

Christian County Public Schools

Gifted and Talented Educational Services Procedures

Revised: 3/2013

TABLE OF CONTENTS

Section I.

Foundational Statements	4
Mission Statement	
Philosophy	
Expectations	
National Standards	
Equal Access	

Section II.

Gifted and Talented Education Legal Authorization	7
District Guidelines	
State Regulations Relating to Gifted and Talented	
Gifted and Talented Assurances	

Section III.

Primary Talent Pool (Grades K-3)	14
--	----

Section IV.

Formal Identification (Grades 4-12)	15
---	----

Section V.

Gifted Student Service Plan and Reporting Progress	20
--	----

Section VI.

Service Delivery Options	21
--------------------------------	----

Section VII.

Personnel	24
-----------------	----

Section VIII.

Professional Development	25
--------------------------------	----

Section IX

Budget and Financing	25
----------------------------	----

Section X

Procedural Safeguards	26
-----------------------------	----

Section XI.

Evaluation of Services	27
------------------------------	----

SECTION I

FOUNDATIONAL STATEMENTS

CHRISTIAN COUNTY SCHOOLS MISSION STATEMENT:

Where learning is our purpose, proficiency is demanded and every student graduates.

PHILOSOPHY

In accordance with the district mission statement, in recognition of the differentiated needs of gifted and talented students, and matching student talents with the district's resources and strengths, gifted and talented students will have their needs met by a full continuum of services, which includes cluster grouping. Gifted and Talented students bring a unique skill set to the classroom in their areas of identification. Gifted students will be provided opportunities to broaden and extend the learning process to meet the needs indicated in the Gifted Student Services Plan.

STUDENT EXPECTATIONS

Students are:

- to develop academic abilities to master new and different curriculum challenges.
- to develop talents in the areas of leadership and the arts for personal fulfillment and contribution to their community.
- to develop his/her individual potential while interacting with his/her intellectual peers to gain a realistic appraisal of his/her own ability.
- to develop positive self-concepts and an appreciation of his/her giftedness to be successful in interaction with others.
- to develop higher order organizational, analytical, critical, and creative thinking skills in order to solve problems.
- to learn how to learn in order to meet the career challenges that he/she will face outside the classroom in the 21st Century.
- to become producers and not just users of information.

SCHOOL LEVEL EXPECTATIONS TO SUPPORT GIFTED STUDENTS

- to provide a learning environment (i.e. cluster grouping) that will permit and encourage the identified gifted and talented student to develop his/her individual potential in his/her identified area while interacting with intellectual and age peers
- to establish a climate that values and embraces the individuality of gifted students
- to complete the Gifted Student Service Plan to enhance the unique cognitive and affective needs to the gifted student
- to provide differentiated instruction to meet the needs of students in their area(s) of identification as stated in the **Gifted Student Service Plan (GSSP)**.
- to communicate with parents/guardians on progress made on goals within the Gifted Student Services Plan.

- to fulfill professional roles and responsibilities and understand legal and ethical issues relevant to the education of gifted and talented students.

BUILDING CLUSTER TEAM LEADERS EXPECTATIONS TO SUPPORT GIFTED STUDENTS

- Provides extra-curricular activities or clubs for the gifted students
- Presents staff members with information regarding G.T. identification service options, instructional strategies, pre-assessment, acceleration,
- Is the building contact for the Instructional Supervisor/Gifted and Talented Coordinator.
- Performs other tasks and assumes other responsibilities as the Superintendent/Chief Instructional Officer/Instructional Supervisor/ or Principal may assign that are directly related to gifted instruction and curriculum.

DISTRICT LEVEL EXPECTATIONS TO SUPPORT GIFTED STUDENTS

- to collaborate with schools to identify students who possess 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
 - visual or performing arts
- to develop an awareness in all staff members that gifted and talented students have unique cognitive and affective needs.
- to increase the efforts meant to maximize the potential of gifted and talented students sometimes “left behind” – such as underachievers, children of minority, and children with special needs who are also gifted and talented – and to provide them with appropriate enrichment experiences.
- to assist classroom teachers in providing appropriate and adequate services to gifted and talented students while in the regular classroom setting.
- to provide appropriate and adequate professional development to K-12 staff on the characteristics of gifted and talented learners and methods/strategies staff can use in the regular classroom to meet the academic and affective needs of the gifted and talented student.

NATIONAL STANDARDS

- Gifted and talented education services must include curricular and instructional opportunities directed to the unique needs of the gifted and talented learner.
- Appropriate gifted and talented programming must include the establishment of a systematic means of developing, implementing, and managing services.
- The development of appropriate gifted and talented education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.
- Program evaluation is the systemic study of the value and impact of services provided.
- Gifted and talented education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted and talented learners.

- Gifted and talented learners are entitled to be served by in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.
- Gifted and talented learners must be assessed to determine appropriate services.
- The National Association for Gifted and Talented Children has established National Standards for gifted and talented education in the United States. A complete documentation of these standards can be accessed through the following website: <http://www.nagc.org/index.aspx?id=546> .

EQUAL ACCESS

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 the gifted and talented program shall be based on criteria as stated in 704 KAR 3:285 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 multi-faceted approach and utilize on-going and long-term assessment;
2. Be based on a variety of valid and reliable instruments to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;

SECTION II

LEGAL AUTHORIZATION and DISTRICT GUIDELINES

GENERAL DISTRICT WIDE GUIDELINES

Christian County offers gifted education services for identified students across all grade levels. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for multiple service options in one or more of the following areas:

- general intellectual aptitude
- specific academic aptitude
- creative or divergent thinking
- psychosocial or leadership skills
- visual or performing arts

Students in a primary program who display high potential characteristics shall be selected in an informal process and be placed in a talent pool, and receive services. The definitions in 704 KAR 3:285 shall be used in the operation of the District's programs for Gifted and Talented.

1. Criteria for identification are listed in each specific area of giftedness in this handbook.
2. Each school will notify parents that they are eligible to nominate their own child for identification. Notification can be through regular newsletter, separate letter, or by phone.
3. Parents will be notified by letter that their child has been selected to participate in the primary talent pool or the gifted education services in one of the five areas. They will also receive a letter after initial identification and during transition points requesting any information that they feel would be beneficial to the school/district in developing the Gifted Services Plan (hereafter GSSP).
4. Should any additional testing be required to determine eligibility, permission for testing will be requested and granted from the child's parents/guardians prior to the actual testing being done.
5. Each school will have a gifted and talented building selection committee(s) in place to determine identification. This committee will consist of at least a school administrator/designee, classroom teacher, and counselor. The Instructional Supervisor/GT Coordinator may also serve as a member of this committee to finalize all placement decisions.
6. There will also be a district committee which will serve as an appellate committee for decisions made by the Building Selection Committee which are appealed.
7. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student. GSSP's will be written by the classroom teacher in consultation with the Building Level Cluster Teacher Leader and/or the building administrator and will be reviewed and approved by building administrators.
8. Parents/ guardians will receive a copy of the approved GSSP with the first 9 weeks report card.

9. Each student will have a gifted and talented folder (provided by the district) that will follow the student through his/her academic career. Folders will be maintained with the student's permanent record.
10. For students who have been nominated but not placed by the identification committee, parents/ guardians and/or teachers may appeal the decision as spelled out in the district's Appeals Policy.
11. Students remain identified in areas of giftedness until graduation; however, appropriate levels of service are determined yearly using information from test data and classroom performance. Talent Pool participants remain in Talent Pool until the end of the primary grades. Parents of Talent Pool student will receive an exit letter at the conclusion of the program.
12. Transfer students from other Kentucky school districts will be admitted to the program upon receipt of records from the prior school. Out of state transfer students will be admitted based on the Christian County criteria or approval from Instructional Supervisor/GT Coordinator.

Nomination Timeline and Process

1. Nominations from teachers, administrators, and parents will be accepted no later than October 1 for the areas of Creativity, Leadership, and Visual and Performing Arts areas.
2. Parent input forms must be submitted no later than 30 days after notifications based on GT Assessment are sent to parents.
 - a. Assessment scores cannot be more than 2 years old to complete nomination.
3. Teachers may submit any of the following pieces of evidence, as they apply to each area of giftedness: parent nomination, self-nomination, continuous progress data, jot down notes, and evidence from student portfolios (or work samples) demonstrating giftedness. These items may serve as alternative or supplemental pieces of evidence beyond information requested on nomination forms.

STATE REGULATIONS

704 KAR 3:285. Programs for the gifted and talented.

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" 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. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

Section 1. Definitions.

(1) "Acceleration options" means 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" means 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" means 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" means 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" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "Consultation services" means 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" means 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" means 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" means 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" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

- (11) "Differentiation" means 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" means 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" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) "Formal identification" means 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" means 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" means 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" means 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" means 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" means 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" means 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" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socio-emotional needs, and interests.
- (23) "Magnet school" means 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" means 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" means 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" means 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" means 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 pull-out classroom or other appropriate instructional setting.
- (28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.
- (29) "Special school" means 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" means 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" means 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" means academically-based United States and overseas travel which may result in high school or university course credit.
- (33) "Underachieving" means 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" means 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.
- (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.
- (11) 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;

(12) 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:

(a) 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:

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(b) 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:

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances; or
5. Student progress data.

(c) 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:

1. Creative writing samples;
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving.

(d) 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:

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

(e) 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 district or 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.

(2) 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:

- (a) An exceptional child as defined in KRS 157.200;
- (b) Disadvantaged; or
- (c) 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 accordance with 704 KAR 20:280 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.

(4) State funding to a district shall be contingent upon:

(a) Employing properly certified personnel to administer and teach in the program;

(b) The annual submission of a local district gifted education year-end report;

(c) A summative evaluation of the program and student progress; and

(d) 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 district wide 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.)

158.622 Administrative regulations of Kentucky Board of Education relating to advanced placement courses -- Duties of Department of Education relating to advanced placement and dual enrollment programs -- Credit for Virtual High School and advanced placement courses.

(1) By December 31, 2002, the Kentucky Board of Education shall promulgate administrative regulations establishing the criteria a school shall meet in order to designate a course an advanced placement course, including content and program standards concerning student admission criteria, data collection, and reporting.

(2) Upon receipt of adequate federal funding for these purposes, by December 31, 2002, the Department of Education shall: (a) Expand advanced placement teacher training institutes, including offering advanced placement teacher training instruction and assistance through the Kentucky Virtual High School or in conjunction with the Council on Postsecondary Education through the Kentucky Virtual University; (b) Require teachers who are planning to participate in advanced placement teacher training and complete advanced placement training at advanced placement institutes facilitated by the department to sign an agreement to teach at least one (1) advanced placement course in a Kentucky public school or the Kentucky Virtual High School when assigned by the school principal; (c) Develop the Kentucky Virtual Advanced Placement Academy which shall offer school districts and their students access to a core advanced placement curriculum through the Kentucky Virtual High School; (d) Identify, in conjunction with the Council on Postsecondary Education, resources at the secondary and postsecondary levels that can be directed toward advanced placement or dual enrollment instruction; (e) Compare the costs of offering advanced placement courses through traditional on-site instruction, the Kentucky Virtual High School, and other methods and shall offer each school district assistance, if requested, in analyzing how the school district can most cost-effectively offer the largest number of advanced placement courses; (f) Identify current and future funding sources for advanced placement or dual enrollment instructional programs and the amount of funds available or anticipated from those sources; and (g) Submit a report to the Kentucky General Assembly outlining compliance with this section.

(3) Beginning with the 2002-2003 school year and thereafter, each school district shall:

(a) Accept for credit toward graduation any course a student successfully completes through the Kentucky Virtual High School and incorporate the grade the student receives in a Kentucky Virtual High School course in

calculating that student's grade point average without distinction between the grade received in the Kentucky Virtual High School course and courses taught within the school district for which the student receives a grade;

(b) Accept for credit toward graduation and completion of high school course requirements an advanced placement, a high school equivalent, or a Kentucky Virtual High School course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent or a Kentucky Virtual High School course; and (c) Pay tuition and other costs for students from their districts who are enrolled in a Kentucky Virtual High School course for credit that is part of the student's regular school day coursework by proportionately sharing funds generated

under KRS 157.360 or other funding sources.

Effective: July 15, 2002

History: Created 2002 Ky. Acts ch. 97, sec. 2, effective July 15, 2002.

Subject: Senate Bill 80/Excused Absences

TO: All Superintendents

FROM: J. Stephen Kirby

Director Legal Services

Kentucky School Board Association

DATE: May 12, 2004

Senate Bill 80/Excused Absences

Senate Bill 80 (SB 80) requires a principal to allow a student an excused absence of up to ten (10) days to pursue an "educational enhancement opportunity." In conversation with KDE, we were told they believe the statute provides for ten (10) days per school year, if the student meets the required standards. We have been asked our opinion of when and under what circumstances this

provision would apply. First, the principal must determine that the request for an excused absence will be of "significant educational value." (Emphasis Added). Clearly the principal is expected to use his or her good judgment to decide if the request is of significant educational value.

The benefit must be significant, not minor and not something which is an afterthought to a non-educational purpose. A recreational trip is not a trip that delivers significant educational value.

Second, what is "educational value?" Reading the bill I believe the trip must be tied to one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts. A trip connected to an out-of-school activity, not tied to the core curriculum subjects, does not qualify under the statute. SB 80 specifically states that the bill does not include "nonacademic extracurricular activities." The request must be tied to one of the core curriculum subjects and it must be of significant value. Third, examples of the type of activities covered by the bill are included in SB 80. For example, it may be an "educational foreign exchange program" or an "intensive instructional, experiential or performance program."

(Emphasis Added.) The opportunities are not limited to these examples, but these are the examples offered by the statute. According to SB 80, the program does not have to be sponsored by the school district. The "intensive" language should be read in conjunction with the "significant educational value" language. The proposed activity must provide a significant educational value composed of an intensive program related to the core curriculum. From that I gather that the central and major purpose of the trip must be educational. For example, a program that offers an hour or two of lectures and the rest of the day left to recreational activities, would raise questions of whether it was an intensive program that delivered significant educational value. After viewing the contents of the program, a principal would use his or her good judgment to determine if the program met the standards of SB 80. Students who receive an excused absence are allowed to make-up missed school work and class grades are not to be adversely affected due to lack of class attendance or participation in class. A student who receives an excused absence under SB 80 shall be counted as present when calculating average daily attendance for purposes of SEEK. Students are not eligible for an excused absence under SB 80 if the absence would occur during the C.A.T.S. testing window, or during the testing window of a district-wide assessment. However, if there are

"extenuating circumstances" the principal may grant an absence. It appears that a principal has ample discretion in this circumstance. That's not to say a principal doesn't have discretion in other circumstances to determine if a request is of "significant educational value", only that if a request falls within a testing window, the balance shifts more to the district to determine if the absence will be granted. If a student's request for an excused absence is denied, the student may appeal first to the superintendent. The superintendent, according to SB 80, may uphold the principal's decision or alter the decision. If the principal's denial is upheld by the superintendent, the student may appeal to the board of education.

704 KAR 5:060. Entrance of five (5) year olds into primary school program for compulsory attendance purposes.

RELATES TO: KRS 156.031, 159.010, 159.020

STATUTORY AUTHORITY: KRS 156.070, 159.130

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.031 requires that administrative regulations relating to statutes amended by the 1990 Kentucky Education Reform Act be reviewed, amended if necessary and resubmitted to the Legislative Research Commission prior to December 30, 1990; and KRS 159.010 and 159.020 require any five (5) year old child who has voluntarily "entered" the primary school program to thereafter be subject to compulsory attendance laws. This administrative regulation is necessary to interpret official and final entry into the primary school program for such children to occur only after the first two (2) months of school to allow for withdrawal of five (5) year olds demonstrating a lack of maturity or readiness for beginning the primary school program. Section 1. Any five (5) year old child not otherwise subject to compulsory attendance laws, but who voluntarily enrolls in the primary school program at the beginning of the school year, may upon parental or guardian's written request be withdrawn from the program at any time within the first two (2) school calendar months, at the end of such trial period of time such a child shall be considered irrevocably entered into the primary school program for purposes of KRS 159.010 and 159.020. (15 Ky.R. 1194; eff. 12-2-88; Am. 17 Ky.R. 2057; eff. 2-7-91.)

157.196 Individual education plan for exceptional children -- Administrative regulations.

(1) The General Assembly declares that parents play a critical role in the education of their students. Parents have a major responsibility to assist in the education of their students and deserve respect and meaningful involvement in the decision-making process related to the students' education.

(2) Each exceptional student as defined in KRS 157.200 shall have an individual education plan that shall serve as the centerpiece of the student's educational career and the communication vehicle between the parents and school personnel. The plan shall enable the parents and school personnel to decide the student's educational needs, the services needed to achieve those needs, and the anticipated results. The plan shall be used as a document to monitor the student's progress. School personnel shall provide the parents with reports of the progress toward the student's annual goals at least as often as report cards go to nondisabled students.

(3) The Kentucky Board of Education shall promulgate administrative regulations establishing procedures for the development and monitoring of individual education plans that are in compliance with the Federal Individuals with Disabilities Education Act, as amended. These administrative regulations shall be written in clear, easily understood language that is free of education jargon.

Effective: July 15, 1998

History: Created 1998 Ky. Acts ch. 514, sec. 2, effective July 15, 1998.

Page 1 of 1

Gifted and Talented Assurances

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS **157.200, 157.224, 157.230 and 703 KAR 4:040.**
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, district wide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are 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 are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services.
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation.
14. The local school district has established a district wide 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. (Section 10)

SECTION III

Primary Talent Pool Students – Grades K-3

POLICY REFERENCES:

(704 KAR 3:285 Section 1(31)) (704 KAR 3:285 Section 1(18)) (704 KAR 3:285 Section 1 (7))
(704 KAR 3:285 Section 1 (8))

PROCESS FOR SELECTION

1. Nominations for Primary Talent Pool (PTP) may occur no later than October 1 of the school year for placement to be made within the current school year. Parents, Teachers, other school personnel may nominate students in the specific areas where the student shows strength.

2. To be included in the Primary Talent Pool a student shall have at least three (3) pieces of evidence that reflect strengths and/or potential in each specific area(s) of giftedness.

Evidence may include the following:

- 8th or 9th stanine placement on the MAP assessment
- “Ready” or “Ready with Enrichment” scores reflected from the Brigance Kindergarten Screener.
- Teacher Recommendation
- Parent Recommendation
- Building Review Meeting

3. Once data is collected for Primary Talent Pool, the gifted and talented administrative contact/chairperson of the Primary Review Committee will meet with said committee to review data and select qualifying students to be placed in the Primary Talent Pool. The committee shall consider environmental, cultural, and disabling conditions. The membership of the Primary Review Committee includes the building cluster teacher leader, principal and guidance counselor. The Instructional Supervisor/GT will review and approve or deny all recommendations made by the committee.

NOTE: 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.

PARENT NOTIFICATION

1. After students are selected for the PTP, Primary Review Chairman will prepare an updated list of Primary Talent Pool students and will distribute to appropriate school personnel.

2. Primary Review Chairman will notify, by letter parents/guardians of children included in the PTP.

SECTION IV- Formal Identification – Grades 4-12

GENERAL INTELLECTUAL ABILITY

POLICY REFERENCES

(704 KAR 3:285 Section 1(31) (704 KAR 3:285 Section 3 (12(a))

DEFINITION

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one's peers, experience or environment. It is reflected in a variety of cognitive areas such as: abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information. **General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability.** Potential Candidates for Gifted and Talented identification in General Intellectual Ability shall be assessed for evidences of giftedness. Evidences must include assessment scored at 9th stanine on a full scale comprehensive test of intelligence.

POPULATIONS TO BE SCREENED

- All exiting primary (3rd grade)

NOTE: 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.

PROCESS FOR NOMINATION and SELECTION

Securing Nomination from Parent or School Personnel (grade 4-12 students):

1. All grade 3 students are assessed using a cognitive ability screener such as COGAT or Otis Lennon.
2. All scores are reviewed for 9th stanine status.
3. Parents of students that score in the 9th stanine (96-99th%ile) are contacted for completion of the parent nomination portion of the portfolio.
4. School personnel will complete a nomination/recommendation form denoting the child's ability in the area of general intellectual intelligence.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
In addition to the required pieces of criteria, the Building Gifted and Talented Committee is invited to include information from their review about the student.
2. Complete Building Level Committee Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, a letter will be sent home to parents/guardians by **Instructional Supervisor** when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin. Permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines.

SPECIFIC ACADEMIC ABILITY POLICY REFERENCES

(704 KAR 3:285 Section 1(30)
(704 KAR 3:285 Section 3[12(b)])

DEFINITION

Specific academic ability means 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. Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject area test scores of an achievement test. Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies or Science. Potential Candidates for Gifted and Talented identification in Specific Aptitude Ability shall be identified through assessment scores at 9th stanine on a test of specific academic aptitude for the following:

POPULATIONS TO BE SCREENED

- K-PREP Assessed Subjects Grades 3-8 (Formal Placement Begins at Grade 4)

PROCESS FOR NOMINATION and SELECTION

Securing Nomination from Parent or School Personnel (grade 4-12 students):

1. All students in grades 3-8 are assessed annually with the state mandated K-PREP assessment.
2. All scores are reviewed for 9th stanine status in the Norm Referenced Portion of the Assessment.
3. Students **must also score in the Distinguished Category** as a secondary evidence for placement.
4. Parent is contacted to complete a parent nomination form.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. Complete Building Level Committee Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, a letter will be sent home to parents/guardians by **Instructional Supervisor** when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin. Permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines.

LEADERSHIP

POLICY REFERENCES

704 KAR 3:285 Section 1(30)

704 KAR 3:285 Section 3[12(d)]

DEFINITION

Psychosocial or leadership ability means 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. Leadership or psychosocial abilities shall be determined by a variety of formal and 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.

PROCESS FOR SELECTION

Parent or Teacher Nomination begins the selection process:

1. Parent or Teacher contacts the Instructional Supervisor to nominate the child for Leadership Identification.
2. Following contact, Instructional Supervisor distributes the leadership nomination packet to parent for completion.
 - a. Leadership Portfolio **MUST** include the following evidences:
 - i. Letters of Recommendation from individuals evidencing the child's leadership ability
 - ii. A summary by the parent of the child's leadership abilities.
 - iii. A resume denoting the child's leadership abilities.
3. Guidance Counselor administers the ROET's leadership inventory. A score of 90%ile or above is recommended for Leadership Placement. A counselor may assign a teacher to complete a JOT down in place of the Leadership Assessment if the child's age/grade level prevent accurate scores on the ROET's assessment.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. Complete Building Level Committee Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, a letter will be sent home to parents/guardians by **Instructional Supervisor** when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin. Permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines.

CREATIVITY

POLICY REFERENCES

(704 KAR 3:285 Section 1(8)
(704KAR 3:285 Section 3(12(c))

DEFINITION

Creative or divergent thinking ability means 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. 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.

PROCESS FOR SELECTION

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Instructional Supervisor to nominate the child for Creativity Identification.
2. Following contact, Instructional Supervisor distributes the creativity nomination packet to parent for completion.
 - a. Creativity Portfolio **MUST** include the following evidences:
 - i. Letters of Recommendation from individuals evidencing the child's creative ability
 - ii. A summary by the parent of the child's creative thinking abilities.
 - iii. At least 3 work samples denoting the child's creative thinking abilities.
3. Guidance Counselor administers the Torrance Creative Thinking Assessment. A score of 96%ile or above must be obtained on the Torrance for Identification.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. Complete Building Level Committee Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, a letter will be sent home to parents/guardians by **Instructional Supervisor** when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin. Permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines.

VISUAL AND PERFORMING ARTS

POLICY REFERENCES

704 KAR 3:285 Section 3(12(c))

DEFINITION

Visual or performing arts ability means 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.

PROCESS FOR SELECTION

Parent or Teacher Nomination:

1. Parent or Teacher Contacts the Instructional Supervisor to nominate the child for VPA Identification.
2. Following contact, Instructional Supervisor distributes the VPA nomination packet to parent for completion.
 - a. VPA Portfolio MUST include the following evidences:
 - i. Letter of Recommendation from individuals evidencing the child's creative ability
 - ii. A summary by the parent of the child's ability in the potential area of identification.
 - iii. Portfolio/Audition
 1. For art, students must submit a portfolio of art samples. (5-8 pieces to be judged by a district committee.)
 2. For music, dance, or drama, students must complete an audition either live or submit a video tape for audition.
3. NOTE- PLEASE SEE THE VPA NOMINATION PACKET FOR SPECIFIC DIRECTIONS and REQUIRED ELEMENTS.

Gifted and Talented Building Committee

1. The building committee convenes to review evidence for identification.
2. Complete Building Level Committee Decision Form.

PARENT NOTIFICATION

1. Once Identification Criteria have been met, a letter will be sent home to parents/guardians by **Instructional Supervisor** when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin. Permission form must be returned to school counselor before services can begin.
2. For returning students, a GSSP must be completed by the teacher and provided to the parent for parent signature by the next report card distribution. A GT folder must be completed and included with the student's permanent record.

NOTE: Students transferring into Christian County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services. Students transferring in from other states will be identified using the district guidelines.

SECTION V.- GIFTED STUDENTS SERVICE PLAN

POLICY REFERENCE

704 KAR 3:285 Section 3(6) 704 KAR 3:285 Section 5(3)

If the Gifted and Talented Identification and Placement Committee determines that the student meets criteria for identification, the persons in attendance will use documentation furnished by the parents, students, and teachers to develop an educational plan that matches the formally identified gifted and talented student's interest, needs, abilities and strengths to differentiated service options and instructional/learning strategies. This document, along with a report of the student's progress, serves as the communication vehicle between parents and school personnel.

GIFTED AND TALENTED STUDENT SERVICE PLAN (GSSP) PROCEDURE:

A GSSP shall be written at the time of the student's initial identification and annually following formal identification. CCPS will obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services.

1. Each school will have a gifted and talented building selection committee(s) in place to determine identification. This committee will consist of at least a school administrator/designee, cluster teacher leader, and counselor. The committee will decide appropriate services to meet student needs from information collected during the identification process. The GSSP will be written using the information collected during identification.
2. There will also be a district committee which will serve as an appellate committee for decisions made by the Building Selection Committee which are appealed.
3. Each identified student will have an annual GSSP for service delivery in each area of giftedness for that specific student. GSSP's will be written by the classroom teacher in consultation with the cluster teacher leader and /or the building administrator and will be reviewed and approved by the enrichment specialist

House Bill 519 requires a Gifted Student Services Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability, Specific Aptitude Ability, Leadership, Creativity, and Visual and Performing Arts. The School Committee will determine the responsible teacher to complete the GSSP.

The responsible teacher is identified as the teacher who provides direct differentiated services to the student the majority of the time. The classroom teacher is responsible for completing the GSSP with the assistance of the enrichment specialist. Plans are to be completed no later than October 30th of the new school year. The original copy of the GSSP is to be placed in the student's Gifted and Talented folder that is kept with the student's cumulative record.

SECTION VI

SERVICE DELIVERY OPTIONS

POLICY REFERENCE

KRS 158.6451. (704 KAR 3:285 Section 6(1))
KRS 157.200(1). (704 KAR 3:285 Section 6(5))
(BCBOE 08.132)

SERVICE CRITERIA

1. For a student in the Primary Talent Pool 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.
 - Emphasize educating potentially gifted and talented students in the general primary classroom
 - Not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options.
2. For students formally identified as gifted and talented services shall:
 - Be assigned to cluster groupings (K-8), whenever possible, to meet individual needs.
 - Receive differentiated instruction.
 - Result in educational experiences commensurate with students' interests, needs and abilities.
 - Facilitate the high level attainment of goals established in **KRS 158.6451**.
3. Recommendations for services shall be made on an individual basis.
4. Grouping and re-grouping of students shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
5. Students shall receive services for each area of identification.
6. Persons accountable for implementing services will be noted on GSSP.

SERVICES FOR PRIMARY CURRICULUM (Grades K-3)

Classroom teachers, specialty area teachers will provide services to students selected for the Primary Talent Pool by extending the curriculum and providing enrichment for those students whose talents must be nurtured to fully develop. School personnel will differentiate instruction, and may consult Gifted And Talented Enrichment Specialist teachers for resources to assist with the design of differentiated activities to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom teacher to provide appropriate services to students in the PTP.

Classroom and specialty area teachers may provide services to include, but are not limited to the following:

- Differentiate instruction
- Cluster Grouping
- Acceleration (subject or whole grade)
- Mentorships, etc.
- Appropriate use of Resource Services

FORMALLY IDENTIFIED STUDENTS CURRICULUM GRADES 4-12

1. A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted and talented 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.

SERVICE DELIVERY OPTIONS FOR GIFTED STUDENT SERVICE PLANS (GSSP'S) AND DEFINITIONS

Based on administrative regulation: 704 KAR 3:285. Programs for the gifted and talented, the following options are available to choose from in designing GSSP's for individual students.

Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery:

Differentiated Service Experiences – educational experiences which extend, replace, or supplement learning beyond the standard curriculum for individuals and groupings.

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).

Collaborative Teaching and Consultation Services – *Collaborative* teaching means a gifted and talented education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted and talented students in **conjunction** with the regular classroom teacher. *Consultation* services means the provision of instructional information and materials prepared by the gifted and talented teacher to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted and talented student while in the regular classroom setting.

Special Counseling Services – affectively-based counseling assistance planned in coordination with the gifted and talented teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

Distance Learning – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

Enrichment Services during the School Day (not extracurricular) – differentiated, academically based activities that supplement classroom instruction

Independent Study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted and talented education.

Resource Services – service delivery option that (a) entails a part-time grouping of students with gifted and talented 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 pull-out classroom or other appropriate setting

Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

Travel Study Options – academically-based United States and overseas travel which may result in high school or university course credit i.e. CloseUp Foundation travel and study opportunities with secondary gifted and talented teacher.

SERVICE IMPLEMENTATION

All services to Primary Talent Pool students P1-P4 as well as formally identified students grades 4-12 will be based on the student's interests, needs, and abilities within *district and/or building capabilities*.

All services to formally identified students in grades 4-12 will be based on the GSSP. Instructional strategies to be used by building personnel are also included in the document.

SECTION VII- PERSONNEL

POLICY:

KRS 158.6451.
(704 KAR 3:285 Section 7)

PROCEDURE:

Christian County Public Schools Instructional Supervisor/GT duties shall include but are not limited to the following:

- o coordinate district initiatives that services gifted and talented students
- o maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels
- o monitor internal compliance with state statutes and administrative regulations
- o prepare all state/district reports related to gifted and talented services
- o maintain a current working knowledge of developments and research related to gifted and talented students
- o monitor and evaluate the implementation of gifted and talented services
- o assist schools with the implementation and evaluation of Gifted Student Services Plans
- o develop, implement, and evaluate professional development training programs for the district
- o work with administrators in the improvement of individual staff competencies in relationship to students identified as gifted and talented
- o work with administrators to effect horizontal and vertical continuity and articulation of gifted and talented services throughout the district
- o study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies
- o assist schools to increase the number of gifted/talented students participating in Advanced Placement tests.

SECTION VIII- PROFESSIONAL DEVELOPMENT

POLICY REFERENCE:

704 KAR 20:280

(704 KAR 3:285 Section 8)

Procedures:

In assuring that all personnel who work with children eligible for gifted and talented education services have the skills and knowledge necessary to meet the needs of the children, the gifted and talented services staff and other appropriate personnel will be prepared to teach gifted and talented children by:

- Participating in continuing education to learn about new research in the field. Members of the staff attend workshops/seminars, take classes, read professional journals and books, and communicate electronically with experts in the field to keep abreast of current trends and discoveries in gifted and talented education.
- Disseminating information to the classroom level teachers, counselors, and administrators as gifted and talented services staff is trained.
- Participating in district-wide training for all teachers in Christian County conducted by district technical and curriculum experts.
- Attending and distributing information to classroom teachers, counselors, administrators, and other district personnel concerning conferences, workshops, and seminars at the local, state and national levels pertaining to the nature and needs of gifted and talented students.
- Sharing with principals, counselors, and teachers, as needed, material from the gifted and talented education field as new research becomes available.
- Seeking to find staff members who have the capability of contributing to the team of resource teachers in order to meet specific needs on particular grade levels.
- Conducting annual meetings with parents and making available speakers who will give parents insight into gifted and talented services furnished by the district, as well as insight into parenting a gifted and talented child. Whenever prominent speakers are in the area, information is sent to the parents or publicized on the gifted and talented services page of the district web site.

SECTION IX- BUDGET & FINANCING

POLICY REFERENCE:

(704 KAR 3:285 Section 9)

PROCEDURES:

Because of limited funding from the State of Kentucky, the Christian County Public School's gifted and talented budget is largely supported from local district funds. CCPS follows state regulation in the allocations of the State Gifted and Talented Funds.

The Gifted and talented coordinator in collaboration with the Assistant Superintendent of Instruction will administer and revise the gifted and talented education program budget. (704 KAR 3:285 Section 9)

SECTION X- PROCEDURAL SAFEGUARDS

POLICY REFERENCE:

157.200 and 157.230; and (704 KAR 3:285 Section 10) KRS 157.200 and 157.230, or

PROCEDURES:

APPEAL OF IDENTIFICATION

A student, teacher, parent, or guardian may appeal the selection and/or review decision of the Gifted and Talented Identification and Placement Committee to the Principal of their school. If their appeal is denied, the party may then appeal to the District Talented Review Committee to include the Assistant Superintendent of Instruction, Instructional Supervisor/GT, gifted and talented resource teachers (excluding the resource teacher on the original decision making committee), a principal from each level – elementary, middle, and high – and other appropriate personnel for follow-up assessment and/or review of evidence. Requests for review shall be communicated, in writing, to the Instructional Supervisor/GT or the Assistant Superintendent of Instruction within ten (10) school days of notification by the original Gifted and Talented Identification and Placement Committee. The District Gifted and Talented Review Committee shall provide their written decision to the parent/guardian and principal of the child's school within ten (10) school days. The Review Committee will be appointed annually and will meet to review state regulations, and district policies.

PARENT EXPRESSED CONCERN FOR SERVICES PROVIDED IDENTIFIED STUDENTS

DECLINING OF SERVICES

Assuming that the district is aware that a child has met the criteria for identification for gifted and talented services, he/she will be eligible to receive services as long as he/she maintains student status in the CCPS. If students and parents are not interested in receiving gifted and talented student services, parents must state in writing and submit to the principal and the Instructional Supervisor/GT their desire to decline services for their child/children. At that time appropriate personnel will be notified. If at some later date, parents want to resume services, it must be stated in writing and submitted to the Instructional Supervisor/GT.

MANAGEMENT OF STUDENT RECORDS

Within 10 days of Gifted and Talented Identification and Placement Committee, the staff support assistant shall develop a purple gifted and talented file to be included in the student cumulative record that includes originals of:

- parent notification letter which includes the areas of identification,
- current GSSP,
- Data Collection Form which includes test and assessment scores and all qualifying criteria for identification,
- all other evidence used to determine identification and service needs to include tests, surveys, questionnaires, behavior checklists, Conference Summaries, etc. and
- copies of communiqués concerning student.

This file shall be kept in the student's cumulative file in a separate folder referred to as the "gifted and talented folder".

SECTION XI- EVALUATION OF SERVICES

POLICY REFERENCE:

(704 KAR 3:285 Section 5)

PROCEDURE:

- Instructional Supervisor/GT will analyze assessment data and prepare a spread sheet comprised of all formally identified students when the school year begins and data is available.
- Gifted and talented services staff will collect, compile, and analyze student, parent, faculty, and administrator surveys.
- Instructional Supervisor/GT will research and/or modify service goals and design as necessary.
- Instructional Supervisor/GT will prepare evaluation results and services modifications for review to school site-based councils.
- Instructional Supervisor/GT will prepare evaluation results and program modifications for review by the board of education.
- Instructional Supervisor/GT will prepare Annual State Gifted and Talented Report and set goals and a procedure for meeting any areas needing improvement prior to May 15.
- Instructional Supervisor/GT will review data analysis to include statistics that would encompass the whole population i.e. racial and ethnic minority children, disadvantaged children, and children with disabilities.