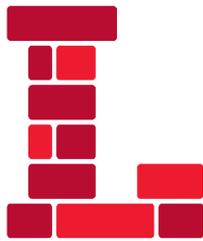


# Ludlow Independent School District Gifted & Talented Handbook



**LUDLOW**  
INDEPENDENT SCHOOLS  
Building Tomorrow

Revised 2018

Created in collaboration with the State Advisory Council for Gifted and Talented Education

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## **Introduction**

The Ludlow Independent School District Gifted & Talented Handbook includes information on two main topics: regulations and timeline.

When looking at the timeline, be aware that some categories of Gifted and Talented are assessed and students identified in 3rd grade to offer services at the beginning of 4th grade. Other categories of Gifted and Talented are assessed in 4th grade. Services will begin in 4th grade.

If you have questions about what is written in this document, please contact the Ludlow Independent School District GT Coordinator at the Ludlow Board of Education. The district coordinator can be of assistance in answering questions about GT programs and offering other resources.

# Kentucky Regulations Related to Gifted and Talented Education:

[704 KAR 3:285](#)

## Section 1 Definitions:

- (1) **“Acceleration options”** - various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school and grade-skipping.
- (2) **“Advanced placement and honors courses”** - courses emphasizing college-level content based on College Board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- (3) **“Cluster group”** - a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student’s needs, interests and ability.
- (4) **“Collaborative teaching”** - a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) **“Consortium”** - a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) **“Consultation services”** - the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) **“Counseling services”** - effectively based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.
- (8) **“Creative or divergent thinking ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination and solving problems in unique ways.
- (9) **“Diagnosis”** - the evaluation and determination of the appropriate type and level of service options which would meet a given individual child’s interests, needs and abilities.
- (10) **“Differentiated service experiences”** - educational experiences which extend, replace, or supplement learning beyond the standard curriculum.
- (11) **“Differentiation”** - a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests and needs and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.
- (12) **“Disadvantaged”** - operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

- (13) **“Distance learning”** - learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) **“Extracurricular enrichment opportunities”** - differentiated, academically based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) **“Formal identification”** - a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness – intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) **“General intellectual ability”** - possessing:
- (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis and evaluation of information; and
  - (b) A consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (17) **“Gifted and talented identification and placement committee”** - a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) **“Gifted and talented student services plan”** - an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) **“High potential learners”** - those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.
- (20) **“Independent study”** - a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
- (21) **“Informal selection”** - a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) **“Instructional grouping”** - the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs and interests.
- (23) **“Magnet school”** - a school which is organized around an area of interests, draws students from an entire community and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

- (24) **“Mentorship”** - specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) **“Primary review committee”** - primary teachers, counselors, administrators, gifted education personnel and other appropriate personnel familiar with the child’s potential or demonstrated abilities.
- (26) **“Psychosocial or leadership ability”**- possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to successfully reach those goals.
- (27) **“Resource services”** - a service delivery option that:
- a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
  - b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
  - c) Is provided in a pullout classroom or other appropriate instructional setting.
- (28) **“Seminars”** - discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.
- (29) **“Special school”** - a specialized school designed to:
- a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
  - b) Develop specific areas of giftedness such as visual and performing arts.
- (30) **“Specific academic aptitude”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one’s chronological peers.
- (31) **“Talent pool”** - a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.
- (32) **“Travel study options”** - academically based United States and overseas travel which may result in high school or university course credit.
- (33) **“Underachieving”** - the development of a significant gap between a student’s potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.
- (34) **“Visual or performing arts ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

## **Section 2. Policies and Procedures.**

A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

## **Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors and Talent and Determination of Eligibility for Services.**

- (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:
  - (a) Informal selection and diagnosis in the primary program;
  - (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
  - (c) Provision of multiple service delivery options in primary through grade twelve (12).
- (2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.
- (3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children and children with disabilities.
- (4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment and early identification and diagnosis of strengths, gifted behaviors and talents.
- (5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.
- (6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.
- (7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
- (8) A single assessment instrument or measure shall not be the basis for denying services once a

child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

- (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
- (b) Inventory checklists of behaviors specific to gifted categories;
- (c) Diagnostic data;
- (d) Continuous progress data;
- (e) Anecdotal records;
- (f) Available formal test data;
- (g) Parent interview or questionnaire;
- (h) Primary review committee recommendation;
- (i) Petition system; and
- (j) Other valid and reliable documentation.

(11) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(12) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors and the level of services needed, shall include:

(a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;

(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

- 1. A collection of evidence from portfolios demonstrating student performance;
- 2. Inventory checklists of behaviors specific to gifted categories;
- 3. Continuous progress data;
- 4. Anecdotal records;
- 5. Peer nominations;
- 6. Formal testing data specific to gifted categories;
- 7. Parent interview or questionnaire;
- 8. Primary review committee recommendation for those entering the fourth grade;
- 9. Self-nomination or petition system;
- 10. Student awards or critiques of performance or products specific to gifted categories; and
- 11. Other valid and reliable documentation;

- (13) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:
- (14) General intellectual ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:
- a. High performance on additional individual or group intellectual assessment;
  - b. Observation of applied advanced reasoning ability; or
  - c. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.
- (15) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:
- a. High performance on an additional individual or group test of academic aptitude;
  - b. Student awards or critiques of performances;
  - c. Off-level testing;
  - d. Portfolio of high academic performances; or
  - e. Student progress data.
- (16) Creativity shall 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. Documented evidence of creative thinking ability also may include:
- a. Creative writing samples;
  - b. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
  - c. Behavioral checklists or observations specific to creative behavior; or
  - d. Observation of original ideas, products or problem solving.
- (17) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization and in a community activity. Evidence of psychosocial or leadership ability also may include:
- a. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
  - b. Peer recommendations;
  - c. Behavioral checklists or observations specific to leadership behavior;
  - d. Portfolio entries which display leadership qualities; or
  - e. Offices held by student in extracurricular activities and class government.

- f. Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:
  - 1. Awards or critiques of performance; or
  - 2. Portfolio of visual or performing arts ability.

**Section 4. Procedure for Determining Eligibility for Services.**

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- (a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;
- (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation and to district-established criteria of eligibility for each category of giftedness;
- (c) Committee for determination of eligibility and services. A school shall assemble a selection and placement committee which shall have four (4) purposes:
  - 1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
  - 2. To ensure that a variety of views are heard during the selection and placement process;
  - 3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
  - 4. To help provide communication and support in the schools and community;
- (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
- (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (f) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
  - 1. An exceptional child as defined in KRS 157.200;
  - 2. Disadvantaged; or

### 3. Underachieving.

#### **Section 5. Program Evaluation.**

(1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
- (b) Student, parent and faculty attitudes toward the program;
- (c) Community involvement;
- (d) Cost effectiveness;
- (e) The incorporation of gifted education into the regular school program;
- (f) Overall quality of instruction and program personnel credentials; and
- (g) Future program directions and modifications.

(2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

#### **Section 6. Service Delivery Options.**

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities; and
- (c) Facilitate the high-level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be

differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
  - (b) Advanced placement and honors courses;
  - (c) Collaborative teaching and consultation services;
  - (d) Special counseling services;
  - (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
  - (f) Distance learning;
  - (g) Enrichment services during the school day (not extracurricular);
  - (h) Independent study;
  - (i) Mentorships;
  - (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
  - (k) Seminars;
  - (l) Travel study options; or
  - (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.
- (6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

### **Section 7. Curriculum.**

- (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.
- (2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

### **Section 8. Personnel.**

A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

- (1) A teacher shall be appropriately endorsed in gifted education in if the teacher works:
  - (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

- (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.
- (2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests and abilities of the students.

**Section 9. Budget; Funding.**

- (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.
- (2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.
- (3) A district receiving state gifted education funding shall designate a gifted education coordinator to:
  - (a) Oversee the district gifted education operation;
  - (b) Serve as liaison between the district and the state;
  - (c) Ensure internal compliance with state statutes and administrative regulations; and
  - (d) Administer and revise the gifted education program budget.
  - (e) State funding to a district shall be contingent upon:
    - (f) Employing properly certified personnel to administer and teach in the program;
    - (g) The annual submission of a local district gifted education year-end report;
    - (h) A summative evaluation of the program and student progress; and
    - (i) Complying with this administrative regulation.

**Section 10. Procedural Safeguards.**

A school district shall establish a **grievance procedure** through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

- (1) How and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for

appropriate services;

- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

# **Ludlow Independent School Board Policy Related to Gifted and Talented Education**

## **(CURRICULUM AND INSTRUCTION 08.132)**

### **Gifted and Talented Students**

#### **DISTRICT PROVIDES**

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool, and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple-service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in [704 KAR 003:285](#) shall be used in the operation of the District's programs for gifted and talented students.

#### **IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY**

In compliance with [704 KAR 003:285](#) the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors, and talents of these students. Determination of eligibility for Gifted and Talented services shall be based on the student's individual needs, interests, and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked such as whether the student is economically disadvantaged or underachieving, is a member of a racial or ethnic minority, or has a disability.

The District's plan for identifying gifted and talented students shall:

1. Employ a multifaceted approach and utilize ongoing and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
3. Screen students for all areas of giftedness as defined by [KRS 157.200](#).

Based on data gathered by the Gifted/Talented Coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is

determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

## **Gifted and Talented Students**

### **SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular experiences commensurate with the student's interests, needs, and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest, and/or need,
- Multiple-service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program nor any grade level shall be served by only one (1) gifted education service option.

### **PERSONNEL**

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy.

The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

## **Gifted and Talented Students**

### **PROGRAM EVALUATION**

The Gifted/Talented Coordinator shall coordinate the annual, ongoing process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

### **GRIEVANCES**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

### **REFERENCES:**

[KRS 157.196](#); [KRS 157.200](#); [KRS 157.224](#)  
[KRS 157.230](#); [KRS 158.6451](#); [KRS 161.052](#); [KRS 161.095](#)  
[016 KAR 002:110](#); [016 KAR 004:010](#)  
[703 KAR 004:040](#); [704 KAR 003:285](#)

*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*,  
Kentucky Department of Education

### **RELATED POLICY:**

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 8/26/2002

Order #: 12

## **PROCEDURES 08.132 AP.1 – proposed**

### **Gifted and Talented Students**

#### **SELECTION FOR SERVICES**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

#### **CURRICULUM**

Each school shall provide an articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

#### **PERSONNEL/FUNDING**

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

## **Gifted and Talented Students**

### **PROGRAM EVALUATION**

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

### **PROCEDURAL SAFEGUARDS AND GRIEVANCES**

Parents and/or students (Grades P-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

## **Abbreviations associated with Gifted and Talented Education**

GT: Gifted and Talented  
GIA: General Intellectual Ability  
GSSP: Gifted Student Service Plan  
IC: Infinite Campus  
PTP: Primary Talent Pool  
SAA: Specific Academic Aptitude  
VPA: Visual and Performing Arts

## **Infinite Campus Gifted and Talented Codes**

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

## Annual Timeline for GT personnel

	<b>Identification and Assessment</b>	<b>KDE Reporting</b>	<b>Communication</b>	<b>Training</b>	<b>Infinite Campus</b>
Beginning of the Year	Collect interests, needs and ability input from stakeholders for GSSPs. GSSP: draft, meet, committee review and approval	Update GT Coordinator contact information at KDE, WKU Center for Gifted Studies	Share completed GSSPs with stakeholders. Remind IC coordinator of process to transfer GT records when students move in. Plan and communicate GT calendar (identification windows, assessments, field trips.	Attend online or face-to-face beginning of the year training. Schedule a time to provide annual GT training to staff working with GT students.	Contact district IC coordinator to be sure you have appropriate rights in IC (see Data Standard) Enter any newly identified PTP or GT students in IC. Update GSSP for GT students. Check transfer process for students new to the district. Download rosters to ensure all students are listed.
1 <sup>st</sup> semester	Form district GT Selection and Placement Committee Check evidences of students who are new to Kentucky and have been IDed in another state. Identification window for Specific Academic Areas (use K-PREP, MAP) in October. Identification window for Creativity and Leadership (nominations) in December.	If selected for KDE Consolidated Monitoring, documents will be uploaded for evidence.	If GSSP includes specific courses, review student schedules to ensure students have appropriate placements. Work with administrators or teachers to determine or evaluate service delivery options at school. Send home GT progress reports.	Provide training for teachers who are servicing GT students	
2 <sup>nd</sup> semester	Identification window for General Intellectual Ability (CogAT), grades K and 3. Identification window for Visual and Performing Arts (nominations, portfolios, auditions) in March		Create GSSP for all newly identified students	Complete online end of year training	Update GT records as needed for transfer students. Transfer in any missing records of students send from state coordinator. Complete data cleanup protocols.
End of Year	Monitor GT student progress in identified area(s). Document evidences of underachievement in identified areas as needed.	Complete data verification process. Complete Summative Evaluation Complete Program Evaluation.	Request program evaluations from parents, teachers and administrators. Send home GT progress reports. Consider teacher placements of GT students for next school year.		End date PTP.

## **Special Considerations**

School personnel shall take into consideration environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to the exclusion of otherwise eligible students, such as:

- a. any student who qualifies as an exceptional child as defined in KRS 157.200;
- b. English Learners and students with limited language facility;
- c. any student who qualifies as disadvantaged; and
- d. any student who qualifies as underachieving.

## **Procedures for Selection for Primary Talent Pool**

PTP (Primary Talent Pool grades K-3)- The Kentucky GT regulation at 704 KAR 3:285 defines the talent pool as “a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.”

High potential learners are students who typically represent the top quartile of the entire student population in terms of degree of demonstrated GT characteristics and behaviors. It is important to cast a wide net to find high potential learners. The PTP could include the top 5 percent in one or more of the following categories: general intellectual ability, specific academic ability, leadership or psychosocial ability, creative and divergent thinking ability, visual and performing arts ability.

Gifted and talented education personnel will follow a schedule so that students’ data are reviewed to include all qualified students in the selection process. A student may be nominated at any time for any category by a parent, teacher or other person knowledgeable of the student’s demonstrated or potential ability.

Students in the PTP receive differentiated services that are matched to their needs, interests and abilities. The Kentucky GT regulation states, “for a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.”

### **Selection for PTP Students:**

Students in grades K-3 are informally selected for the PTP. Referrals for the PTP can be made by a parent, teacher, other school staff or a student themselves. Selection involves a process of gathering evidence to support potential giftedness and school-level committee meetings to decide on the selection of students.

Students must have at least three pieces of evidence which support their unique gifts and show GT characteristics and behaviors.

School personnel shall take into consideration environmental, language, disadvantaged, and disabling conditions which may mask a child’s true abilities that lead to the exclusion of otherwise eligible students, such as:

- a. any student who qualifies as an exceptional child as defined in KRS 157.200;
- b. English Learners and students with limited language facility;
- c. any student who qualifies as disadvantaged; and
- d. any student who qualifies as underachieving.

Please note: Up to 25% of students may be included in the primary talent pool. Students selected for the Primary Talent Pool will remain in the Primary Talent Pool until they complete grade 3. When entering grade four, students must be formally identified for gifted and talented services

### **Service Delivery Options**

- Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district GT education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.
- There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree, to be consistent with [KRS 157.200\(1\)](#)

## **Primary Talent Pool -- General Intellectual Ability**

### **Collection of Evidence**

All Kindergarten students are screened using a nationally-normed cognitive ability measure such as the Cognitive Aptitude Test (CogAT). Gifted and Talented education personnel will review the scores to find and nominate students who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above).

Teachers, parents or others knowledgeable about a student's potential may nominate a student.

Students in grades 1 – 3 (P2-P4) who are nominated but for whom the district does not have a score on a nationally-normed cognitive ability measure will be assessed using a nationally-normed cognitive ability measure, such as the Cognitive Abilities Test, Naglieri, InView, et al. Gifted and Talented education personnel will review the scores to find and nominate students who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above).

Students who are nominated by a teacher, parent, self or other but do not have an 8<sup>th</sup> or 9<sup>th</sup> stanine score on the cognitive ability measure may be offered a different cognitive ability measure such as the InView, et al. Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

Nationally-normed assessments shall not be used for the purpose of disqualifying a student for services. However, normed measures may be used for diagnosing levels of instructional services needed by the student. Measures may also be used to discuss and include students overlooked by informal measures.

Additional data will be collected for students nominated or scoring in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above) on the cognitive ability measure. Appropriate evidence includes:

- Checklist inventories of behaviors for general intellectual ability
- Continuous progress data, e.g. progress reports/ report cards
- Parent interview or questionnaire
- Primary review committee recommendation
- Anecdotal records
- Collection of work demonstrating student performance is above that of age peers (e.g. primary portfolio, work samples)
- Diagnostic data (screening measure) e.g. DIBELS reading benchmark data, MAP, et al
- Jot-down for general intellectual ability
- Teacher recommendation
- Honors or awards for intellectual pursuits
- Evidence of selection for a similar program in another state
- Other valid and reliable documentation



### **Primary Review Committee**

Data for all students being assessed for Primary Talent Pool will be summarized and presented to the Primary Review Committee. The Primary Review Committee shall include the principal or designee, a representative of the classroom teachers, gifted and talented education personnel (chair), and other appropriate personnel familiar with a child's potential or demonstrated abilities. Data will be anonymously presented, though discussion of students by name is permitted. The committee will consider all the data for each student, including environmental, cultural and disabling conditions, and select qualifying students to be placed in the Primary Talent Pool.

### **Notification**

After students are selected for the Primary Talent Pool, gifted and talented personnel will prepare an updated list of Primary Talent Pool students and distribute to appropriate school personnel.

A note will be made on the student's cumulative folder that he or she was selected for Primary Talent Pool. A list of the evidence used to select the student will be added to the cumulative folder.

Regulations do not require parental notification. Parents will be notified when students are pulled-out of the regular classroom for enrichment services with district Gifted and Talented personnel.

### **Services**

Grouping for instructional purposes and multiple service delivery options shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

There shall be multiple service delivery options with no single service option existing alone at a grade level. School personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Services may include but are not limited to resource services, collaborative teaching and consultation services, differentiated study experiences, enrichment, cluster grouping, flexible grouping, acceleration (subject or whole grade), counseling services, and mentorships.

## **Primary Talent Pool -- Specific Academic Area**

### **Collection of Evidence**

Gifted and talented education personnel will review scores on nationally-normed achievement tests, such as MAP, to find and nominate students who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above)

Teachers, parents or others knowledgeable about a student's potential in mathematics, language arts, science or social studies may nominate a student. A student who is nominated but does not already have a score in the 8<sup>th</sup> or 9<sup>th</sup> stanine of a nationally-normed achievement test may be offered an achievement test (such as the Terra Nova, Iowa Test of Basic Skills, et al) in the subject(s). Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

Nationally-normed assessments shall not be used for the purpose of disqualifying a student for services. However, normed measures may be used for diagnosing levels of instructional services needed by the student. Measures may also be used to discuss and include students overlooked by informal measures.

Additional data will be collected for students nominated or scoring in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above) on a nationally-normed achievement measure. Appropriate evidence includes:

- Checklist inventories of behaviors for the specific academic area(s)
- Continuous progress data, such as progress reports/ report cards
- Parent interview or questionnaire
- Primary review committee recommendation
- Anecdotal records
- Collection of work demonstrating student performance is above that of age peers (e.g. primary portfolio, work samples)
- Diagnostic data (screening measure) such as DIBELS reading benchmark data
- Jot-down for specific academic area(s)
- Teacher recommendation
- Honors or awards for specific academic area(s)
- Evidence of selection for a similar program in another state
- Other valid and reliable documentation

### **Primary Review Committee**

Data for all students being assessed for Primary Talent Pool will be summarized and presented to the Primary Review Committee. The Primary Review Committee shall include the principal or designee, a representative of the classroom teachers, gifted and talented education personnel (chair), and other appropriate personnel familiar with a child's potential or demonstrated abilities. Data will be anonymously presented, though discussion of students by name is permitted. The committee will consider all the data for each student, including environmental, cultural and disabling conditions, and select qualifying students to be placed in the Primary Talent Pool.

### **Notification**

After students are selected for the Primary Talent Pool, gifted and talented personnel will prepare an updated list of Primary Talent Pool students and distribute to appropriate school personnel.

A note will be made on the student's cumulative folder that he or she was selected for Primary Talent Pool. A list of the evidence used to select the student will be added to the cumulative folder.

Regulations do not require parental notification. Parents will be notified when students are pulled-out of the regular classroom for enrichment services with district Gifted and Talented personnel.

### **Services**

Grouping for instructional purposes and multiple service delivery options shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

There shall be multiple service delivery options with no single service option existing alone at a grade level. School personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Services may include but are not limited to resource services, collaborative teaching and consultation services, differentiated study experiences, enrichment, cluster grouping, flexible grouping, acceleration (subject or whole grade), counseling services, and mentorships.

## **Primary Talent Pool -- Creative and Divergent Thinking**

### **Collection of Evidence**

Teachers, parents or others knowledgeable about a student's potential in creative and divergent thinking may nominate a student.

Additional data will be collected for nominated students. Appropriate evidence includes:

- Formal test data, e.g. Profile of Creative Abilities
- Anecdotal records
- Checklist inventory of behaviors specific to creative and divergent thinking
- Collection of work demonstrating student performance is above that of age peers (e.g. portfolio, work samples)
- Parent interview or questionnaire
- Jot-down for creative and divergent thinking
- Teacher recommendation
- Honors or awards for creative or divergent thinking
- Evidence of selection for a similar program in another state
- Other valid and reliable documentation

### **Primary Review Committee**

Data for all students being assessed for Primary Talent Pool will be summarized and presented to the Primary Review Committee. The Primary Review Committee shall include the principal or designee, a representative of the classroom teachers, gifted and talented education personnel (chair), and other appropriate personnel familiar with a child's potential or demonstrated abilities. Data will be anonymously presented, though discussion of students by name is permitted. The committee will consider all the data for each student, including environmental, cultural and disabling conditions, and select qualifying students to be placed in the Primary Talent Pool.

### **Notification**

After students are selected for the Primary Talent Pool, gifted and talented personnel will prepare an updated list of Primary Talent Pool students and distribute to appropriate school personnel.

A note will be made on the student's cumulative folder that he or she was selected for Primary Talent Pool. A list of the evidence used to select the student will be added to the cumulative folder.

Regulations do not require parental notification. Parents will be notified when students are pulled-out of the regular classroom for enrichment services with district Gifted and Talented

personnel.

### **Services**

Grouping for instructional purposes and multiple service delivery options shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

There shall be multiple service delivery options with no single service option existing alone at a grade level. School personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Services may include but are not limited to resource services, collaborative teaching and consultation services, differentiated study experiences, enrichment, cluster grouping, flexible grouping, acceleration (subject or whole grade), counseling services, and mentorships.

## **Primary Talent Pool – Leadership**

### **Collection of Evidence**

Teachers, parents or others knowledgeable about a students' potential in leadership may nominate a student.

Additional data will be collected for nominated students. Appropriate evidence includes:

- Anecdotal records
- Checklist inventory of behaviors specific to leadership
- Collection of evidence (portfolio, work samples, service organizations where student belongs)
- Parent interview or questionnaire
- Jot-down for leadership
- Teacher recommendation
- Honors or awards for leadership
- Evidence of selection for a similar program in another state
- Other valid and reliable documentation

### **Primary Review Committee**

Data for all students being assessed for Primary Talent Pool will be summarized and presented to the Primary Review Committee. The Primary Review Committee shall include the principal or designee, a representative of the classroom teachers, gifted and talented education personnel (chair), and other appropriate personnel familiar with a child's potential or demonstrated abilities. Data will be anonymously presented, though discussion of students by name is permitted. The committee will consider all the data for each student, including environmental, cultural and disabling conditions, and select qualifying students to be placed in the Primary Talent Pool.

### **Notification**

After students are selected for the Primary Talent Pool, gifted and talented personnel will prepare an updated list of Primary Talent Pool students and distribute to appropriate school personnel.

Regulations do not require parental notification. Parents will be notified when students are pulled-out of the regular classroom for enrichment services with district Gifted and Talented personnel.

A note will be made on the student's cumulative folder that he or she was selected for Primary Talent Pool. A list of the evidence used to select the student will be added to the cumulative folder.

## **Services**

Grouping for instructional purposes and multiple service delivery options shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

There shall be multiple service delivery options with no single service option existing alone at a grade level. School personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Services may include but are not limited to resource services, collaborative teaching and consultation services, differentiated study experiences, enrichment, cluster grouping, flexible grouping, acceleration (subject or whole grade), counseling services, and mentorships.

## **Primary Talent Pool -- Visual and Performing Arts**

### **Collection of evidence**

Teachers, parents or others knowledgeable about a students' potential in the visual art, dance, drama, instrumental music or vocal music may nominate a student.

Additional data will be collected for nominated students. Appropriate evidence includes:

- Anecdotal records
- Checklist inventory of behaviors specific to the arts category being assessed
- Collection of evidence (portfolio, videos of performances, programs)
- Parent interview or questionnaire
- Jot-down for arts category being assessed
- Teacher recommendation
- Honors or awards for the arts category being assessed
- Evidence of selection for a similar program in another state
- Other valid and reliable documentation

### **Primary Review Committee**

Data for all students being assessed for Primary Talent Pool will be summarized and presented to the Primary Review Committee. The Primary Review Committee shall include the principal or designee, a representative of the classroom teachers, gifted and talented education personnel (chair), and other appropriate personnel familiar with a child's potential or demonstrated abilities. Data will be anonymously presented, though discussion of students by name is permitted. The committee will consider all the data for each student, including environmental, cultural and disabling conditions, and select qualifying students to be placed in the Primary Talent Pool.

### **Notification**

After students are selected for the Primary Talent Pool, gifted and talented personnel will prepare an updated list of Primary Talent Pool students and distribute to appropriate school personnel.

Regulations do not require parental notification. Parents will be notified when students are pulled-out of the regular classroom for enrichment services with district Gifted and Talented personnel.

A note will be made on the student's cumulative folder that he or she was selected for Primary Talent Pool. A list of the evidence used to select the student will be added to the cumulative folder.

## **Services**

Grouping for instructional purposes and multiple service delivery options shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

There shall be multiple service delivery options with no single service option existing alone at a grade level. School personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Services may include but are not limited to resource services, collaborative teaching and consultation services, differentiated study experiences, enrichment, cluster grouping, flexible grouping, acceleration (subject or whole grade), counseling services, and mentorships.

## **Procedures for Identification of Gifted and Talented Students**

Students in grades 4 – 12 may be identified as Gifted and Talented in one or more of the following categories: **general intellectual ability, specific academic ability, leadership or psychosocial ability, creative and divergent thinking ability, visual and performing arts ability.**

Gifted and talented education personnel will follow a schedule so that students' data are reviewed to include all qualified students in the selection process. A student may be nominated at any time for any category by a parent, teacher or other person knowledgeable of the student's demonstrated or potential ability.

To be identified as gifted and talented, a student shall have a minimum of three pieces of evidence that reflect strengths and/or potential in one or more specific categories of giftedness.

### **Special considerations**

School personnel shall take into consideration environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to the exclusion of otherwise eligible students, such as:

- a. any student who qualifies as an exceptional child as defined in KRS 157.200;
- b. English Learners and students with limited language facility;
- c. any student who qualifies as disadvantaged; and
- d. any student who qualifies as underachieving.

### **Data Gathering**

The Ludlow Independent School District makes a systematic effort to recognize, evaluate and identify all gifted and/or talented students. The data gathering process for formal identification begins as the child exits the primary grades. Students new to the district in grades 4-12 may be considered for identification upon nomination by teachers, parents or guardians or others knowledgeable about the child's potential or demonstrated abilities.

## **Gifted and Talented -- General Intellectual Ability**

A student who is gifted in General Intellectual Ability possesses “either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s own age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information” (704 KAR 3:285).

### **Screening Process**

All third-grade students are screened using a nationally-normed cognitive ability measure such as the Cognitive Abilities Test (CogAT). This test measures general thinking and problem-solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns and analogies. Gifted and Talented education personnel will review the scores to find and nominate students who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above).

Teachers, parents or others knowledgeable about a students’ general intellectual ability may nominate a student at any time in grades 4 – 12. If the district does not already have record of a score on a nationally-normed cognitive ability measure administered during the previous two years, the nominated student will be assessed using a nationally-normed screening measure.

### **Collection of Evidence**

Gifted education personnel will collect additional data for students who are nominated or scoring in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above) on the cognitive ability measure.

Students who are nominated or who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine on the screening measure will be offered a second cognitive ability measure such as the InView, Cognitive Abilities Test (CogAT), et al. Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

Identification for General Intellectual Ability requires a 9<sup>th</sup> stanine score on a comprehensive test of intellectual ability. If, however, the student is categorized as special education, limited language facility, disadvantaged or underachieving, then the record may not include a 9<sup>th</sup> stanine score on a comprehensive test of intellectual ability. If that is the case, make note of the special considerations.

In addition to test scores, gifted education personnel will collect

- Checklist of inventory of behaviors for general intellectual ability
- Teacher recommendation
- Other appropriate evidence, including
  - Anecdotal records
  - Checklist inventories (underachieving or disadvantaged)
  - Collection of evidence from portfolios
  - Continuous progress data, such as progress reports/ report cards
  - Self-nomination or Petition
  - Observation of applied advanced reasoning ability (such as a jot-down)
  - Primary review committee recommendation (for those entering 4<sup>th</sup> grade)
  - Parent Referral/Recommendation
  - Student awards or critiques
  - Other valid and reliable documentation

### **Gifted and Talented Identification and Placement Committee**

The Gifted and Talented Identification and Placement Committee is composed of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel.

Evidence for all students being assessed for formal Gifted and Talented identification will be summarized and presented to the Gifted and Talented Identification and Placement Committee (Committee). Data will be anonymously presented, though discussion of students by name is permitted. The Committee will consider all the evidence for each student, including consideration of environmental, language, disadvantaged, and disabling conditions.

Based on the evidence gathered, the Committee shall identify those students who meet criteria for identification.

### **Identification**

A student shall be identified for services in General Intellectual Ability when the evidence includes:

- A score in the 9<sup>th</sup> stanine of a cognitive ability measure or a score in the 8<sup>th</sup> stanine of a cognitive ability measure with special considerations such as: environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students. Local norms may be used.
- And two or more of the following:
  - A score of 85% or higher on a checklist of behaviors specific to general intellectual ability or greater than the 50<sup>th</sup> percentile of gifted students on a

nationally-normed behavioral checklist of behaviors specific to general intellectual ability, such as Gifted and Talented Evaluation Scales.

- Recommendation by a teacher for services for general intellectual ability.
- Other appropriate evidence demonstrating student performance *one year or more* above grade level peers.

### **Notification**

When a student is identified as gifted and talented, gifted and talented education personnel will notify parents or guardians and other school personnel.

A note will be made on the student's cumulative folder that he or she was identified for gifted and talented services. A list of the evidence used to identify the student will be added to the cumulative folder.

### **Services**

School personnel will differentiate instruction, according to the student's Gifted Student Service Plan, to meet the interests, needs and abilities of identified gifted and talented students.

## **Gifted and Talented -- Specific Academic Area**

### **(Language Arts, Mathematics, Science, Social Studies)**

A student who is gifted and talented in a specific academic area possesses “either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one’s chronological peers” (704 KAR 3:285).

#### **Screening Process**

Gifted and talented education personnel will review scores on nationally-normed achievement tests, such as MAP and sections of K-PREP, to find and nominate students who score in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above).

Teachers, parents or others knowledgeable about a students’ potential in mathematics, language arts, science or social studies may nominate a student at any time. A student who is nominated but does not already have a score in the 8<sup>th</sup> or 9<sup>th</sup> stanine of a nationally-normed achievement test in the academic area of nomination will be offered an achievement test in the academic area(s), such as the Terra Nova, Iowa Test of Basic Skills, et al. Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

#### **Collection of Evidence**

Additional data will be collected for students scoring in the 8<sup>th</sup> or 9<sup>th</sup> stanine (89<sup>th</sup> percentile or above) on a nationally-normed achievement measure or nominated. Identification for a Specific Academic Area requires a 9<sup>th</sup> stanine one subject score of an achievement test. If, however, the student is categorized as special education, limited language facility, disadvantaged or underachieving, then the record may not include a 9<sup>th</sup> stanine one-subject score of an achievement test. If that is the case, make note of the special considerations.

In addition to test scores, gifted education personnel will collect

- Checklist of inventory of behaviors for specific academic ability
- Teacher recommendation
- Other appropriate evidence, including
  - Anecdotal records
  - Collection of evidence from portfolios
  - Continuous progress data, such as progress reports/ report cards
  - Informal assessments
  - Self-Nomination or Petition
  - Off-level testing
  - Portfolio of high academic performance
  - Primary review committee recommendation (for those entering 4<sup>th</sup> grade)
  - Parent Referral/Recommendation

- Teacher Referral/Recommendation
- Student awards or critiques
- Other valid and reliable documentation

### **Gifted and Talented Identification and Placement Committee**

The Gifted and Talented Identification and Placement Committee is composed of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel.

Evidence for all students being assessed for formal Gifted and Talented identification will be summarized and presented to the Gifted and Talented Identification and Placement Committee (Committee). Data will be anonymously presented, though discussion of students by name is permitted. The Committee will consider all the evidence for each student, including consideration of environmental, language, disadvantaged, and disabling conditions.

Based on the evidence gathered, the Committee shall identify those students who meet criteria for identification.

### **Identification**

A student shall be identified for services in a Specific Academic Area when the evidence includes:

- A composite score in the 9<sup>th</sup> stanine of an achievement test or a composite score in the 8<sup>th</sup> stanine of a cognitive ability measure with special considerations such as: environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students. Local norms may be used.
- And two or more of the following:
  - A score of 85% or higher on a checklist of behaviors specific to the specific academic area(s) or greater than the 50<sup>th</sup> percentile of gifted students on a nationally-normed behavioral checklist of behaviors specific to specific academic ability, such as Gifted and Talented Evaluation Scales.
  - Recommendation by a teacher for services in a specific academic area.
  - Other appropriate evidence demonstrating student performance *one year or more* above grade level peers.

### **Notification**

When a student is identified as gifted and talented, gifted and talented education personnel will notify parents or guardians and other school personnel.

A note will be made on the student's cumulative folder that he or she was identified for gifted and talented services. A list of the evidence used to identify the student will be added to the cumulative folder.

### **Services**

School personnel will differentiate instruction, according to the student's Gifted Student Service Plan, to meet the interests, needs and abilities of identified gifted and talented students.

## **Gifted and Talented -- Creative and Divergent Thinking**

A student who is gifted or talented in creative and divergent thinking possesses “either demonstrated or potential ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovation or creative reasoning, advanced insight and imagination, and solving problems in unique way” (704 KAR 3:285).

### **Screening Process**

Teachers, parents or others knowledgeable about a students’ potential in creative and divergent thinking may nominate a student at any time. Gifted and talented education personnel will annually request nominations from teachers.

### **Collection of Evidence**

Students nominated in the area of creative and divergent thinking will be offered a formal measure of creative and divergent thinking ability, such as the Profile of Creative Abilities, Torrance Tests of Creative Thinking, et al. Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

In addition to test scores, gifted education personnel will collect

- Behavioral checklists specific to creative behavior
- Teacher recommendation
- Other appropriate evidence, including
  - Anecdotal records
  - Checklist inventories (underachieving or disadvantaged)
  - Collection of evidence from portfolios
  - Creative work samples
  - Informal assessment measures (e.g. jot-downs)
  - Self-nomination or Petition
  - Primary review committee recommendation (for those entering 4<sup>th</sup> grade)
  - Parent Referral/Recommendation
  - Student awards or critiques
  - Other valid and reliable documentation

### **Gifted and Talented Identification and Placement Committee**

The Gifted and Talented Identification and Placement Committee is composed of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel.

Evidence for all students being assessed for formal Gifted and Talented identification will be summarized and presented to the Gifted and Talented Identification and Placement Committee

(Committee). Data will be anonymously presented, though discussion of students by name is permitted. The Committee will consider all the evidence for each student, including consideration of environmental, language, disadvantaged, and disabling conditions.

Based on the evidence gathered, the Committee shall identify those students who meet criteria for identification.

### **Identification**

A student shall be identified for services in Creative and Divergent Thinking Ability when the evidence includes three or more of the following:

- A score in the 9<sup>th</sup> stanine of a creative and divergent thinking measure or a score in the 8<sup>th</sup> stanine of a creative and divergent thinking measure with special considerations such as: environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students. Local norms may be used.
- A score of 85% or higher on a checklist of behaviors specific to creative and divergent thinking or greater than the 50<sup>th</sup> percentile of gifted students on a nationally-normed behavioral checklist of behaviors specific to creative and divergent thinking, such as Gifted and Talented Evaluation Scales.
- Recommendation by a teacher for services in creative and divergent thinking.
- Other appropriate evidence demonstrating student performance *one year or more* above grade level peers.

### **Notification**

When a student is identified as gifted and talented, gifted and talented education personnel will notify parents or guardians and other school personnel.

A note will be made on the student's cumulative folder that he or she was identified for gifted and talented services. A list of the evidence used to identify the student will be added to the cumulative folder.

### **Services**

School personnel will differentiate instruction, according to the student's Gifted Student Service Plan, to meet the interests, needs and abilities of identified gifted and talented students.

## **Gifted and Talented -- Leadership**

A student who is gifted or talented in Leadership ability possesses “either demonstrated or potential ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision to set goals and organize others to successfully reach those goals” (704 KAR 3:285).

### **Screening Process**

Teachers, parents or others knowledgeable about a student’s potential in leadership may nominate a student at any time. Gifted and talented education personnel will annually request nominations from teachers, coaches, club sponsors and other school personnel.

### **Collection of Evidence**

Students nominated in the area of leadership will be offered a formal measure of leadership ability, such as the Roets Rating Scale for Leadership, Karnes Leadership Skills Inventory, et al. Permission from a parent or guardian shall be obtained prior to the administration of an individual test.

In addition to test scores, gifted education personnel will collect a minimum of two pieces of evidence from the following list:

- Checklist of inventory of behaviors specific to leadership
- Teacher recommendation
- Other appropriate evidence, including
  - Behavioral observations, such as jotdowns
  - Checklist inventories (underachieving or disadvantaged)
  - Collection of evidence from portfolios
  - Documentation of student leadership in class
  - Documentation of student leadership in community
  - Documentation of student leadership in student organization
  - Self-nomination or Petition
  - Primary review committee (for those entering 4<sup>th</sup> grade)
  - Parent Referral/Recommendation
  - Sociograms
  - Student awards or critiques
  - Other valid and reliable documentation

### **Gifted and Talented Identification and Placement Committee**

The Gifted and Talented Identification and Placement Committee is composed of the gifted

education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel.

Evidence for all students being assessed for formal Gifted and Talented identification will be summarized and presented to the Gifted and Talented Identification and Placement Committee (Committee). Data will be anonymously presented, though discussion of students by name is permitted. The Committee will consider all the evidence for each student, including consideration of environmental, language, disadvantaged, and disabling conditions.

Based on the evidence gathered, the Committee shall identify those students who meet criteria for identification.

### **Identification**

A student shall be identified for services in Leadership Ability when the evidence includes three or more of the following:

- A score in the 9<sup>th</sup> stanine of a leadership measure or a score in the 8<sup>th</sup> stanine of a leadership measure with special considerations such as: environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students. Local norms may be used.
- A score of 85% or higher on a checklist of behaviors specific to leadership ability or greater than the 50<sup>th</sup> percentile of gifted students on a nationally-normed behavioral checklist of behaviors specific to leadership ability, such as Gifted and Talented Evaluation Scales.
- Recommendation by a teacher for services in leadership.
- Other appropriate evidence demonstrating student performance *one year or more* above grade level peers.

### **Notification**

When a student is identified as gifted and talented, gifted and talented education personnel will notify parents or guardians and other school personnel.

A note will be made on the student's cumulative folder that he or she was identified for gifted and talented services. A list of the evidence used to identify the student will be added to the cumulative folder.

### **Services**

School personnel will differentiate instruction, according to the student's Gifted Student Service Plan, to meet the interests, needs and abilities of identified gifted and talented students.



## **Gifted and Talented -- Visual and Performing Arts**

A student who is gifted or talented in the Visual and Performing Arts possesses “either demonstrated or potential ability to perform at an exceptionally high level in visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, music, drama, speech, and in activities requiring gross or fine motor skills” (704 KAR 3:285).

### **Screening Process**

Teachers, parents or others knowledgeable about a student’s potential in visual art, dance, drama, instrumental music or vocal music may nominate a student at any time. Gifted and talented education personnel will annually request nominations from parents, teachers, coaches, club sponsors and other school personnel.

### **Collection of Evidence**

At the time of nomination, parent/guardian permission to assess the student is obtained.

Nominating arts specialists are provided a checklist of behaviors specific to visual and performing arts, such as the Gifted and Talented Evaluation Scales (#41-50). If a parent nominated a student, the parent is asked to request an arts specialist or professional who knows the student’s visual or performing arts ability to complete the checklist of behaviors. If there is not an arts specialist or professional who sufficiently knows the student’s abilities, then parents should complete the behavioral checklist.

When a student is nominated, parents will be given guidelines for a portfolio to submit for evaluation. Students may have assistance from adults in compiling the portfolio, but all work must be the student’s.

### **Visual Art Portfolio**

Students will choose a minimum of three pieces of art that they created during the previous calendar year. The pieces should represent their best work. Students must also submit a written reflection about each piece of art included in the portfolio.

Visual Arts Portfolios will be scored by at least one visual art specialist using a rubric.

### **Performing Arts Portfolio for Dance, Drama, Vocal Music, Instrumental Music**

Students will submit one or more videos of a performance from the previous calendar year. The performance should represent their best work. Students must also submit a written reflection about each performance included in the portfolio.

Performing Arts Portfolios will be scored by at least one performing arts specialist using a rubric.

When a performing arts portfolio is submitted, an audition will be scheduled. Auditions will consist of one or more prepared piece(s), one or more on-demand performances, as well as question and answer with the judge(s). Auditions will be scored using a rubric.

Additional data may be collected for nominated students. Appropriate evidence includes:

- Awards or critiques of performance
- Letters of recommendation
- Questionnaires
- Self-nomination or Petition
- Other valid and reliable documentation

### **Gifted and Talented Identification and Placement Committee**

The Gifted and Talented Identification and Placement Committee is composed of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel.

Evidence for all students being assessed for formal Gifted and Talented identification will be summarized and presented to the Gifted and Talented Identification and Placement Committee (Committee). Data will be anonymously presented, though discussion of students by name is permitted. The Committee will consider all the evidence for each student, including special considerations such as: environmental, language, disadvantaged, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

Based on the evidence gathered, the Committee shall identify those students who meet criteria for identification.

### **Identification**

A student shall be identified for services in Visual and Performing Arts when the evidence includes three or more of the following:

- Recommendation for services by parent, teacher or other person knowledgeable of student's potential or ability in the visual or performing arts.
- A score of 85% or higher on a checklist of behaviors specific to the visual or performing arts ability or greater than the 50<sup>th</sup> percentile of gifted students on a nationally-normed behavioral checklist of behaviors specific to the visual or performing arts ability, such as Gifted and Talented Evaluation Scales.
- A portfolio score of 75% or greater using the rubric.

- Performing Arts only: An audition score of 75% or greater using the rubric.
- Other appropriate evidence demonstrating student performance *one year or more* above grade level peers.

### **Notification**

When a student is identified as gifted and talented, gifted and talented education personnel will notify parents or guardians and other school personnel.

A note will be made on the student's cumulative folder that he or she was identified for gifted and talented services. A list of the evidence used to identify the student will be added to the cumulative folder.

### **Services**

School personnel will differentiate instruction, according to the student's Gifted Student Service Plan, to meet the interests, needs and abilities of identified gifted and talented students.

## **Provision of Services**

A Gifted and Talented Student Services Plan (GSSP) shall be developed for each identified student. The GSSP is an educational plan that matches a formally identified gifted student's interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. A parent or guardian of an identified student shall be notified annually of services included in his or her child's Gifted and Talented Student Services Plan and specific procedures to follow in requesting a change in services.

Gifted and talented education personnel will seek the input of students, parents and teachers to prepare a Gifted Student Services Plan.

With input from parents and teachers about the interests, needs and abilities of the student, a Gifted Student Service Plan will be written following initial identification, upon enrollment if identified in another Kentucky school district, annually or as deemed appropriate following a review requested by school personnel, parents, guardians or students.

Gifted and Talented education personnel will use the following procedure for preparing the GSSP:

1. Surveys will be distributed to parents for input.
2. Teachers' input for the GSSP will be sought.
3. Gifted and talented education personnel will prepare a draft of the GSSP based on information obtained from parents, guardians, students and school personnel.
4. Gifted and talented personnel will facilitate a meeting to develop the GSSP.
5. The committee will decide on appropriate services for the student.
6. All committee members will sign the finalized GSSP.
7. Two copies of the GSSP will be shared with parents and guardians along with a copy of the procedural safeguards petition. The parents or guardians shall have the option to accept or refuse services. Parents or guardians will be asked to return one signed copy of the GSSP if they accept the services in the GSSP. If a signed copy is returned, it shall be added to the student's Gifted and Talented folder. The second copy is for the family's records.
8. The finalized GSSP will be shared with any school personnel who will work with the identified student.
9. The files of all identified students will be updated in the state student data system, currently Infinite Campus, to reflect the current GSSP.
10. School personnel will provide services to the student as prescribed by the GSSP unless otherwise notified by the parent.

11. A copy of the GSSP will be filed in the student's Gifted and Talented folder.

With the exception of academic competition, performances and extra-curricular offerings, services will be provided during regular school hours. Identified gifted and talented students are receiving services to meet their needs when they are not present in the classroom; therefore, they shall only be required to make up sample work and/or homework assignments, that, if needed, reflect that day's activities.

Multiple service delivery options will be provided at all levels. Services shall also be provided by the regular classroom teacher which shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.

Multiple service delivery options shall include a minimum of two (2) options from the following list:

Mentorship	Cluster Grouping	Resource Services
Independent Student	Enrichment	Seminars
Advanced Placement	Differentiation	Travel Study
Collaborative Teaching	Distance Learning	Consultation Service
Counseling Services	Acceleration*	
Extra-curricular Activities	Honors Programs	

Services selected may differ in each grade level and shall meet the needs, interests and abilities of identified students.

Should a student experience difficulty in the gifted and talented program, parent(s) should communicate with gifted and talented education personnel.

If the identified student has an Individual Education Plan, the student's Admissions and Release Committee shall determine if the service delivery plan is correct. Gifted and Talented education personnel shall provide the Admissions and release Committee a description of the student's progress in the program.

#### **\*Acceleration Service Option**

The gifted service option of acceleration can be used with two different approaches: by content area or by grade level. With content acceleration, students will receive independent or cluster

group instruction in advanced curriculum or leave their grade level classes for advanced instruction in the specific subject area (e.g. mathematics) with ability peers at higher grade levels. Grade level acceleration will be for individuals who achieve at high levels in all academic areas; they will be advanced to the next grade at an appropriate transition time (e.g., beginning of quarter, semester, or year). Either approach will be used after careful evaluation, using the MAP, K-PREP assessment and others, of a student's strengths and needs, including, but not limited to, cognitive and affective needs, and after consultation with the student, parents, sending and receiving teachers, and the school(s)' Gifted and Talented Selection and Placement Committee.

The focus of the gifted education services is to meet the unique needs of the individual student. When a student is insufficiently challenged through enriched curriculum, acceleration shall be considered.

### **Primary/Intermediate**

Both content and grade level acceleration will be service options. Primary students and Intermediate students may qualify for either approach. This means a student may complete primary in fewer than 4 years and/or elementary in fewer than 6 years.

### **Middle**

At the middle school, both content and grade level acceleration may occur. Content area acceleration may be provided by independent study or cluster grouping in heterogeneous classrooms or by placement, based on identified areas of giftedness, in advanced language arts, science, social studies and/or math. A high achieving student may be put in the cluster group or advanced class based on a teacher recommendation in consensus with the student, parents, sending and receiving teachers, and the Gifted and Talented Selection and Placement Committee. Content acceleration will allow middle school students to take high school courses, such as Algebra I or Spanish I, and receive high school credit as detailed in KDE guidelines. Grade level acceleration will occur only after careful evaluation of a student's strengths and needs, both cognitive and affective, and after consultation with the student, parents, sending and receiving teachers, and the Gifted and Talented Selection and Placement Committee.

### **High School**

At the high school level, acceleration occurs through student choice of courses.

Ludlow Board of Education policy requires successful completion of 24 credits beginning with the class of 2012. For content acceleration, students may choose to take more than one class in a specific area per year. Students also have options beginning with their freshman year of taking honors courses; with their Junior year of taking AP courses. Some students reach their senior

year with most requirements completed and they may lack only one course. Service options available for these students now include college level courses. Program options will be considered after consultation with students, parents, and counselor and the Gifted and Talented Selection and Placement Committee.

## Petition and Appeal for Services

### Procedural Safeguards and Grievances

Parents or guardians and/or students in grades K-12 may petition for selection or identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit a letter or form to the Gifted and Talented Coordinator specifying why he/she believes that an screening results are not accurate or talent pool services or service options in the Gifted and Talented Student Services Plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted and Talented Coordinator shall compile a student profile and present that along with the petition or appeal to the Gifted and Talented Selection and Placement Committee (Committee). The profile shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. The Committee shall make a recommendation based on the criteria for the category of selection or identification and information included in the petition or appeal. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b. A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the Grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

## **Curriculum**

A comprehensive framework or course of study for students who are diagnosed as possessing gifted characteristics, behaviors and talents shall be based on curriculum standards adopted by Ludlow Independent Schools. A teacher shall differentiate, replace, supplement or modify curricula to facilitate high level attainment of the learning goals and to assist students identified and diagnosed as gifted and talented to further develop their individual interests and abilities.

Curriculum content shall include instructional strategies related to both cognitive and affective learning consistent with curriculum content. Materials and activities shall be designed to challenge the gifted learner, accommodate different learning styles and match student identification.

## **Progress Reporting**

School personnel shall report to a parent or guardian the progress of his or her child related to the Gifted and Talented Student Services Plan at least once each semester. Assessment of student progress shall be based on portfolios, special projects, classroom performance and participation.

Any teacher who instructs (an) identified gifted and talented student(s) in an area of identification shall keep a record of services provided to move student(s) toward GSSP goals during the school year. Each teacher shall maintain a file with work samples of differentiated/enriched assignments of the student(s) to validate the progress report for parent, student or administrator review. At least once each semester, this data will be shared with gifted and talented education personnel for reporting progress to parents and guardians of student progress toward GSSP goals.

Any teacher who works with (an) identified gifted and talented student(s) in an area of identification shall provide an evaluation of progress toward GSSP goals at least once each semester. The teacher shall consider achievement (noted by standardized scores), progress measured against standards or individual goals, growth (compared to self), habits and attitudes and work quality. This evaluation will be provided to gifted and talented education personnel for reporting progress to parents and guardians of student progress toward GSSP goals.

Progress Reports to parents of identified gifted and talented students shall be prepared once per semester and shared with parents by US mail or another reliable means of communication.

## **Program Evaluation**

Annually, the Gifted and Talented program will be evaluated for overall student progress, student, parent and faculty attitudes toward the program, community involvement, cost effectiveness, the incorporation of gifted education into the regular school program, the overall quality of instruction and program personnel credentials and future program directions and modifications.

Data collected in the annual program evaluation shall be presented to the school Site-Based Decision Making Council and to the Ludlow Board of Education. The results will be used in the district and school instructional planning process.

# Gifted & Talented Education: Frequently Asked Questions

**Kentucky Department of Education Updated: June 22, 2009**

This document is intended to provide guidelines for interpreting **704 Kentucky Administrative Regulation (KAR)3:285. Programs for the gifted and talented.** The Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.

Gifted and Talented (GT)

Primary Talent Pool (PTP)

Gifted Student Service Plan (GSSP)

## **GIFTED & TALENTED STUDENTS**

**Q: According to 704 KAR 3:285. Programs for the gifted and talented, what defines a GT student?**

**A:** According to state regulation for gifted and talented programs, a gifted and/or talented child is defined as a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.

## **PROGRAMMING FOR THE GIFTED & TALENTED**

**Q: What should quality GT programming look like?**

**A:** In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student's services plan; employment of properly certified and professionally qualified personnel; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

**Q: Can parents have input on local district programming for GT services?**

**A:** District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

**Q: Must a district assign a GT coordinator for the program?**

**A:** Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

**Q: What are some of the duties of a GT program coordinator?**

**A:** Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

## **CURRICULUM FOR GT STUDENTS**

### **Q: Should GT students have the same curriculum that is provided for all students?**

**A:** A comprehensive framework or course of study for GT students shall be based on a district or school's curricula that shall be differentiated, supplemented or modified to assist students to further develop their individual interest, needs and abilities.

## **DIVERSITY**

### **Q: How can a district address the issue of underrepresentation of minority children identified as GT?**

**A:** Alternative means and methods are often helpful in identifying GT children from minority populations, relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests may include the NNAT (Naglieri Nonverbal Ability Test) and the Raven's Progressive Matrices. Observation-based methods for teachers may include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales. It would be helpful to combine these methods with information specifically relating to gifted minority students. A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

## **FORMAL IDENTIFICATION**

### **Q: When are students formally identified for gifted services?**

**A:** Initially, students may be formally identified in the fourth grade. Students who show evidence of giftedness any time during the school year or subsequent grade levels may also be considered. The district shall provide a system for continual diagnostic screening.

### **Q: When screening for G/T students, is one instrument used?**

**A:** Screening for gifted and talented students must include all five categories of giftedness (general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability, in all areas.

### **Q: What can be done if a parent/guardian feels their child has been missed during the identification process?**

**A:** A district must provide a petition system as a safeguard for a student who may have been missed during the identification process.

### **Q: Can a formally identified GT student be reevaluated for giftedness?**

**A:** No. Once a student is formally identified, a student remains identified and receives gifted services until the student graduates from high school. A student's service options may be reevaluated periodically, and is encouraged, as students' interests, needs and abilities change over time.

### **Q: Can the Kentucky Department of Education (KDE) come up with the same identification criteria that would unify all districts for identification?**

**A:** There is diversity across the Commonwealth, with each district unique in their population with differing needs. As a result, districts may use identification tools that match their population. As far as the unified

requirements, it is provided in the regulation, 704 KAR 3:285. Section 3. The regulation states that three evidence options are required, and that each area of identification has criteria to be able to identify students for GT. There will be more consistency identifying GT students when more districts follow the regulation.

**Q: Must a student show evidence in both Reading and Language Arts to be identified as gifted in the area of Language Arts, Specific Academic Ability?**

**A:** Only one area is needed, not both for identification purposes. However, the additional information may be used as supporting evidence for giftedness, especially when providing service options matching strengths, interests and abilities.

**Q: If a child is identified as gifted in general intellectual intelligence, does it mean he/she is gifted in all areas of giftedness?**

**A:** No. General intellectual intelligence is one area of possible giftedness. There are five categories of giftedness recognized in Kentucky through regulation; general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts. A student identified in one area does not directly indicate identification in another. Students may be identified in one area or several.

**Q: Can formal identification be accepted if a student comes from another school district in Kentucky?**

**A:** Yes. All students in Kentucky, according to the regulation governing gifted and talented programs, must be identified with at least three pieces of qualifying evidence. Therefore, the identification of GT and PTP students from other districts should be honored. Service options may need to be adjusted for those students coming from districts that have less stringent qualifying criteria.

**Q: Can formal identification be accepted for a student who moves from another state to Kentucky?**

**A:** No. In order to receive gifted and talented services, the student must meet the identification requirements according to Kentucky's regulation. The students transferred records with evidence or qualifying test data that supports giftedness may be considered; but identification does not transfer from another state to Kentucky.

**GIFTED STUDENT SERVICE PLAN (GSSP)**

**Q: What is a GSSP?**

**A:** A GSSP is an educational plan that matches a formally identified gifted student's (Grades 4-12) interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents/guardians and school personnel.

**Q: Is a GSSP required for every GT student?**

**A:** Yes. Every formally identified student in grades 4-12 must have a GSSP. A parent/ guardian of a GT student shall be notified annually of services included in the GSSP and given access to specific procedures to follow in requesting a change in services.

**Q: May parents/guardians play a role in the development of the GSSP?**

**A:** Yes. A local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of a GT student from the parent/guardian for use in determining appropriate services.

**Q: Is the school required to provide any feedback on students' progress?**

**A:** Yes. The school personnel shall report students' progress related to the GT services delineated in the GSSP at least once each semester.

**PRIMARY TALENT POOL**

**Q: What is the Primary Talent Pool?**

**A:** The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated services during the primary program.

**Q: What is the benefit of selecting students for the PTP?**

**A:** The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

**Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?**

**A:** PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

**Q: Can formal testing be used to select students for the PTP?**

**A:** Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

**Q: What percentage of primary students is recommended to be selected for the PTP?**

**A:** According to 704 KAR 3:285, "high-potential learners" are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. The PTP may represent the top 5% in each of the five areas of GT (general intellectual ability, specific academic aptitude, leadership, creativity and the visual and performing arts) for a total of 25% of the entire primary school population.

**Q: Can a student be selected for the PTP one year and not the next?**

**A:** No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child's specific needs.

**Q: Are parents/guardians to be notified that their child is in the PTP?**

**A:** There is no reference in the GT regulation that parents/guardians are to be notified of student selection for the PTP. Individual districts may decide whether to notify or not and this can be addressed in the district's policies and procedures.

**Q: How are services delivered to PTP?**

**A:** For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

**SERVICE DELIVERY OPTIONS**

**Q: According to 704 KAR 3:285. Programs for the gifted and talented, what is differentiation?**

**A:** Differentiation is a method through which educators establish a specific, well thought out match between learner characteristics in terms of abilities, interests, and needs; and curriculum opportunities in terms of enrichment and acceleration options, which maximize learning experiences. Differentiated service options are educational experiences that extend, replace or supplement learning beyond the standard curriculum.

**Q: How are counseling services be matched to the needs of gifted children?**

**A:** Recommended best practices suggest that a counselor with any GT students in his/her service population should be prepared to address the needs of those students. Counselors, by the nature of their work, are to be aware of the special needs of the GT population and should prepare through courses of professional development.

**Q: What services should be provided for a student identified in visual/performing arts and has no matching class in his/her schedule?**

**A:** All classroom teachers must be made aware of GT students' identification area. Differentiation may be used in terms of interests, products, process, enriched content, etc. Other ideas include securing a mentor, providing a periodic pullout session, independent study, looking to individuals in the community, parents, school personnel, etc. All teachers' input should be reflective on the students GSSP.

**Q: Are there any specific qualifications for a teacher who works with GT students?**

**A:** Direct services to GT students shall be provided by appropriately certified personnel having an endorsement for GT education.

**Q: Is it good practice to allow a GT child to tutor another child?**

**A:** If your goal is continuous progress, do not use a GT child as a tutor. If a GT child has mastered a concept or skill, and is partnered with a struggling student, the GT student will not learn anything more by tutoring. However, leadership or other skills may be enhanced, but not the mastered concept or skill.

**Q: What recourse does a parent/guardian have if there is a concern regarding appropriate and adequate provision of talent pool services or GT services addressed in a student services plan?**

**A:** A school district shall establish a grievance procedure through which a parent, guardian or student may resolve the concern(s). It is recommended that parents and school districts work together to meet the needs of the individual child.

**POLICIES/PROCEDURES**

**Q: Can a district write more stringent and/or specific guidelines than those outlined in 704 KAR 3:285. Programs for the gifted and talented?**

**A:** Policies and procedures can be written to reflect individual district population and need. The guidelines in KAR are minimal requirements.

**Q: What is to be done with the records of GT students upon graduation?**

**A:** Students' GT records should remain in the students' cumulative folder and upon graduation, the GT records will be handled in the same manner as the students' cumulative folder.

**Q: Can a parent/guardian have access to the district policies and procedures for GT programming?**

**A:** A local school district shall have in operation, and available for public inspection, local board approved policies and procedures which address each requirement in the administrative regulation for GT programming.

## TESTING

**Q: What tests are recommended to identify giftedness in social studies and science?**

**A:** KDE has not made any formal recommendations of any specific tests for any specific area. Presently, districts have a choice as long as it follows the GT regulation criteria.

**Q: On the SAGES–2 test, there are Math/Science and Language Arts/Social Studies subtests. If a student scores in the 9th stanine on either subtest, can this be used as a qualifying score for both subject areas?**

**A:** The subtest does not provide a composite test score in a specific subject area. Therefore, it cannot be used as the qualifying evidence for formal identification. However, SAGES-2 can be used as supporting evidence.

## UNDERACHIEVEMENT

**Q: How is underachievement defined & determined?**

**A:** Essentially a common, general definition as it applies to education: Underachievement is defined as a student achieving poorly and/or less than their potential or mental abilities would indicate they should be capable of attaining. Simply stated, a discrepancy between ability and performance, or unfulfilled potential. Click the link below for more information:

<http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/Frequently+Asked+Questions++Gifted+and+Talented+Underachievement.htm>

## FUNDING/ALLOCATIONS

**Q: Must the money allocated to districts for GT education be spent before the fiscal year closes?**

**A:** Yes, districts must use the state allocation for GT Funding by June 30th. If nearing the deadline, unused money can be encumbered and off the books immediately unless districts wish to return the unused amount over 10% of the allocation to the state.

**Q: Why isn't there a funded, statewide provision for all teachers to receive professional development for educating gifted and talented students?**

**A:** Districts are provided state funds allocated specifically for professional development. The state makes no recommendation as to what professional development is to be provided. It is the decision of each district to use the professional development allocation as needed. Bringing the issue to the attention of district administrators (and in some cases the school council) may open the door for district wide professional development on educating GT students.

## **STATE REPORTING**

### **Q: When should student data be entered in the state reporting system (Infinite Campus?)**

**A:** KDE recommends entering data regularly or as soon as it is available, not only at the end of the year. KDE has the capability to extract district data at any time and does so periodically. The data must be current and reflect daily changes in order to create an accurate view of Kentucky's GT student information at any given time during the year.

### **References:**

- 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.
- Primary Talent Pool Frequently Asked Questions; A Publication of the Kentucky Advisory Council for Gifted & Talented Education & the Kentucky Department of Education
- KDE Website: <http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/>

### **References**

The Ludlow Independent Schools Handbook for Gifted and Talented Services was developed with information from the following:

- Ludlow Independent Schools Board Policy
- Kentucky Department of Education
- State Advisory Council for Gifted and Talented Education
- Fleming County Gifted/Talented Gifted/Talented Program
- Boone County Gifted/Talented Gifted/Talented Program
- Center for Gifted Studies-Western Kentucky University