



BELLEVUE
INDEPENDENT SCHOOLS

**Gifted and Talented
Handbook**

2024-2025

FORMAL IDENTIFICATION

Qualifying Criteria for Categories of Giftedness

General Intellectual Ability

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 (704 KAR 3:285 Section 1(16(a, b))). 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 another standardized normal achievement test. (704 KAR 3:285 Section 3 (12(a))).

Identification

Potential Candidates for Gifted and Talented identification in General Intellectual Ability **shall** be identified through:

- Teacher Screening/Nomination
 - Prior to 4th grade entry
 - All new students grades 4-12
 - All currently identified students not identified in General Intellectual Ability
- Parent, Student, Self, or Other Referral
- Assessment scores or other national normed measures

Students transferring into Bellevue Independent 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.

Evidence of giftedness in this area **shall** include the following:

- Achievement within the 9th stanine on individual or group intellectual assessment i.e. Cognitive Abilities Test

And at least two (2) additional pieces of evidence from the following:

- Inventory checklist (SIGS-2) of gifted and talented behaviors completed by teachers indicating consistent behavior.
- Collection of evidence from portfolios demonstrating student performance 1-½ - 2 years above grade.
- Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners.
- Anecdotal records reflecting behavioral characteristics specific to General Intellectual Ability.

- Referral/recommendation–teacher
- Referral/recommendation–parent
- Nominations–Self or petition system
- Nomination–Peer
- Continuous progress data i.e. report cards, learning logs, etc.
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Student Awards or critiques of performance product
- Other assessment as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

Students scoring in the 7th-8th stanine on a nationally normed assessment for intelligence may retest with parent permission. A different nationally normed assessment for intelligence will be used. Students must score in the 9th stanine on this test to be eligible for further consideration. To maintain testing integrity, one year must lapse before using the same nationally normed assessment.

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.

SPECIFIC ACADEMIC ABILITY

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. (704 KAR 3:285 Section 1(30)) 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. {704 KAR 3:285 Section 3 [12(b)]}. Students may be identified in one, two, three or all four of the content areas of Language Arts, Math, Social Studies or Science.

Identification

Potential Candidates for Gifted and Talented Identification in Specific Aptitude Ability **shall** be identified through:

- Teacher Screening/Nomination
 - Prior to 4th grade entry
 - All new students grades 4-12
 - All currently identified students not identified in General Intellectual Ability
- Assessment scores
- Other national normed assessment of potential and/or ability
- Parent, Student, Self or Other Referral

Referrals for identification in this area may occur any time throughout the school year.

Students transferring into Bellevue Independent 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.

Evidence of giftedness in this area **shall** include at least two (2) of the following:

- Composite scores in the 9th stanine on one or more subject area test scores of an achievement test.
- Achievement within the 9th stanine score on a specific content area of the MAP test i.e. Reading, Language Arts, Math.
- 9th stanine scores on Kentucky Summative Assessment subtests

At least two (2) additional pieces of evidence from the following:

- Collection of evidence from portfolios or work samples demonstrating evidence of 1-½-2 years above grade level
- Inventory checklist of gifted and talented behaviors completed by teachers indicating consistent behavior.
- Anecdotal records reflecting behavioral characteristics specific to Language Arts, Math, Science, Social Studies
- Inventory checklist of gifted and talented behaviors completed by parents/guardians indicating consistent behavior
- Inventory checklist of gifted and talented behaviors completed by student indicating consistent behavior
- Inventory checklist of gifted and talented behaviors completed by peers indicating consistent behavior
- Inventory checklist of gifted and talented behaviors completed by other interested persons indicating consistent behavior
- Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners
- Referral/Recommendation–teacher
- Referral/Recommendation–parent
- Student progress data i.e. report cards, learning logs, etc.
- Student Awards or critiques of performances or product specific to gifted and talented categories
- Off-level testing
- Nominations–Self or petition system
- Nominations–Peer
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessment as outlined in 704 KAR 3:285 Section 3; 11(b) and 12(a)

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.

LEADERSHIP

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. (704 KAR 3:285 Section 1(26))

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

Identification

Potential candidates for Gifted and Talented Identification in Leadership **shall** be identified through:

- Teacher screening
 - Prior to 4th grade entry
 - All new students grades 4-12
 - All currently identified students not identified in a Specific Academic area
- Parent, Student, Self, or Other Referral

Students transferring into Bellevue Independent 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.

Evidence of giftedness in this area **shall** include two (2) of the following:

- Documentation of student elected to and assumed leadership roles in classroom, student, and/or community activity i.e. Student Council, Junior Board, 4-H Club, youth group
- Self Rating Scale for Leadership score i.e. Roets, Karnes
- Inventory checklist of gifted and talented behaviors specific to leadership completed by school personnel indicating consistent behavior.

At least one (1) additional piece of evidence from the following:

- Anecdotal records specific to leadership behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by parents indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by peers indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by other indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged gifted and talented leaders
- Collection of evidence from portfolios displaying leadership qualities
- Nominations—Self or petition system
- Student awards or critiques of performance or product specific to gifted and talented category

- Referrals/Recommendation–Parent
- Referrals/Recommendation–Teacher
- Sociograms/assessments/surveys
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) and 12(a)

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.

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

Identification

Potential Candidates for Gifted and Talented identification in Creativity **shall** be identified through:

- Teacher screening
 - Prior to 4th grade entry
 - All new students grades 4-12
 - All currently identified students not identified in a Specific Academic area
- Parent, Student, Self, or Other Referral

Students transferring into Bellevue Independent 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.

Evidence of giftedness in this area **shall** include a **combination** of the following to total four (4) criteria:

- High scores on tests of creative ability
- Formal assessment measures of a student's capacity for original thought, fluency, elaboration, and flexibility of thought i.e. Torrence, Williams, or Other test of creative ability
- Anecdotal observations of creative behavior i.e. originality, fluency, elaboration, and flexibility of thought as reflected in ideas, products, or problem solving
- Inventory checklist of gifted and talented behaviors specific to creativity completed by teacher indicating consistent behavior

- Inventory checklist of gifted and talented behaviors specific to creativity completed by parent indicating consistent behavior
- Samples of student work i.e. Creative Writing, Poetry, etc.
- Collection of evidence from portfolio demonstrating high levels of student performance in originality of thought, fluency, elaboration, and flexibility of thought
- Nominations–Self or petition system
- Nominations–Peer
- Student awards or critiques of performance products, etc.
- Referrals/Recommendations–Parent
- Referrals/Recommendations–Teacher
- Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged learners
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) and 12(c)

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.

VISUAL/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. (704 KAR 3:285 Section 1(34))

Visual and performing arts talent **shall** be determined through evidence of performance which includes auditions, letters of recommendations, and product or portfolio assessment by special area teachers or professional artists. Evidence of visual or performing arts also may include:

- Awards or critiques of performance; or
- Portfolio of visual or performing arts ability. {704 KAR 3:285 Section 3[12(e)]}
- Teacher referral

Identification

Potential Candidates for Gifted and Talented identification in Visual/Performing Arts **shall** be identified through:

- Teacher screening
 - Prior to 4th grade entry
 - All new students grades 4-12
 - All currently identified students not identified in a Specific Academic area
- Parent, Student, Self, or Other Referral

Students transferring into Bellevue Independent 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.

Evidence of giftedness in this area **shall** include the following:

- Critiques of Auditions/Portfolios
- Inventory checklist of gifted and talented behaviors specific to each category i.e. Art, Instrumental, Vocal Music, Dance, Drama completed by speciality area teacher indicating consistent behavior
- Formal recommendation from audition adjudicators

At least one (1) additional piece of evidence from the following:

- Individual Awards, etc.
- Letters of Recommendation from professional in field
- Self surveys/Student interviews
- Anecdotal records
- Peer surveys/Sociograms
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessments as outlined in 704 KAR Section 3; 11(b) and 12(e)

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.

PRIMARY TALENT POOL

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.

A single instrument or measure **shall not** be the basis for denying services once a child has been informally selected and placed in the talent pool.

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.

INITIAL IDENTIFICATION PROCEDURES

This procedure is only for first time students in the fourth grade who have never gone through the identification process or have not been formally identified in Kentucky.

The procedures shall be followed as outlined:

1. By March 31 of the current school year, all 3rd grade students will be screened with a nationally normed assessment for intelligence.
2. By May data analysis meetings, the gifted and talented resource teacher will review all scores and develop a list of students who achieved within the 9th stanine on individual or group intellectual assessment i.e. Cognitive Abilities Test. Lists will be disseminated to classroom teachers, speciality area teachers, administration and other appropriate personnel along with identification nomination forms, checklists, etc.
3. By September 15 of each school year, the gifted resource teacher will schedule a screening meeting and invite the grade level teams and any appropriate support personnel. Team members will bring all data/evidence to the meeting concerning the students to be reviewed. The group will review and compile data to determine if further evidence is needed or available. Should more screening/testing be necessary, the gifted resource teacher will send consent-to-test/review forms to parents of students who will move on to formal review by the Gifted and Talented Identification and Placement Committee.
4. Further screening/testing for individual students will take place as scheduling permits.
5. The gifted and talented resource teacher will forward questionnaires, surveys, and/or inventories to students under review as well as their parents/guardians. Documentation will be returned to the gifted resource teacher.
6. The gifted and talented resource teacher **shall** compile all the data in the form of tests/scores, teacher/parent/student checklists, surveys, questionnaires and any other provided evidence thereby creating a formal review file.
7. All persons completing documentation will submit completed forms to the gifted and talented resource teacher within 10 (ten) days of receiving information.
8. The gifted and talented resource teacher, within thirty (30) school days **from the initial fall screening meeting, shall**
 - Analyze evidence for consideration by the Gifted and Talented Identification and Placement committee
 - Administer any other screening devices and/or administer self and/or peer assessments as necessary
 - Prepare the Data Collection form and compare individual student data to

- Local, state and national norms (where available)
 - District-established criteria for each of five (5) categories of giftedness: general intellect, creativity, leadership, specific academic (Language Arts, Reading, Math, Science, Social Studies), Visual and Performing Arts (art, music, dance, drama)
 - Prepare a recommendation for the next school Gifted and Talented Identification and Placement Committee meeting
9. The Gifted and Talented Administrative Contact will schedule an Identification and Placement Committee Meeting and notify appropriate personnel. The committee will convene to formalize identification.
 10. Upon formal identification, classroom teachers, administrators, and appropriate support staff will meet to develop a Gifted Student Service Plan (GSSP) for the student in each area of identification. Parents will be invited.

CONTINUOUS IDENTIFICATION PROCEDURES

If at any time after the initial identification at the fourth grade level, a child or youth shows potential as being eligible for gifted and talented education services, the referral source, including but not limited to teachers, parents, professionals, may nominate/refer said student for gifted and talented services to Administrative Contact of Gifted and Talented Services or the Gifted and Talented Resource Teacher. The procedure **shall** be followed as outlined.

1. The designated personnel or gifted and talented administrative contact will provide necessary documentation (Nomination Form/Appropriate Behavior Checklists, surveys, questionnaires, etc.) to the classroom teacher, parent, and/or student.
2. After completing documentation form(s) and attaching any **additional relevant information**, including work samples, observations, state assessment data, grades, achievements/accomplishments, and/or anecdotal records; the referring source returns compiled data to the designated gifted personnel/administrative contact.
3. Upon receipt of the documentation form(s), the gifted and talented resource teacher gathers any other needed data from the appropriate school personnel.
4. The gifted and talented resource teacher will forward questionnaires, surveys, and/or inventories to students under review and their parents. Documentation will be returned to the gifted resource teacher.
5. The gifted and talented resource teacher **shall** compile all data in the form of tests/scores, teacher/parent/student checklists, surveys, questionnaires and any other provided evidence thereby creating a formal review file.
6. All persons completing documentation will submit completed forms to the gifted and talented resource teacher within 10 (ten) days of receiving information.
7. The gifted and talented resource teacher, within thirty (30) school days **from the initial nomination, shall**
 - a. Analyze evidence for consideration by the Gifted and Talented Identification and Placement Committee.

- b. Administer any other screening devices and/or administer self and/or peer assessments as necessary.
 - c. Collect and analyze data and compare individual student data to:
 - i. Local, state, and national norms (where available)
 - ii. District-established criteria for each of five (5) categories of giftedness: general intellect, creativity, leadership, specific academic (Language Arts, Reading, Math, Science, Social Studies), Visual and Performing Arts (art, music, dance, drama)
 - d. Prepare a recommendation for the next school Gifted and Talented Identification and Placement Committee meeting
8. The Gifted and Talented Administrative Contact will schedule an Identification and Placement Committee meeting and notify appropriate personnel. The committee will convene to formalize identification.

PROCEDURE FOR DETERMINING ELIGIBILITY FOR SERVICES

- (1) Identification of gifted characteristics, behaviors, and talents **shall** be based on the following process:
- (a) Data gathering. Bellevue Independent Schools **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. Bellevue Independent Schools **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. Grandview Elementary School and Bellevue Middle/High School **shall** assemble a selection and placement committee which **shall** have four (4) purposes:
 - (i) To provide feedback on the adequacy of the district's identification and diagnostic procedure;
 - (ii) To ensure that a variety of views are heard during the selection and placement process;
 - (iii) 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
 - (iv) To help provide communication and support in the schools and community;
 - (d) Provision of services. Bellevue Independent Schools **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. Bellevue Independent Schools **shall** provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (f) Exceptions and special considerations for eligibility. School personnel **shall** take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
 - (i) An exceptional child as defined in KRS 157.200;
 - (ii) Disadvantaged; or
 - (iii) Underachieving.

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 or her child related to the gifted and talented student services plan at least once each semester.

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/her individual needs;
 - (b) Result in educational experiences commensurate with his/her interests, needs, and abilities;
 - (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, district wide, 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.

CURRICULUM

Each school **shall** provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials **shall** be those designed to challenge:

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

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

PERSONNEL

Bellevue Independent Schools **shall** ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics **shall** be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

- (1) A teacher **shall** be appropriately endorsed in gifted education in if the teacher works:
 - (a) Directly with identified gifted pupils in addition to the regularly assigned teacher;
or
 - (b) For at least one-half ($\frac{1}{2}$) 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.

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 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 state;
 - (c) Ensure internal compliance with state statutes and administrative regulations;
and
 - (d) Administer and revise the gifted education program budget.
 - (e) State funding to a district **shall** be contingent upon:
 - (f) Employing properly certified personnel to administer and teach in the program;

- (g) The annual submission of a local district gifted education year-end report;
- (h) A summative evaluation of the program and student progress; and
- (i) Complying with this administrative regulation.

PROCEDURAL SAFEGUARDS

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

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

TIMELINE FOR PTP SELECTION AND GT IDENTIFICATION

1st quarter

- Send current year GT and Primary Talent Pool student list to building administrators.
- Consult with registrars to check for new students who may have been identified in another state or district. GT coordinator will review records for eligibility based on Kentucky guidelines.
- End-date current 4th graders who have left PTP due to grade level.
- Send a list of GT students to elementary, secondary, and special area/elective teachers who are responsible for instructing GT identified students.
- Send a list to primary teachers and special area/elective teachers who are responsible for instructing PTP students.
- Review any “on watch” files of unidentified students to see if new qualifying criteria/data is available to make pending identification. GT identification can be made at any time.
- Remind K – 5th grade teachers of where to find jot-down screeners to record names of non-identified and “on watch” students whom they observe exhibiting gifted behaviors.
- Meet with teachers in grades 4-12 to review gifted service options
- Assist teachers and building personnel (as needed) to differentiate the academic and affective needs of students in grades K-3.
- Review testing data for 6th – 12th grade students.
- Review data spreadsheet regarding K – 5th grade students. Check MAP, Brigance and any additional testing data.
- Send out **Permission to Test** forms to parents/guardians for students who need additional testing.
- Send a list of students who qualify (based on test scores only) for identification to the elementary administrator as well as a list of students added to “watch list”.
- Check for 4th -5th grade students scoring at the 95th percentile or higher to begin the GT Identification process..
- Send a parent letter detailing how to access student’s updated GSSPs.
- Contact 4th - 5th grade teachers to assist with the collecting of data on students that are on the data spreadsheet with qualifying scores (GI, LA, MA, SC, SS).
- Review and update GSSPs of formally identified students and make sure strategies are checked on the GSSP in Infinite Campus.
- After updating GSSPs of students, make GSSPs viewable for families on Infinite Campus.
- Collect supporting evidence from classroom teachers which may include: behavior checklists, assessments, work samples, anecdotal information, jot-downs, etc. that could be used in the GT identification process.
- Work with 4th - 5th grade teachers to identify any students with potential Leadership, Creativity or Visual and Performing Arts (VPA) characteristics through formal nomination forms, behavior checklists, jot-downs, anecdotal notes, work samples, evidence of specific leadership roles, etc.

2nd quarter

- Evaluate any student nominated for leadership, and notify the elementary and high school administrator with results.
- Evaluate any student nominated for creativity, and notify the elementary and high school administrator with results.
- Collect supporting evidence which may include: teacher checklists, work samples, informal tests, etc. used as evidence for identification.
- Work with teachers in grade 4-12 to report student progress
- Enter student progress on report cards

3rd Quarter

- Review new testing data when available.
- Submit data from Kindergarten – 3rd grade students scoring at the 90th percentile or higher to begin the PTP selection process.
- Review any new testing data for 6th – 12th grade students.
- Send home “permission to test” forms if needed and track and collect forms that are returned.
- Check MAP data from 4th – 5th grade students scoring at the 90th percentile or higher
- Meet with grade level teachers to discuss any students who also show potential as being a high level thinker, is creative, shows leadership skills, or may be talented in the visual or performing arts as documented on jot down screeners.
- Assist teachers in gathering the required three (3) pieces of evidence (formal scores or informal assessments) in each category to meet State Criteria.
- Gather data to support potential PTP identifications and submit information.

4th Quarter

- Screen all third grade students in March for GI and administer in the classroom.
- Review any new testing data for 6th – 12th grade students.
- Review “on watch” folders of 4th - 5th graders. Check to see if further evidence is available to identify students. If so, follow fall procedures.
- Review progress of PTP students.
- Review K – 3rd grade data to see if any more students need to be added to the PTP list.
- Send behavior checklists for all third graders on PTP list to their homeroom and specialty areas teachers for next year’s data collection.
- Send home results from GI screener with final report cards.
- Help create high cluster classes for the upcoming school year.
- Send an end of the year parent survey to all GT families.
- Report progress on report cards for students in grades 4-12.
- Submit the end of year report to KDE.