

Gifted and Talented Students

DISTRICT PROVIDES

The ~~b~~Board of education shall provide a program of instruction with multiple service options for academically gifted and talented students in grades P1-12 to meet the interests, needs, abilities and talents of students. Students shall be admitted to this program and receive services according to procedures developed by the ~~s~~Superintendent/designee.

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented (~~Advance~~) ~~p~~PProgram. 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: general 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 multi-faceted approach and utilize on-going 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~~building level advance program 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~~building level advance program ~~E~~coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Gifted and Talented Students**IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY (CONTINUED)**

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.

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 grouping and differentiated curriculum 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~~ **twice per year**, regarding their child's progress in services ~~included in the student's services plan~~ **through the Gifted Student Services Plan (GSSP).**

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 **(Advance Program)** 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 **(Advance Program)** Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Gifted and Talented Students**PERSONNEL (CONTINUED)**

Teachers of gifted and talented students shall **be encouraged to** 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.

PROGRAM EVALUATION

The Gifted/Talented **(Advance Program)** Coordinator shall coordinate the annual, on-going 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 **reported to the Kentucky Department of Education, the SBDM council and the Board as needed and/or requested.**~~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](#)
[703 KAR 004:040](#); [704 KAR 003:285](#)
[016 KAR 002:110](#), [016 KAR 004:010](#)

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: 01/01/1900
Order #:

English as a Second Language

~~A program in English as a second language shall be offered to all students in grades P1-12. The program shall be for those students who lack proficiency in the English language and whose primary language is a language other than English.~~ The District shall provide an English language program to assist limited English language proficient students, including immigrant children and youth, to attain English proficiency and achieve the same high standards in the core academic subjects that all students in the District are expected to meet.

The Superintendent/designee shall direct the development of English language instruction educational program guidelines for the District:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English language learners or not) shall be asked to complete a home language survey.
- ~~Annual~~ *Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are limited English language proficient according to the federal definition in NCLB, Title III and Kentucky Administrative Regulations.

Students identified as limited English language proficient shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening in order to determine attainment, measure progress and modify the individual Program Services Plan.

- *Individual Program Services Plan* – Assessment, placement, and the design of an individual Program Services Plan for students with limited English language proficiency shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as limited English language proficient shall be provided the opportunity to participate in the school's English language instructional program.

- *Parental Notification* – As required by law, the Principal shall send written notification to parents of limited English proficient students addressing the following:
 - a) —Student's need for placement in the program;
 - b) Student's level of English proficiency;
 - c) Methods of instruction used in the program;
 - d) Student's lack of progress in the program;
 - d) How the program will meet the individual learning needs of the student;
 - e) How the program will help the student learn English;
 - f) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation; and
 - g) Specific exit requirements for students in the program.

English as a Second Language**PARENTAL NOTIFICATION (CONTINUED)**

This notification shall be sent as follows:

- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year;
- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) days after it is determined that those students are not making progress in the program; and
- For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in core academic subjects, and meet the state's academic achievement (content and performance) standards.

Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

- *Parental and Community Participation* – Parents and community members of limited English proficient children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs.
- *Provision of Services* – Once their parent/guardian has received notification, limited English proficient students shall be provided services consistent with scientifically based research on teaching limited English proficient children, guidelines set out in the Kentucky Program of Studies, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.
- *Evaluation of Progress* – English language instructional programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.
- *Program Exit Criteria* – The program guidelines shall include an evaluation process that includes establishment of objective exit criteria to indicate when students:
 - (a) Have developed the required proficiency in using English to speak, listen, read, and write with comprehension;
 - (b) Can enter and successfully participate in classrooms not tailored for limited English proficient children; and
 - (c) Can expect to graduate from high school.

English as a Second Language

REFERENCES:

P. L. 107-110 (No Child Left Behind Act of 2001), Title III, 3302 (20 U.S.C. §7012)
Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974
Title VII of Improving America's Schools Act of 1994
[703 KAR 005:070](#); [704 KAR 003:305](#); *Kentucky's Core Academic Standards*
Lau v. Nichols, 414 U.S. 563, 94 S.Ct. 786, 39 L.Ed.2d 1 (1974)

RELATED POLICIES:

02.4241; 09.13
09.126 (re requirements/exceptions for students from military families)

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Physical Education

All elementary and secondary school ~~pupils~~students shall receive organized physical education instruction as recorded in the Kentucky's Core Academic Standards and in the minimum unit requirements for high school graduation set forth in 704 KAR 003:305.

In the event that a high school student's physical condition ~~or religious convictions~~ prohibits participation in the one-half (1/2) unit physical education course, the Board may authorize a variance in or exempt the student from graduation requirements for the course.¹ ~~In the event that a high school student's religious convictions prohibit participation in the one-half (1/2) unit physical education course, the Board may authorize a variance in or exempt the student from graduation requirements for the course.~~¹ Upon presentation of a certificate from a licensed physician or an affidavit from the pastor of the church to that effect, a course may be substituted that is within the student's capabilities as specified by the physician or the student may be exempted from the course.

If a school offers the Reserve Officers Training Corps (ROTC) program, the course shall be accepted as meeting the one-half (1/2) unit physical education requirement for high school graduation.

REFERENCES:

¹704 KAR 4:010
KRS 156.160
704 KAR 3:305

RELATED POLICY:

08.113

Adopted/Amended: 01/01/1900
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Adult/Community Education

The ~~B~~board of education through the ~~D~~istrict's Adult Education Department shall provide programs and classes including basic education and occupational education for adults of ~~this~~the community. ~~and authorizes use of its facilities for this purpose.~~

Programs and classes shall be offered to provide for special interests and to meet the needs of adults in the community using tuition and funds from grants and awards to cover the cost. The classes shall be offered at appropriate times and locations to meet the needs of the adult population of Jefferson County.

SECONDARY GED PROGRAM

Through the end of the 2013-2014 school year and provided prior approval has been secured from the Kentucky Department of Education, the District may establish a Secondary GED Program.

SCHOOL FACILITIES AND RESOURCES

The Board authorizes the use of school facilities and resources for conducting these programs and further authorizes the acceptance of other agency funds for their operation.

REFERENCES:

[KRS 151B.125](#)

[KRS 160.155](#); [KRS 160.156](#); [KRS 160.157](#)

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