identified, choose a progress identifier for the goal: Exceeds, Meets, Not Met. If there are two different progress indicators selected for a goal, clarify which indicator goes with the area. Additional information will be seen when printed.
Step 2: Beside the Date field, enter the date the report will be sent to parents. Clicking on the calendar will activate a calendar from which a date may be chosen.

Step 3: Gifted Team Members – this section provides a place for the teacher(s) of the student to electronically sign the Progress Report. Teachers should type their name and the subject for which they are providing services.

Step 4: Once the Progress Report is complete, click Save. The saved report will be posted in the Documents List with the date created and the date modified. It can be opened again to update the GSSP or to add progress for the end of the year.
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Section I – Student Records Transfer Standards

Description: To provide instruction on transferring student records from one district to another using Infinite Campus.

<table>
<thead>
<tr>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former District</td>
</tr>
<tr>
<td>New District</td>
</tr>
</tbody>
</table>

Items to Note:
- Partial/Secondary and No Show enrollments will not transfer.
- The National Records Exchange will only import basic demographic information, NOT state specific data. State-specific data such as Gifted & Talented records will not be included through National Records Exchange.
- Running the import wizard multiple times for a student can result in duplicate records.
- Students transferring from home school (R20) or nonpublic school (R21) for the first time will require a manual records request and will need to be set up as a new student in Campus.

Regulation citation(s)
- Student identification – identifying student and being able to track students’ as they transfer form one district or another is important for tracking a student’s progress
- Student Records Transfer – the locator function allows Kentucky district to transfer education records with the students. This helps teachers see the student’s’ background to better meet the student’s educational needs.
- Prevents Duplicate Students – failure to link prior education records to new enrollment crates duplicate student in Infinite Campus Fixing these duplicates is much more difficult that setting the student up correctly initially; there can also be costs associated with data clean-up.
- 704 KAR 3.285, KRS 159.170, 702 KAR 7:125, 704 KAR 7:090, OAG 82-44

Data use
- National Reporting
- Federal Reporting
- State Reporting
- School District Funding
- Data sharing between systems: CIITS; Kentucky Longitudinal Data System
Training
- Campus Community
- KSIS Data Standards

Section I: A – Student Records Transfer

Campus Path: Student Information/Student Locator

Former (Originating) District: Preparation for transfer
a. The former (originating) district must end-date the enrollment of the student before releasing the records for attendance data to transfer and all other transfer functionality to work correctly.
b. Any completed IEP must be locked by the former district before release.
c. An ILPA must be locked by the former district before release.

New District enrolls student and initiates student records transfer
1. Look for the student in the Student Locator
   a. Student Information/Student Locator/Enter last name, first name and gender
   b. Click Search
2. Select appropriate student; if you hover over student’s name, you will see the student’s most recent enrollment in the state.

3. Enter required fields
   a. Last Name will populate form student’s previous enrollment
   b. First Name will populate form student’s previous enrollment
   c. Gender will populate form student’s previous enrollment
   d. Birth Date will populate form student’s previous enrollment
   e. Race/Ethnicity: Select student’s race form drop list
   f. Calendar will default to School Year and School selected
   g. Schedule: Select appropriate schedule
   h. Grade: Select student’s current grade
   i. Start Date: Enter date student enrolls in your school (first day of attendance)
   j. Start Status: Select R21: Transfer from a KY school outside of district or other appropriate status
   k. Start Comments: Type note naming prior school (Optional)
   l. Service Type: Select appropriate Service Type from drop list

4. Click Save. Student Records Transfer will show former district enrollment information

NOTE: The Records Transfer screen will not automatically populate when attempting to enroll a student who was previously enrolled in the New District. There will also be other rare occasions the Student Records Transfer screen simply does not appear. In both these situations, you must manually request the student’s records. (See Manual Records Request on next page)
5. Click **Submit Request**

Status will then appear on screen

The New District’s Process Inbox and the student’s Records Transfer tab will both display a waiting status until the Former District responds. At this stage of the transfer, the New District will not be able to tell what district the student previously attended based on the information in the Process Inbox.

**Manual Records Request**
Search for the student, then go to Student Information/General/Records Transfer tab. Click **New State Transfer Request** then click **Submit Request**.
Process Inbox will display a Request to release records

1. Select the link (Request for you to release: Student's Name)
2. Click Release Records

**NOTE:** The Overlap indicator appears if a student’s enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link located in the Overlap field. The user will be redirected to the student’s enrollment tab where the enrollment can be properly end-dated before the records are released. Return to step 1.

3. Click OK

The available information that will transfer for the student will appear.
NOTE: The former district cannot preview or control which records are sent in the transfer. In addition, after a record is requested or released, it cannot be canceled.

**New District receives released records from former district**

Records transfers can be accessed in two areas of IC:

- Process Inbox - New District will receive notice of released records in the Process Inbox
- Student Information / General / Records Transfer

NOTE: User group tool rights must be given to allow access to both of these areas. See [Campus Community](#) for more information on the suggested tool rights.

Select the link from the Process Inbox or Records Transfer tab to see available transfer documents and import wizards.

Transfer Documents are PDF documents available for download and can also be saved and/or printed.
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Data Imports are wizards that can be run to transfer data directly from the former district database to the new district database.

NOTE:
• If an item has been crossed out such as PLP Import Wizard above, then the student’s record did not contain this item in the former district.
• Be aware that running import wizards multiple times for a student can result in duplicate records.
• Student records can be transferred to a partial enrollment without the student’s withdrawal from the original (primary) enrollment.

Section I: B – KY State Reporting Import Wizard

Campus Path: Process Inbox / Transfer Released link
Student Information / General / Records Transfer

This import wizard will import student data elements from the former district found on the Enrollment Tab / State Reporting Section, Gifted and Talented Section and Attendance from the Former District into the new district database. Elements included in this wizard are:

<table>
<thead>
<tr>
<th>KY State Reporting Fields</th>
<th>Date Eligible but Refused</th>
<th>Part C ID</th>
<th>Special Ed Exit Status</th>
<th>Special Ed Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Exclude</td>
<td>Special Ed Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident District</td>
<td>Primary Disability</td>
<td></td>
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</tr>
<tr>
<td>Home Language</td>
<td>Secondary Disability</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Click on the KY State Reporting Import Wizard.
The user will need to import all records from this wizard.
After clicking on the **KY State Reporting Import Wizard**, the users will be able to review the following screens:
Using this wizard, the receiving district can change the special education status to “Active” in the Special Education section of the Enrollments tab. The receiving districts can also remove the Special Ed Exit Status and Special Ed Exit Date as well.

The KY State Reporting Import Wizard will populate the Homeless indicator, Living Status and Unaccompanied Youth indicator from the former district’s database to the new district’s database. The values from when the student was identified as homeless should be used for the entire school year.

- If a student transfers school to school in the same district within the same academic year, the Homeless indicator, Living Status and Unaccompanied Youth indicator must be manually entered in the new enrollment.

**Gifted and Talented Status**

![Gifted and Talented Status]

**Attendance Transferred Summary from Last Enrolled District**

![Attendance Transferred Summary from Last Enrolled District]

**Step 2: Click “Save” to import**

![Step 2: Click “Save” to import]
Step 3: If Gifted & Talented (GT) data was populated, confirm the GT data imported correctly to the Gifted & Talented tab found under Student Information/General

- Notify the GT Coordinator so he/she can review the student’s GT record. The services in the record should be reviewed and changed if the services from the former district are not offered in the student’s new (current) district.

The GT Coordinator should notify all personnel working with the student so appropriate services can be offered to the student and a Gifted Student Service Plan (GSSP) can be created. The GSSP should then be given to the parents/guardian to notify them of the services being offered to the student.

Section J: Local Norms

The gifted regulation states that district may use local or national norms to identify students for the gifted program. Local Norms are norms that compare students within a school, district or a subgroup in the district rather than to a national group(s) of students.

The 9th stanine must still be used when using a local norm. There is a guidance document about local norms which explains how to use them on the GT Resources webpage, as well as, a local norms calculator.

If local norms are used when scoring students, check the three evidences used to identify the student. Then, click “Other, Specify” and type in the line beside it “Local Norms”.

![Local Norms Calculator Image]
Section K: Military Compact

According to the United States Department of Education’s (USDoE) Military Compact, any student who is from a military family and has been identified in another state must be accepted into another state’s gifted program. The receiving state or district may perform additional evaluations to ensure appropriate services or to identify in additional categories/areas.

When entering a GT record for a Military Student, check “Other, Specify” and beside the line provided type “Military Compact”. Then, enter a minimum of two other evidences for the student.

See example:

Assessment Abbreviations

General Intellectual Ability:
- Cognitive abilities Test (CogAT)
- Test of Cognitive Skills (CTBS)
- Kaufman Brief Intelligence Test (KBIT)
- Naglieri or Naglieri Nonverbal Ability Test (NNAT)
- Wechsler Intelligence Scale for Children (WISC)

Specific Academic Aptitude:
- America College Testing (ACT)
- Practice Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Iowa Test of Basic Skills (ITBS)
- Iowa Assessment or IOWA (new ITBS assessment)
- Measures of Academic Progress (MAP)