



Dayton Independent Schools
Gifted and Talented Program
Policies and Procedures

704 KAR 3:285

----- Definitions -----

Gifted and Talented Students - that category of 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.

Primary Talent Pool - a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

Students with Disabilities - Those students who are identified as disabled according to definitions used by the state department of education shall be considered for dual identification.

Disadvantaged - operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

----- Identification -----

Each April, teachers will be asked to submit data listing characteristics of students they believe to be gifted or talented. The Gifted and Talented personnel shall systematically collect data that will provide the target population of candidates for services in the following grade span groupings:

Primary Talent Pool (Kindergarten- Grade 3)

Lincoln Elementary shall establish a talent pool of students who qualify for instruction in the gifted program. School personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as:

(a) Any student who qualifies as an exceptional child as defined in KRS 157.200;



(b) Any student who qualifies as disadvantaged; and

(c) Any student who qualifies as underachieving.

1. The students eligible for the primary talent pool shall be identified in the following manner and must include a minimum of three (3) of the following indicators of student performance:

(a) Diagnostic data;

(b) Behavioral checklists specific to gifted categories;

(c) Anecdotal records; and

(d) Classroom observations

Gifted & Talented Program Grades 4- 12

To qualify for the gifted and talented program in grades four (4) through twelve (12), the student shall meet the criteria in one (1) gifted and talented category. Gifted and Talented personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as:

(a) Any student who qualifies as an exceptional child as defined in KRS 157.200;

(b) Any student who qualifies as disadvantaged; and

(c) Any student who qualifies as underachieving.

To qualify for consideration in grades four (4) through twelve (12) shall be determined as indicated below. A minimum of three (3) indicators of student performance must be considered.

I. General Intellectual Ability

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.

Evidence of general intellectual ability could include:

- (a) 90th percentile/9th stanine on an individual test or a composite score in the 90th percentile on a standardized or normed test of intellectual/cognitive ability;
- (b) Continuous progress data as documented on a checklist for intellectually and academically gifted students
- (c) Observation of applied ability as documented by teacher(s) recommendation; and
- (d) Anecdotal records

II. Specific Academic Aptitude

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. Evidence of specific academic ability could include:

- (a) 90th percentile/9th stanine on an individual district-approved achievement test, or a composite score in the 90th percentile on a standardized or normed achievement test in one or more subject test scores;
- (b) Continuous progress data as documented on a checklist for intellectually and academically gifted students;
- (c) Observation of applied ability as documented by teacher(s) recommendation;
- (d) Work samples; and/or
- (e) Anecdotal records.

III. Creativity

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 that focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought.



Evidence of creative thinking ability could include:

- (a) Checklists and/or documented observations targeting creative behavior;
- (b) Documentation and samples of original ideas or products and problem solving;
- (c) Observation of applied ability as documented by teacher(s) recommendation;
- (d) Anecdotal records.

IV. Leadership or Psychosocial Abilities

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 informal measures.

Evidence of psychosocial or leadership ability could include:

- (a) Observation of applied ability as documented by the teacher's recommendation
- (b) Behavioral checklists and/or observations targeting leadership behavior;
- (c) Portfolio of leadership roles in class, student organization and community service that are validated by the regular classroom teacher(s);
- (d) Observation of applied ability as documented by teacher(s) recommendation;
- (e) Anecdotal records.

V. Visual and Performing Arts

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.



Visual and performing arts talent shall be determined through evidence of performance that could include:

- (a) Awards or critiques of performance;
- (b) Portfolio of visual or performing arts ability;
- (c) Letters of recommendation, including a self-recommendation;
- (d) Audition process; and,
- (e) Observation of applied ability as documented by teacher(s) recommendation.

General

The Dayton Independent Schools will accept identification from another Kentucky public school district upon receipt of documentation verifying that the student meets the above criteria.

Evaluation of new students entering the school system will follow the procedures as described for grades 4- 12.

----- Eligibility for Services (K-12) -----

Annually, teachers will be provided information on how to recommend new students for the program. New referrals shall be identified according to the standards established for each grade span.

The Dayton Independent School District shall appoint a Selection and Placement Committee. The Gifted and Talented Selection and Placement Committee, appointed by the Superintendent/designee, shall consist of the Gifted/Talented Coordinator; gifted education teachers; elementary principals; two certified teachers (one primary and one intermediate). The Gifted/Talented Coordinator shall serve as the chairperson.

At the beginning of each school year, the Gifted and Talented Selection Committee will review and analyze the information collected, and recommend student placement.

The Gifted and Talented Selection and Placement Committee will accept new referrals at their regularly scheduled meetings.



----- Service Delivery -----

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

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

In the primary program, gifted program teachers will implement cluster grouping and differentiated study experiences with the identified students.

In grades four (4) through twelve (12), multiple service delivery options shall include a minimum of three (3) options from the following list:

Mentorship	Distance Learning
Independent Study	Acceleration
Advanced Placement	Honors Programs
Collaborative Teaching	Resource Services
Counseling Services	Seminars
Extra-curricular Activities	Travel Study
Cluster Grouping	Consultation Services
Pull-out Services	Differentiation
Regular Classroom Enrichment	

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

Once a student is identified as eligible for gifted and talented services, the identification shall remain in effect throughout an educational placement in a Kentucky public school. However, services may change depending on grade level, recommendation of the classroom teacher(s)/school administrator, or parental request.

----- Curriculum -----

Curriculum content shall include instructional strategies related to both cognitive and affective learning consistent with the state curriculum guide. Materials and activities shall

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be those designed to challenge the gifted learner, accommodate different learning styles, and match student identification.

Monitoring of Services

Should a child experience stress or discomfort in the gifted and talented program, parent(s) should communicate with the gifted program teacher, or the gifted program coordinator. If the situation is not resolved, the gifted program coordinator, the principal, the gifted program teacher and the child's regular teachers shall meet with the parent(s) to work toward an appropriate solution.

----- Personnel -----

The Gifted Education Coordinator designated by the Superintendent shall meet those certification requirements necessary for serving in that position and shall oversee the District's Gifted and Talented Program. Teachers providing direct gifted/talented services to gifted students for more than one-half of the school day shall have appropriate certification.

----- Budget/Funding -----

The District shall submit an application to the state in which seventy-five percent (75%) of the state gifted allocation shall be used in the category of personnel, including salary and fixed charges.

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

----- Program Evaluation -----

A Gifted/Talented Student Services Plan (GSSP) shall be developed for each identified student. The GSSP is an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. School personnel shall report to a parent or guardian the progress of his/her child related to the gifted and talented student services plan at least once each semester.

Assessment of student progress shall be based on portfolios, special projects, classroom performance, and participation.



----- Procedural Safeguards and Grievances -----

Parents and/or students (grades P -12) may petition for identification or may appeal non-identification.

1. The appealing party shall submit in writing to the Gifted and Talented Coordinator specifically why he/she believes that screening results are not accurate, or why an exception should be made.
2. The Gifted and Talented Coordinator shall compile a student profile and present that along with the petition or appeal to the Selection and Appeals Committee. The profile shall include a recommendation with substantiating evidence from the child's present and previous teachers.
3. The Selection and Appeals Committee shall hear appeals as needed and make a recommendation. A written response shall be sent to the appealing party within one week of the meeting.
4. If the student is not selected for the program, and an appeal is denied by the Selection and Appeals Committee, a written appeal may be made to the Superintendent, who must respond in writing within two (2) weeks of the appeal.
5. Should the Superintendent uphold the decision of the Selection and Appeals Committee, the appealing party may petition the Board, which will have the final decision in the case.