

BASE LANGUAGE (CURRENT POLICY) IS ALMOST ENTIRELY KSBA MODEL LANGUAGE
Changes in RED and BLUE added by JCPS staff, with comments stating the reasoning for changes.

CURRICULUM AND INSTRUCTION

08.132

Gifted and Talented Students

DISTRICT PROVIDES

The Board shall provide a program of instruction with multiple service options for academically gifted and talented students in grades ~~P4~~K-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 Superintendent/designee in accordance with 704 KAR 3:285.

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented (~~Advance Program~~) program. Students in the primary program (~~P4-P4~~ grades K-3) who display ~~gifted or talented~~ characteristics and behaviors of a high potential learner 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 ~~ability~~ ~~aptitude~~ ~~ability~~; specific academic aptitude; creative or divergent thinking; psychosocial or leadership ~~ability~~ ~~skills~~; and visual or performing arts ~~ability~~.

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 the identification and diagnostic screening of ~~identifying~~ gifted and talented students shall:

1. Employ a balanced, multiple criteria ~~multi faceted~~ approach, continuous and multiple long-term assessment, and early identification of strengths, gifted behaviors, and talents ~~and utilize on-going and long-term assessment to identify likely candidates for services on a continuous basis~~;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques, objective-based eligibility criteria, 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 building level ~~Advance Program~~ Gifted and Talented coordinator or gifted education teacher, a gifted and talented identification and placement

Commented [LJG1]: 703 KAR 3:285 specifies a whole array of things districts are required to have in their procedures or otherwise conform to that are not directly addressed in the KSBA model language that serves as the basis for this policy (e.g. specific mechanisms for identification and diagnosis of gifted students; procedures for determining eligibility of services; service delivery options; personnel, budget; curriculum; program evaluation. Including this reference to the administrative regulation provides clarity for JCPS staff regarding all requirements.

Commented [LJG2]: This is language from the definition of "talent pool" in 704 KAR 3:285.

Commented [LJG3]: All of these categories are defined in 704 KAR 3:285. Particularly taking into account the subsequent sentence regarding definitions, it is important to use the exact terms found in regulation. These are the also the categories set forth in the definition of a "Gifted & Talented Students" in KRS 157.200.

Commented [LJG4]: This language is taken from Section 3 of 704 3:285. "Diagnosis" is defined in the regulation. The idea is that we are required not only to identify students, but also diagnose to determine the appropriate type and level of services.

Commented [LJG5]: Verbatim language from 704 KAR 3:285, Section 3(4).

Commented [LJG6]: Verbatim language from 704 KAR 3:285.

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

~~selection/placement~~ committee shall determine those students who are eligible for gifted education services and the level and type of the services to be provided. Determination of level and type of services provided to a student shall be subject to continuous assessment. This committee shall consist of the Principal or designee, the building level ~~Advance Program~~ Gifted education coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Commented [LJG7]: Using defined name of the committee found in 704 KAR 3:285

Commented [LJG8]: Verbatim language from 704 KAR 3:285.

Prior to selection or formal identification and placement of a student, the District shall obtain parental/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 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 delivery 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 twice per year, regarding their child's progress in services through the Gifted Student Services Plan (GSSP).

Commented [LJG9]: 704 KAR 3:285

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

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

An additional service model for students identified with general intellectual ability and/or a specific academic aptitude as defined in 704 KAR 3:285, shall be the Advance Program, established and implemented by the District. Students shall be identified for the Advance Program through assessments of cognitive ability, teacher evaluation, Grade Point Average (GPA), exceptional characteristics, and standardized tests, and the criteria for acceptance into the Advance Program are separate from the requirements for identifying and diagnosing gifted and talented characteristics and behaviors.

Commented [ESM10]: This is from the 704 KAR 3:285.

PERSONNEL

The Superintendent shall appoint a Gifted ~~and 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 ~~and 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.

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 have opportunities to receive training on identifying and working with gifted and talented students.

Commented [LJG11]: Advance Program is an acceleration option that serves both students identified as G&T under 704 KAR 3:285 and students who do not qualify as gifted. We want to provide clarity that while some gifted students are in the Advance Program, the program is distinct from gifted education as defined by statute and administrative regulation.

Gifted and Talented Students**PROGRAM EVALUATION**

The Gifted ~~and~~ 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.

GRIEVANCES

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

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

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

REFERENCES:

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

P. L. 114-95, (Every Student Succeeds Act of 2015)

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)