



Garrard County Schools

Gifted and Talented Handbook

This handbook is a compilation of state and local guidelines, identification procedures, and examples of delivery options for gifted education services.

CURRICULUM AND INSTRUCTION

08.132

Gifted and Talented Students

District Provides

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. 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 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 Coordinator and/or the gifted education teacher,

classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

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 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, regarding their child's progress in services included in the student's services plan.

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 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 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 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 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 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](#)

[016 KAR 002:110](#); [016 KAR 004:010](#)

[704 KAR 003:285](#)

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

Related Policy: 09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 11/12/2002

Gifted and Talented Students**Selection for Services**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

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 learner (grades 4-12) and further develop 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/Funding

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom

teacher(s) or for at least one-half ($\frac{1}{2}$) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

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

Program Evaluation

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

Procedural Safeguards and Grievances

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

1. The appealing party shall submit in writing to the Gifted-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 reconsideration given.
2. The Gifted-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 in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised:11/18/04



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, districtwide, 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. (Section 9)
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. (Section 9)
14. The local school district has established a districtwide 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)

Five Areas of Giftedness

General Intellectual Ability

Student demonstrates the ability to perform at an exceptionally high level in general intellectual ability and possesses a consistently outstanding mental capacity as compared to other children of his/her age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.

Specific Academic Aptitude

Student demonstrates the ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of his/her chronological peers.

Creative or Divergent Thinking Ability

Student demonstrates the 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.

Leadership Ability

Student demonstrates the 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.

Visual Performing Arts Ability

Student demonstrates the ability to perform at an exceptionally high level in the visual or performing arts and for outstanding aesthetic production, accomplishment or creativity in areas such as art, dance, music, drama, speech and in activities requiring exceptional gross or fine motor skills.

Nomination & Identification Process

1. Teachers, administrators, and parents/guardians may nominate a student for the Gifted and Talented Program. Nomination forms, portfolio requirements, and auditions will be provided. At least two forms of supporting evidence must be included in the nomination.
 - a. Supporting forms of evidence may include: other nominations, continuous progress data, anecdotal records, classroom “jot down” charts, evidence from student portfolios, and work samples from the classroom.
2. The Gifted and Talented Committee will meet to review submissions and identify students who meet the criteria for the Gifted and Talented Program.
3. Student assessment data (standardized, norm-referenced assessments) will also be analyzed for student identification. Students who reach the 96% or 9th stanine will be considered for placement. The committee will also take into consideration the use of local norms and special circumstances as guidelines are set by the Kentucky Department of Education.

Calendar of Events

August	<ul style="list-style-type: none"> • Administration of universal screener (reading and math, grades K-8) • Administration of academic testing (reading, math, science, social studies, language arts) for 4th grade students • Administration of standardized aptitude test that measure a student's cognitive development
September/October	<ul style="list-style-type: none"> • Data analysis of assessments • Accepting nominations from parents/guardians, teachers, and administrators for visual/performing arts and leadership
October/November	<ul style="list-style-type: none"> • Nominations/applications/portfolios due (visual/performing arts and leadership) • Auditions for visual/performing arts • Nominations/applications/portfolios scored • Committee meetings to determine identification and placement
December/January	<ul style="list-style-type: none"> • Semester 1 progress reports • Administration of universal screener (reading and math, grades K-8) • Data analysis of assessments (winter universal screener) • Committee meetings to determine identification and placement • Accepting nominations from parents/guardians, teachers, and administrators for visual/performing arts and leadership
February/March	<ul style="list-style-type: none"> • Nominations/applications/portfolios due (visual/performing arts and leadership) • Auditions for visual/performing arts • Nominations/applications/portfolios scored • Committee meetings to determine identification and placement
April/May	<ul style="list-style-type: none"> • Administration of universal screener (reading and math, grades K-8) • Data analysis of assessments (spring universal screener) • Committee meetings to determine identification and placement • Semester 2 progress reports

Appeals Guidelines

Parents/Guardians and teachers/administrators of students in grades 4-12 may petition on behalf of a student not selected by the Gifted/Talented Selection Committee in the following manner:

1. The appealing party shall submit in writing to the Gifted Education Coordinator/Teacher with specific reasons why he/she thinks the screening results are not accurate or why an exception should be made.
2. The Gifted Education Coordinator/Teacher shall complete a student profile and present that, along with the petition or appeal, to the District G/T Selection Appeals subcommittee. The profile shall include a recommendation from the appealing party with substantiating evidence from the child's present and/or previous teacher(s).
3. The District G/T selection Appeals subcommittee shall hear appeals in December and April. Appeals need to be made to this committee within two weeks of the semester's selection committee's identification meeting.
4. If the G/T selection committee's appeals subcommittee determines that the student qualifies for the Gifted Education program, he/she may begin participating as soon as the parent/guardian is notified and appropriate forms are signed.
5. If the student does not qualify for the program, a written appeal may be made to the Superintendent, who must respond in writing within two (2) weeks of the appeal.
6. If the Superintendent upholds the decision of the appeals committee, the appealing party may petition with an additional appeal to the Board of Education.

Primary Talent Pool

Primary 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. (704 KAR 3:285)

Traits Commonly Found in High Potential Learners

Advanced Communication Skills

- Speaks clearly and distinctly
- Uses advanced vocabulary
- Has a sense of humor (understands riddles, puns, etc.)
- Likes to debate/argue

above age peers

- Has vivid imagination
- Enjoys problem solving

Thinking Skills

- Has excellent memory
- Retains Information easily
- Understands complex concepts
- Has keen power of observation
- Thinks abstractly
- Academically often works 2 grade levels

Behavior

- Is intensely curious
- Can concentrate for an extended period of time on project of their interest
- May build interesting and intense designs
- Is often critical of others and self
- May produce drawings with many details

Identification and Services for Primary Talent Pool

1. Nomination and inclusion in the primary talent pool is based on subjective measures. Identification is based on multiple forms of evidence. No student will be denied entrance to the program based on only one criterion. Three criteria will be used for identification. If the student meets the minimum criteria in these areas, he/she will be admitted to the primary talent pool. The three areas are as follows:
 - a. Talent Pool Indicators: The criterion is met if the student has a completed nomination form including a checklist showing traits/characteristics or behaviors of a high potential learner.
 - b. Evidence (to accompany indicators): A minimum of two forms of evidence must accompany the nomination form. The nominator may submit any of the following pieces of evidence: a collection of evidence (e.g., primary portfolios) demonstrating student performance, diagnostic data, continuous progress data, anecdotal records, formal test data, parent interview or questionnaire, primary review committee recommendation, and any other documentation which supports the student as having high potential characteristics. To meet criteria, the evidence must be considered valid, reliable, and convincing.
In addition, identification can be done according to special considerations which include environmental, language, cultural, and economic.
2. When a student is identified, parents/guardians will be notified by letter. The notification letter will clearly state the purpose of the Talent Pool and clarify that identification for Talent Pool is separate from formal identification for the Gifted/Talented program.
3. Students may be identified at any time during the primary years and will remain in the Talent Pool until the conclusion of third grade, at which time participation will be end-dated in Infinite Campus.
4. The GT Teacher/Coordinator will provide collaboration and consultation services to each elementary school's Primary Talent Pool program.
5. Transfer students from other Kentucky school districts will be admitted to the program. Out of state transfer students will be admitted based on GCS criteria.
6. When a student exits the primary program, he/she will go through the identification process(es) for inclusion in the Gifted and Talented Program, grades 4-12.

[PTP Selection Process](#)

[Signs of Exceptional Children](#)

[PTP Parent Referral](#)

[Characteristics of High Potential Students](#)

[PTP Teacher Referral](#)

[PTP Jot Down](#)

Regulation

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

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230

STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224

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, socioemotional 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 districtwide 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.)

Glossary of terms used in Gifted Education

Ability grouping - Placing students of similar ability in the same class or group for purposes of instruction. Research shows higher academic achievement gains for all students when grouped by ability and taught at a pace that matches their learning rates.

Acceleration - Faster presentation of content to more closely match the speed at which gifted students learn. Compare with grade skipping. See pacing, compacting.

Accountability- Holding students, faculty, administrators and district personnel responsible for instructional outcomes.

Achievement - Accomplishment or performance; the realization of potential. Compare with aptitude.

Advanced Placement (AP)- A program developed by the College Board where high schools offer courses that meet criteria set by institutions of higher education. In some cases college credit can be earned after completing an AP exam. (Contact college or university for their specific requirements)

Aptitude - Undeveloped potential or ability; the inclination to excel in a particular area

Asynchronous development - Different rates for physical, cognitive, and emotional development. For example, a gifted child may be chronologically 8 years old, intellectually 15 and emotionally 5. Extremes displayed by gifted children have led some experts to define giftedness itself as asynchronous development.

Bloom's Taxonomy- Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis and evaluation.

Cluster Grouping- a grouping assignment for gifted children where typically 5 or 6 gifted students with similar abilities are 'clustered', which allows the teacher to differentiate assignments to a group.

Compacting - Eliminating repetition, minimizing drill, and accelerating instruction in basic skills so that gifted students can move to more challenging material.

Constructivism - The theory that new knowledge is an active product of the learner integrating new information and perceptions with prior knowledge. It is based on the work of John Dewey, Jean Piaget, and Lev Vygotsky.

Content - The academic subject matter studied in an educational program or class.

Convergent thinking - Thinking which results in conventional solutions and answers or conformity. Contrast with divergent thinking.

Cooperative learning - Students working in small groups within a classroom on the same assignment. There is often a division of tasks but the same grade is given to all. Cooperative learning groups with students of similar ability with complementary skills tend to work most smoothly.

Differentiation- Adapting the curriculum to meet the differing needs and abilities of students within a class. One strategy for differentiating the core, grade level curriculum is to modify the content or subject according to the following theories:

Depth- students go further, deeper and more elaborately within a subject area.

Complexity- students make relationships and associations across and between subject areas. They study relationships over time and from different points of view.

Novelty- students personalize their understanding. They express their knowledge in their own words and ways.

Acceleration- students can move at a faster pace or with more difficulty.

Discovery method - A variety of student-centered approaches to teaching, including the **Socratic method**, in which the teacher acts as a guide and/or resource. Unlike programmed instruction, the emphasis is not on efficiency in mastering a predetermined body of knowledge, but in developing students' abilities to learn how to learn.

Divergent thinking - Thinking which results in novel, unique, or creative solutions or answers. Contrast with convergent thinking.

Enrichment - Deeper coverage of content often provided for gifted students. Contrast with acceleration

Exceptional learners - Students with an IQ in the bottom (retarded) or top (gifted) three percent of the population, or those with other physical or mental differences which affect learning.

Gifted and Talented- Although school districts differ in their identification and labeling process of Gifted and Talented, The federal Elementary and Secondary Education Act defines gifted as "students who give evidence of high potential or capability in areas such as intellectual, creative, artistic or leadership capacity who need special services and activities not ordinarily provided to fully develop those capabilities.

Grade skipping - Promotion to a higher grade. Often confused with acceleration

Heterogeneous Grouping- grouping students by mixed ability or readiness levels. In this environment a teacher is expected to meet a broad range of students' needs. Compare with Homogeneous grouping

Higher order thinking skills - Abstract reasoning, critical thinking, and problem solving abilities

Homogeneous Grouping- Grouping students according to similar readiness and ability. The purpose of this grouping is to allow students to spend more time with their peers and restrict the range of needs that a teacher must address.

Identification - The selecting and labeling process. Requirements to be identified as gifted vary between school districts.

Inclusion - Grouping of students in regular classrooms without regard to ability.

Independent study - Self-education, often using self-selected resources and driven by student interest.

Individual education plan (IEP) - A written document which states the student's unique characteristics and needs, educational goals and objectives to meet those needs, and instructional materials and services to be provided.

Individualized instruction - Content and pacing of instruction geared toward the individual's unique learning styles, abilities, needs, and goals.

Inquiry method - See discovery method.

Integrated curriculum - Combination of content from two or more subjects to enhance meaning through interconnectedness of knowledge. See brain based teaching.

Intelligence - A general concept of mental ability, often summed up as the ability to learn from experience. The concept was put into a measurable form as intelligence quotient, but theorists such as Howard Gardner believe there are multiple intelligences which traditional IQ tests do not sample. Others counter that multiple intelligences are merely manifestations of an underlying general factor ("Spearman's g"). Pragmatically in schools, intelligence has come to mean whatever intelligence tests measure, regardless of the test's reliability or validity

Intelligence quotient (IQ) - A quantitative representation of cognitive ability which results from testing a sample of cognitive skills. The formula is intellectual age divided by chronological age, times 100. For example, someone 10 years old with an intellectual age of 13 would have an IQ of 130. This is called the "ratio IQ."

Javits Act - Federal legislation originally passed in 1988 to provide grant money for gifted and talented programs and research

Levels of giftedness - According to IQ measurements, the following labels are generally accepted:

- Bright - 115 and above
- Gifted - 130 and above
- Highly gifted - 145 and above
- Exceptionally gifted -160 and above
- Profoundly gifted - 175 and above

Multiple intelligences - Constructs of intelligence that include more aspects of mental ability than the conventional concept of intelligence. Howard Gardner proposed seven intelligences: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. He recently added an eighth: naturalist.

Overexcitabilities - A term originated by Kazimierz Dabrowski to describe excessive response to stimuli in five psychic domains (psychomotor, sensual, intellectual, imaginal, and emotional) which may occur singly or in combination. Overexcitabilities are often used to describe certain characteristics of the gifted. "It is often recognized that gifted and talented people are energetic, enthusiastic, intensely absorbed in their pursuits, endowed with vivid imagination, sensuality, moral sensitivity and emotional vulnerability.

Pacing - The speed at which content is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal. Because gifted students are usually able to learn faster, they often need accelerated pacing.

Peer group - People with which one feels equal. Due to gifted students' asynchronous development, they may have very different intellectual, social, and emotional peer groups.

Perfectionism - The desire to execute tasks flawlessly. Gifted children may develop perfectionism after entering school, as they perform better than their classmates. Later, such perfectionism may lead to avoiding challenges so as not to appear imperfect.

Portfolio - A collection of student work that demonstrates achievement for purposes of assessment.

Pull-out - A part-time special educational program that takes exceptional learners out of the regular classroom for a limited time. Many elementary gifted programs are once a week, pull-out, and enrichment activities. Since gifted students are gifted all day, every day, pull-out programs alone seldom meet their needs

Self-contained - A classroom is self-contained if the students in it spend the entire day (or the bulk of the day) with the same teacher. Elementary education is almost always conducted in self-contained classrooms. Self-contained programs can also be geared toward grouping by ability, disability, or other labels placed on students, such as the label "gifted."

Self-esteem - A subjective feeling of self-worth built from the respect and sense of worth reflected back on the person from significant others.

Standardized test - A test taken by many students under identical conditions which allows results to be compared statistically to a standard such as a norm or criteria. See reliability, validity.

State mandates - In the absence of a federal mandate for gifted education, many states have passed mandates. The level, quality, and availability of services vary widely from state to state.

Tiered Assignments- A strategy to differentiate instruction in which all students work toward the same goal but activities are geared toward each student's level of knowledge and understanding.

Twice exceptional - A term used to describe a student who is both gifted and disabled.

Underachievement - A significant difference between ability and performance. A gifted underachiever is often defined as having superior intelligence, yet working below grade level.

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