



PERRY COUNTY
S C H O O L S

Gifted and Talented Program

Handbook and Board Policy

Updated July 1, 2022

TABLE OF CONTENTS

Gifted and Talented Services Overview.....	2
Primary Talent Pool Administrative and Assessment Guidelines.....	4
Early Signs of Giftedness.....	7
An Informal Measure for Use in Primary Talent Pool.....	8
General Intellectual Ability.....	9
Specific Academic Aptitude.....	10
Leadership.....	11
Visual or Performing Arts.....	12
Creative or Divergent Thinking Ability.....	13
The Selection Process for Primary Talent Pool	
Flow Chart.....	14
4th-12th Administrative and Assessment Guidelines.....	15
General Intellectual Ability/ Administrative	
Ability.....	16-19
Type of Assessment	
/Procedure.....	16-19
Evidence of General Intellectual Ability.....	16-19
Specific Academic Aptitude.....	19-20
Assessment Procedure.....	21-22
Creativity.....	23
Leadership.....	24
Visual and Performing Arts.....	25
Process to Identify Gifted and Talented 4th-12th Students	
Flow Chart.....	26
District / School GT Placement Committee Function and Goals.....	27
Perry County Gifted and Talented Services.....	28
General Characteristics of Giftedness.....	31
Perry County Gifted and Talented Handbook.....	36
Perry County Board Policy for Gifted and Talented	
Students.....	50
Flowcharts for All Gifted and Talented	
Categories.....	59
General Estimates of Identified Gifted and Talented Students.....	67

Perry County Schools Gifted and Talented Services Overview

Areas in which Kentucky identifies students as gifted:

Definitions per: 704- KAR 003.285

GENERAL INTELLECTUAL ABILITY (GI)

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same 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. (704 KAR 3.285)

SPECIFIC ACADEMIC APTITUDE (SA)

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

CREATIVITY (C)

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by Innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

LEADERSHIP (L)

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)

VISUAL AND PERFORMING ARTS (VPA)

Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3.285)

Identification of gifted students occurs in October and February of each school year. Transfer students from other Kentucky school districts who have been previously identified as gifted and talented will be admitted into the gifted program. Out-of-state transfer students who have been identified will be admitted pending information sent by the previous school.

Primary Talent Pool **Administration and Assessment Guideline**

Services Provided for Gifted and Talented Students

The Talent Pool: Recognizing High Potential Learners K-3

Primary talent pool students are identified informally by teachers as having potential gifts and talents in one or more areas. With collaboration between the classroom teacher and GT resource teacher, primary talent pool students may be placed into cluster groups for instruction. Once placed into the talent pool, students remain there until the end of the 3rd grade. Some of the students will then be formally identified as gifted and talented during the 4th grade.

"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 Section 1 Definition 31

"Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool. 704

KAR 3.285 Section 1 Definition 21

"High potential learners" means those students who typically represent the top quartile (twenty-five 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 interest and abilities.

704 KAR 3.285 Section 1 Definition 19

Administrative Guideline in the Primary Program

1. 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.
2. 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.
3. A minimum of three of the following assessment options shall be used to screen and refer students for services through a talent pool:
 - a. a collection of evidence demonstrating student performance (e.g., primary portfolios)
 - b. behavioral checklist
 - c. diagnostic data
 - d. continuous progressive data
 - e. anecdotal records
 - f. available formal test data
 - g. parent interview or questionnaire
 - h. primary review committee recommendation
 - i. petition system
 - j. other valid and reliable documentation

4. All service needs to be differentiated and matched to student needs.
5. The classroom teacher shall have the primary responsibility of meeting the needs of the Primary Talent Pool.

Early Signs of Giftedness

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
 - Intense reactions to noise, pain or frustration
 - Less need for sleep in infancy
- Long
attention span
- Sensitivity
and compassion
- Perfectionism
 - Unusual alertness in infancy
 - Vivid imagination (for example, imaginary companions)

Perry County Early Learning Profile

An Informal Measure For Use in the Primary Talent Pool

Primary teachers may use information from the Brigance Kindergarten Entry Screener to help refer students into the primary talent pool.

Primary teachers can use the parent conversations as an opportunity to gain information about students with high potential. For example, a parent may indicate that their child reads intermediate level chapter books at home. The child may not think it is appropriate to read those kinds of books in their primary classroom because they do not see other children reading chapter books. Parents may say their child enjoys playing chess at home. The teacher may not be aware that the child plays chess because chess games are not available in the primary classroom or the child may not have anyone to play chess with at school.

Suggestions for Parent Interview

- What kinds of games does your child play at home?
- Tell me about the kind of reading your child enjoys.
- Tell me about your child's writing.
- Talk about the kinds of problem solving your child does at home.
- Mathematics can involve sorting, measuring, telling time, making patterns, counting, and much more.
- Talk about your child's interest in these areas.
- What do you see as some of your child's strengths?
- Talk about your child's interest in the arts.

General Intellectual Ability

General intellectual ability means possessing either the potential or demonstrated potential to perform at an exceptionally high level in general ability and possessing a consistently outstanding mental capacity as compared to children of one's 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 (704 KAR 3:285)

At least three informal measures dealing specifically with general intellectual ability should be gathered to place students in the Primary Talent Pool so the students may receive services related to their general intellectual ability. When opportunities are provided which allow primary students to display abstract reasoning, logical reasoning, social awareness, memory, spatial relations, analysis, synthesis, and evaluation of information, the data can be collected and used when considering placement for a student in the Primary Talent Pool in the area of general intellectual ability. The specific General Intellectual Ability Jot Down may be used during open-ended activities to record the names of students exhibiting the characteristics of general intellectual ability.

Data from a formal test which may have been administered to all primary students may be used to include students in the Primary Talent Pool. Also, after the talent pool has been established all primary students might be given the SAGES-2 Assessment, Raven's Coloured Progressive Matrices, or Naglieri Nonverbal Ability Test, and the score be used to include students who were missed in the informal process. The scores may NOT be used to remove a child from the talent pool, however. The use of the Raven's Coloured Progressive Matrices in this way serves as a safety net to ensure that typically underrepresented children have equal access to G/T services. It is especially effective in discovering intellectually gifted children who are often overlooked – disadvantaged, ethnically/culturally diverse, underachieving, and children with disabilities.

Specific Academic Aptitude

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific areas significantly beyond the age, experience or environment of one's chronological peers. While students with specific academic aptitude are typically of at least above intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas.

At least three informal measures dealing with each specific area should be gathered to place students in the Primary Talent Pool so they may receive services related to specific academic area(s). When open-ended opportunities are provided which allow primary students to display exceptionally high levels of ability in a specific academic area, the data can be collected and used when considering placement for a student in the Primary Talent Pool for a specific academic area(s). The specific **Academic Jot Down** may be used during open-ended activities to record the names of students exhibiting characteristics in specific academic areas.

Data from a formal achievement test which was administered to all primary students may be used to include students in the Primary Talent Pool for specific academic aptitude. Example: All primary students were administered the MAP. Scores in specific academic areas (math, reading, etc.) may be used as one measure when looking for students in specific academic areas.

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 successfully reach those goals. (704 KAR 3:285)

At least three informal measures dealing specifically with leadership characteristics should be gathered to place a student in the Primary Talent Pool so they may receive services related to their leadership abilities. Informal opportunities which allow students to display their natural leadership ability will provide a rich resource for collecting informal measures which can be used when considering placement for a student in the Primary Talent Pool in the area of Psychosocial or Leadership Ability.

The Leadership Jot Down may be used by primary teachers as they observe students during open-ended activities, such as the playground or prior to the start of class, to record the names of students exhibiting characteristics of leadership. Other educators such as art teachers, librarians, PE teachers, etc. may also find open-ended leadership opportunities and then fill out a Leadership Jot Down.

Visual or Performing Arts Ability

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 productions, accomplishment, or creativity in areas such as art, dance, music, drama, speech, and in activities requiring exceptional gross or fine motor skills. (704 KAR 3: 285)

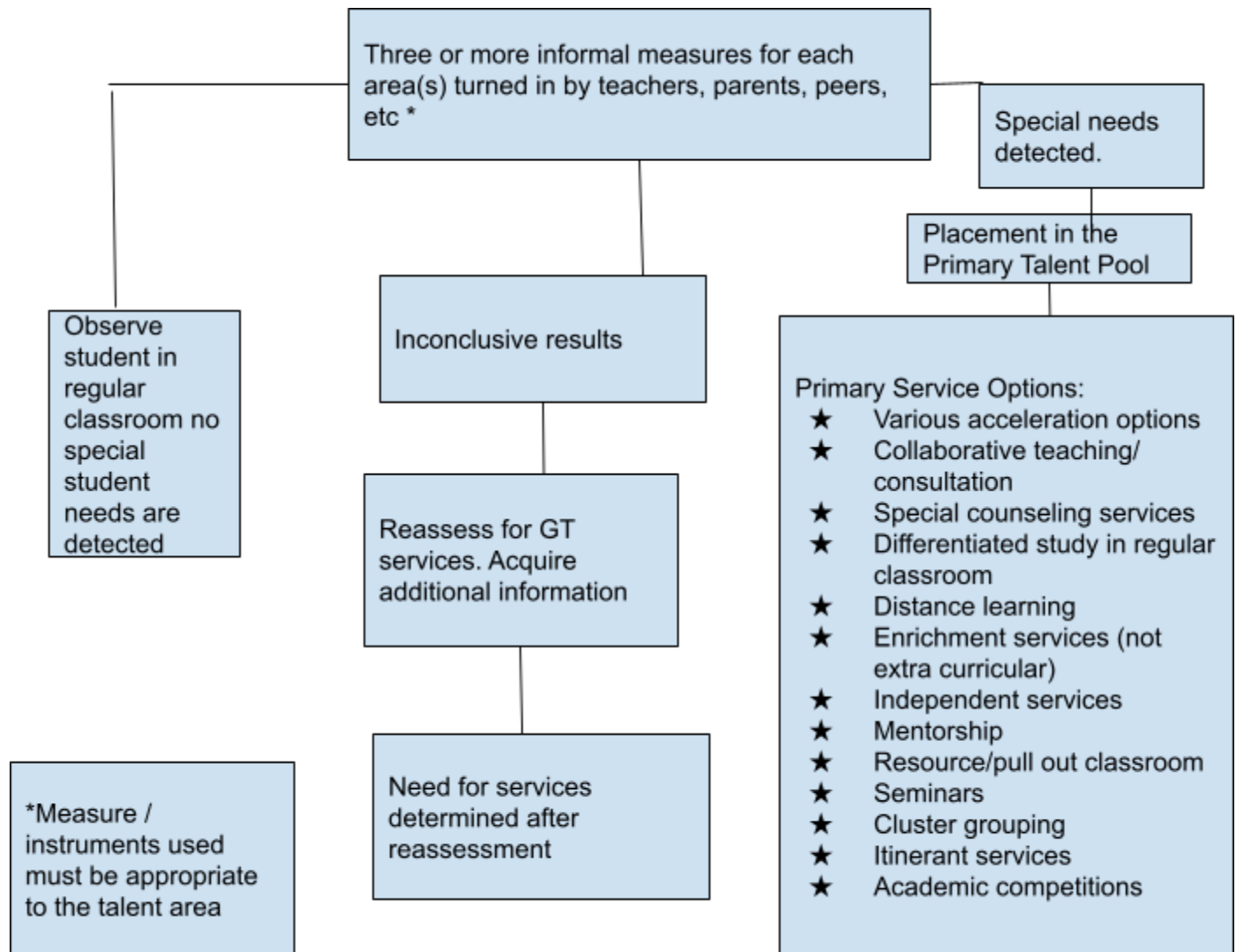
At least three informal measures related to each specific area of the visual or performing arts for which a student is being considered for the Primary Talent Pool should be gathered to place students in the Primary Talent Pool so they may receive services related to specific visual or performing arts ability. When open-minded opportunities are provided which allow primary students to display exceptionally high levels of ability in an area of the visual or performing arts, the data can be collected and used when considering placement for a student in the Primary Talent Pool for a specific visual or performing arts area(s). The Art, Music, Dance, and Drama **Jot Downs** may be used during open-ended activities to record the names of students exhibiting characteristics in the visual or performing arts.

Creative or Divergent Thinking Ability

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)

At least three informal measures related to each specific area of creativity, for which a student is being considered for the Primary Talent Pool, should be gathered to place students in the Primary Talent Pool, so they may receive services related to creativity. When open-minded opportunities are provided which allow primary students to display exceptionally high levels of ability in the area of creativity, the data can be collected and Creativity **Jot Downs** may be used during open-ended activities to record the names of students exhibiting characteristics of creativity.

The Selection Process for Primary Talent Pool



Gifted and Talented Grades 4th-12th Administrative and Assessment Guidelines

General Intellectual Ability

General intellectual ability means possessing either the potential or demonstrated ability to perform at an exceptionally high level in general ability and possessing a consistently outstanding mental capacity as compared to children of one's 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. (704 KAR 3:285)

Administrative Procedure:

1. General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability.
2. An intellectual score *must* be used for identification of intellectually gifted students.
3. Students who score in the ninth stanine on a test of mental ability must be considered; if no other criteria validates score, give a second similar mental ability test and/or individual intelligence test.
4. When a student scores low on a formal measure, yet other factors show potential, a second individual mental ability test will be given. Other assessments may include STAR assessments, MAP assessments, I Ready, etc..
5. One-third to one-half of intellectually gifted students will be missed if teacher recommendations are used to determine which students will be tested. Testing of all students is the most effective and equitable approach.
6. It is recommended that a nonverbal test of mental ability, such as the SAGES-2 Reasoning Assessment (Screening Assessment for Gifted Elementary and Middle School Students) or IOWA (ITBS) in conjunction with

CogAT be given to all students during the second semester of the last year of primary.

7. Students who did not achieve a 9th stanine but who show substantial evidence of gifted ability shall be given a second test. If the second test score is not in the 9th stanine, an individual test may be necessary.

8. The Naglieri Nonverbal Ability Test, RAVEN, Otis Lennon, or Slosson may be given as another test to validate the score.

9. It is very important to differentiate between general intellectual ability and specific academic aptitude. It is not appropriate to use achievement test scores and/or evidence of classroom achievement as a requirement for this category

Assessment Procedure:

*The SAGES-2 Reasoning Assessment (Screening Assessment for Gifted Elementary and Middle School Students) or IOWA/ CogAT will be administered to all students in the fall semester of their 4th grade year in the primary. These assessments are given as an attempt to reach special populations of intellectually gifted students who may be underachievers or learning disabled students. This group diminishes the need for teacher recommendations and decreases the likelihood of overlooking a special population of students.

The Raven Progressive Matrix test may be administered at other grade levels and to individual students who are new to our district.

Two Pieces of support documentation also must be provided. These include teacher checklists that include intellectual characteristics of underachieving and disadvantaged, parent inventories, student interest inventories, anecdotal records of observed advanced reasoning, peer nomination, etc.

Optional/Retest

General Intellectual Ability shall be determined by composite scores in 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

documentation shows potential, the district shall administer an individual mental ability test.

Perry County shall offer:

____ SAGES 2

____ IOWA

____ CogAT

Evidence of general intellectual ability shall include three of the following:

1. High performance on an individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to understanding or disadvantaged gifted learners (General Intellectual Ability Jot Down);
4. A collection of evidence from portfolios demonstrating student performance;
5. Inventory checklist of behaviors specific to gifted performance;
6. Continuous progress data;
7. Anecdotal records of observed advanced level reasoning;
8. Peer nominations;
9. Parent interview or questionnaire (Parent Inventories);
10. Student interest inventories;
11. Primary review committee recommendation for those entering the fourth grade;

12. Self-nomination or petition system;
13. Student awards or critiques of performance or products specific to general intellectual; and
14. Other valid and reliable documentation

Specific Academic Aptitude

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of one's chronological peers. While students with specific aptitude are typically of a least above average intellectual ability, they are often extremely capable of high performance in one or very few related academic areas. (704 KAR 3:285)

Administrative Procedure

1. Specific academic aptitude shall be determined by a score in the ninth stanine on one or more subject area achievement tests.
2. When a student scores low on a formal group measure of academic strength, yet other factors show potential, the district shall administer an individual achievement test in that area of strength.
3. It is very important to differentiate between general intellectual ability and specific aptitude.
4. Off-level testing (a test prepared for older students) may be given to determine specific academic ability and to assist in appropriate instructional grouping assignments.
5. A student may be identified as academically gifted in one, two, three, or all four of the content areas.
6. ACTs, and/or other state mandated tests (KPREP, Plan, Explore, etc.) may be used for identifying students in specific academic areas.

Assessment Procedures:

A specific academic achievement test score in the 9th stanine on one or more subject test scores of an achievement test will be used as one measure of academic achievement. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized achievement test. Specific Academic Aptitude shall be identified in the areas of : Math, Science, Language Arts, and Social Studies.

Our district shall use the following assessments:

_____ SAGES-2 (Mathematics/Science or Language Arts/Social Studies)

_____KSA*

_____MAP*

_____I Ready*

*If a student is a high performing student in the classroom setting, but did not score in the ninth stanine on the K-Prep or MAP, a subject area portfolio should be compiled for that student as evidence toward a G/T placement. Two other pieces of evidence would then be needed for a G/T placement.

Evidence of specific academic aptitude shall include three of the following:

1. High performance on an individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;

4. Student progress data;
5. Teacher checklist
6. Cumulative records
7. Parent inventory
8. Special achievement and awards in academic areas;
9. Subject area portfolios;
10. Student self-nomination;
11. Peer nomination;
12. Specific Academic Area Qualities Jot Down
13. Other...

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:

Assessment Procedure:

Creativity shall be determined through the use of informal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability shall include three of the following:

1. Creative writing samples;
2. High scores on tests of creativity (e.g., Williams or Torrance, etc.)
3. Behavioral checklist or observations specific to creative behavior;
4. Observation of original ideas, products, or problem-solving
5. Teacher checklist;
6. Cumulative records;
7. Parent inventories;
8. Student interest inventory;
9. Student products;
10. Creative Thinking Jot Downs;
11. Portfolio entries;
12. Student self nomination;
13. Other

Leadership

Assessment Procedure:

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 shall include three of the following:

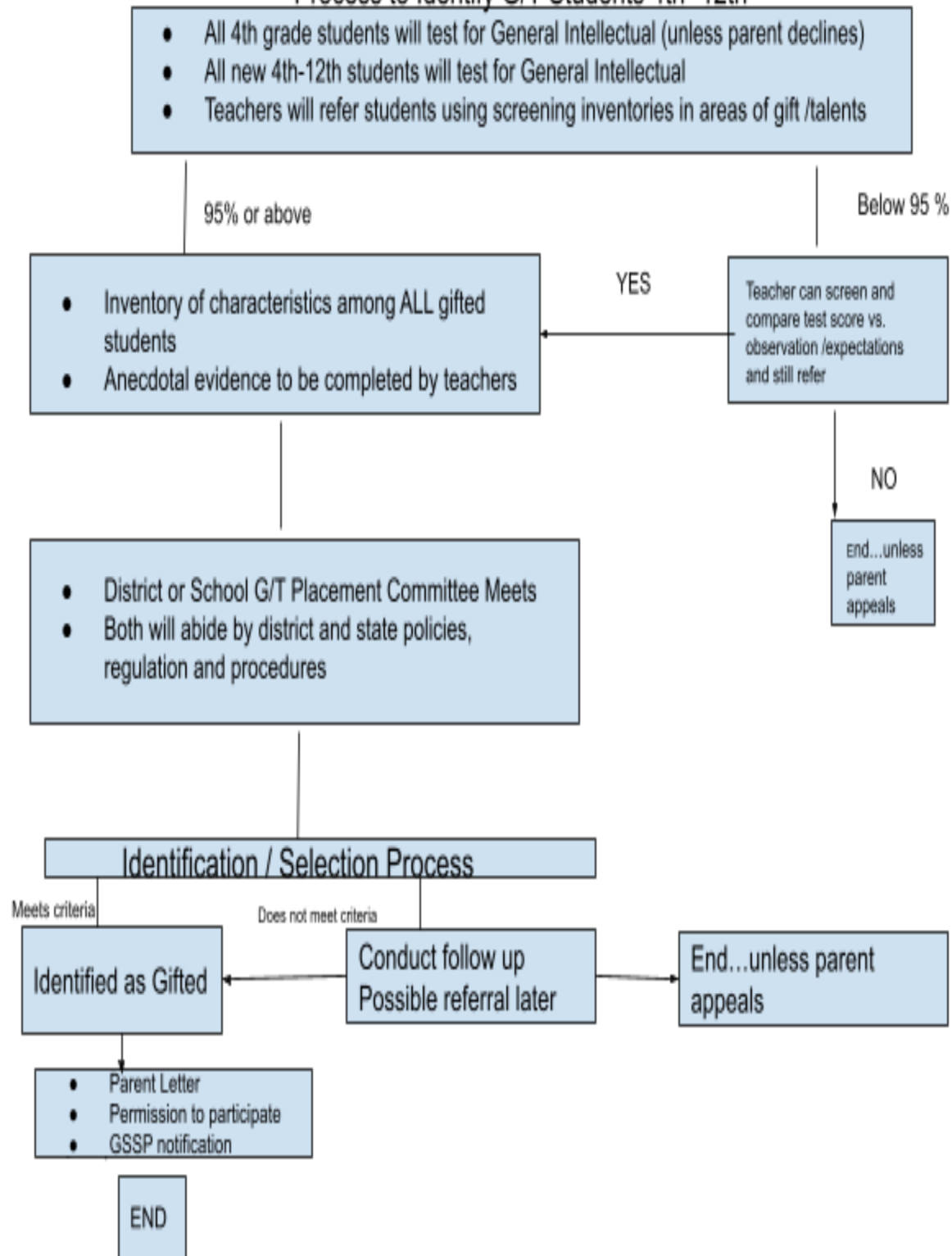
1. Teacher checklist
2. Student written resumes.
3. Sociograms
4. Peer nomination
5. Behavioral checklist or observations specific to creative behavior
6. Portfolio entries
7. Offices held by students in extracurricular activities and class government
8. Cumulative records
9. Parent inventories
10. Student interest inventory
11. Anecdotal records
12. Peer nominations
13. Leadership Qualities Jot Down
14. Student self nomination
15. Other....

Visual and Performing Arts

Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, products, and portfolio assessment by specialists or professional artists. Evidence of visual and performing arts shall include three of the following

1. Awards or critiques of performance;
2. Portfolio of visual or performing arts ability;
3. Auditions;
4. Assessment by specialist or professional;
5. Teacher recommendation;
6. Letters of recommendation;
7. Student interest inventory;
8. Peer nomination;
9. Student self-nomination;
10. Student products;
11. Visual/Performing Arts Jot Down
12. Parent inventories
13. Other...

Process to Identify G/T Students 4th- 12th



District/School GT Placement Committee Functions and Goals

RECOMMENDED SERVICE PLANS

- Level of services needed by each student to further develop diagnosed level of ability
- Underachievers needing counseling, special resources
- Extremely advanced needing possible grade-skip
- Children with disabilities needing IEP to meet gifted needs
- Needs in academic areas which can be met in differentiated cluster; needing instructional grouping more than one year beyond grade level; needing instruction at level beyond grade level; needing instruction at level beyond school offerings, etc.
- Services which best match diagnosed abilities and needs
- Services which meet leadership, creative needs
- Ensuring multiple service delivery options

Perry County Gifted and Talented Handbook
Gifted and Talented Services:

1. After placement in the gifted and talented program, individual school councils will determine the responsible personnel for delivering the differentiated services.
- 2. The regular classroom teacher must serve all gifted students.**
3. The district recommends that the school's teachers and administration focus on providing leadership and counseling opportunities to all gifted students. The GT teacher will focus on cluster groups of intellectually gifted students.
4. Regardless of which teacher is responsible for delivery of services, **multiple service options** will be used in all grades and services will match each student's needs, interests and abilities.
 - a. Various acceleration options
 - b. Advanced placement and honors courses
 - c. Collaboration teaching and consultation services
 - d. Special counseling services
 - e. Differentiated study experiences for individual and cluster groups in the regular classroom
 - f. Distance learning
 - g. Enrichment services during the schools day (not extracurricular)
 - h. Independent study
 - i. Mentorship
 - j. Resource services in a pull-out classroom or other appropriate setting
 - k. Seminars
 - l. Travel study options
 - m. Special schools or self-contained classrooms; grades 4-12 only;
5. Each school shall have in place a Gifted and Talented Placement Committee. Recommendation for committee composition is:
 - a. The school principal
 - b. The Gifted and Talented School Resource Teacher
 - c. One primary teacher
 - d. One immediate teacher
 - e. One resource teacher
 - f. School Counselor (if available)

6. A Gifted Student Service Plan shall be written for each formally identified Gifted and Talented Student for each school year. The GSSP shall include:

- a. Area of identification
- b. Identified services
- c. Personnel responsible for providing services
- d. Signatures of GT placement committee members
- e. Parent signature

7. A student progress report shall be entered into Infinite Campus and parents will be able to view all reports through Infinite Campus

8. Individual school's Site Base Decision Making Councils shall adopt a policy addressing the issue of school work missed while GT student is attending a GT class or activity.

General Characteristics of Giftedness

These are typical factors stressed by educational authorities as being indicative of giftedness. It would be **uncommon** for one child to display **all** of the characteristics, but consider children who display multiple characteristics below:

- Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humanity and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to a considerable depth.
- Is markedly superior in quality and quantity of written word, spoken vocabulary or both; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance or drama; shows sensitivity and finesse in rhythm, movement and body control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.

- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

Other common GT characteristics can be found at:

<https://www.nagc.org/resources-publications/resources/my-child-GT/common-characteristics-GT-individuals>

<https://www.publicschoolreview.com/blog/10-characteristics-of-the-gifted-child>

High Achievers – GT Learners – Creative Thinkers

A High Achiever...	A GT Learner ...	A Creative Thinker ...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answer questions in detail	Ponders with depth and multiple perspectives	Inject new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if....

Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well

Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Perry County Gifted and Talented Handbook

704 KAR 3:285

Programs for the Gifted and Talented

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 students 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 curriculum 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.)

Perry County Board Policy
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 academic and psychosocial needs of these students.

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 students' 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 and 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 GT 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 service plan that meets requirements set out in administration regulation.

Each school shall adjust its curriculum to meet the needs of the gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular grouping and differentiated curriculum experiences commensurate with the student's interests, needs, and abilities; and
3. Helps the student attain, to a high degree, the goals established by statute and the Board of Education.

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 1 gifted education service option.

Personnel

The Superintendent shall appoint a Gifted and 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 and 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 the 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 and 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 of Education who shall determine if District goals are being accomplished.

Annual Evaluation

The Gifted and Talented Coordinator and Teacher shall form a committee consisting of district wide representation. Administrators, teachers, parents, students, and community members shall make up this committee. The Gifted and Talented Coordinator and Teacher shall draft a method for this committee to provide feedback, which will include surveys and questionnaires. The collection of this information will take place in May of every school year and revisions will be made in June of each year.

Gifted and Talented Students

KY State Procedural Safeguards and Grievances

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

1. The appealing party shall submit in writing to the GT Coordinator the specific reason s/he believes the screening results are not accurate, or talent pool services or service options in the Gifted Student Services Plan (GSSP) are not appropriate and why an exception should be made for these students.
2. The GT Coordinator shall compile student data and present it along with the petition or appeal to the GT 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 10 working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the committee shall consult with the school council.
4. If the committee rules in favor of the parent/student, the following options shall apply as appropriate:
 - a. She/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b. A change in either the services and GSSP or provision of services shall be made in a timely manner.
5. If the committee rules against the parent/student, 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 school 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.

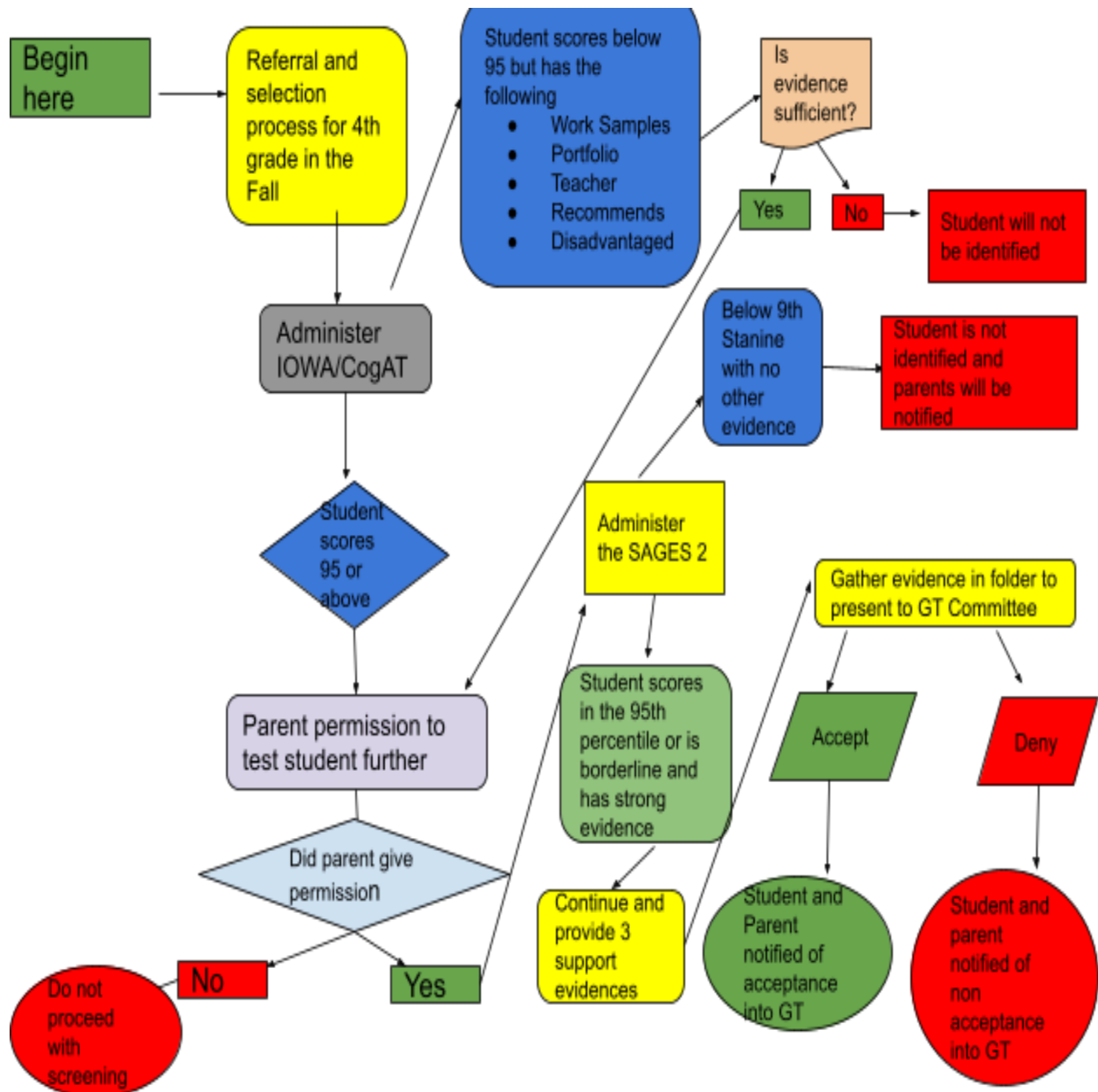
This policy and the procedures to implement it shall be made available for public inspection.

REFERENCES:

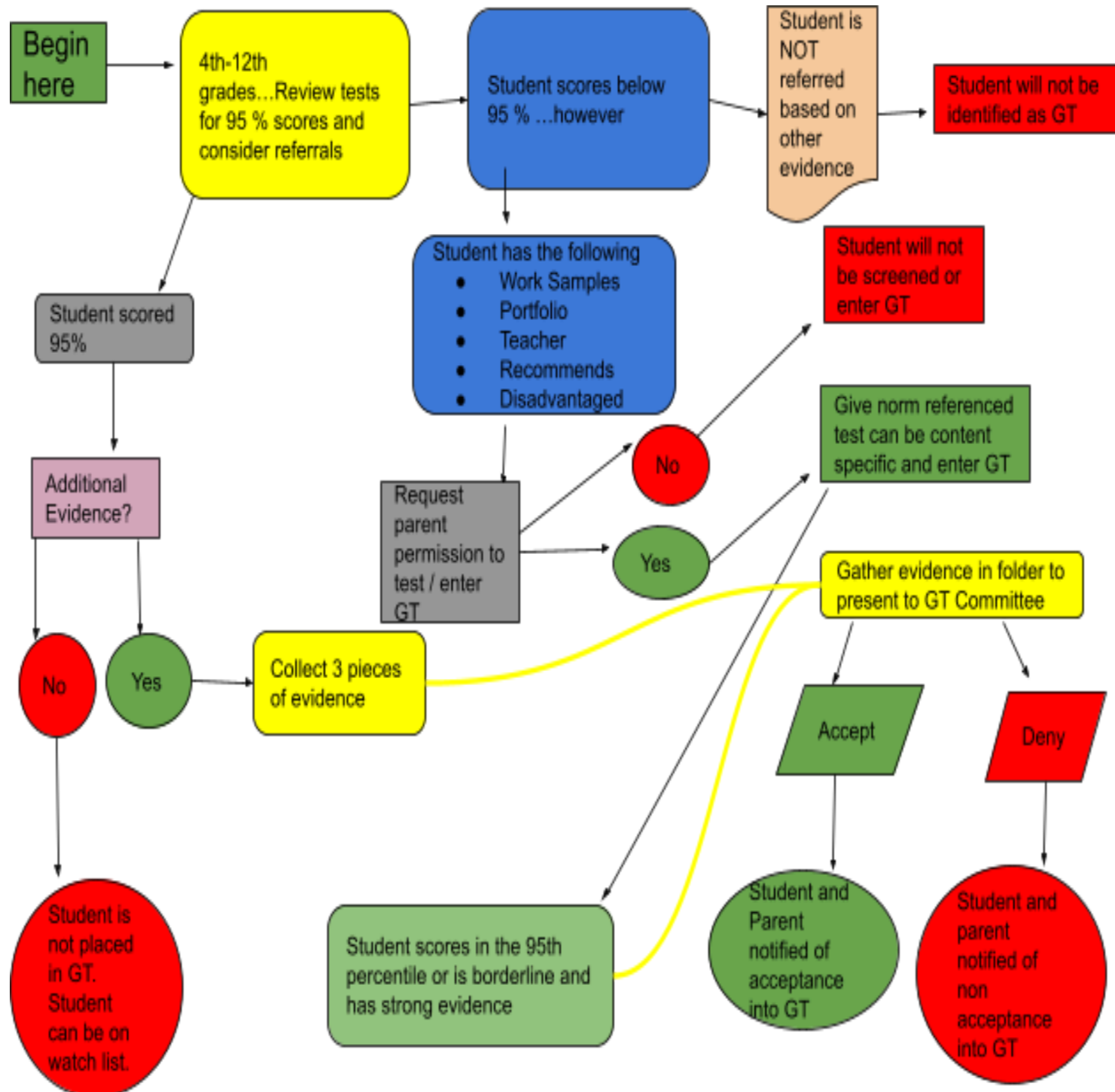
KRS 157.196; KRS 157.200; KRS 157.224; KRS 157.230; KRS 158.6451
703 KAR 004:040; 704 KAR 003:285
016 KAR 002:110; 016 KAR 004:010
A Framework to Provide Successful Learning Opportunities for Gifted and
Talented Students, Kentucky Department of Education
KRS 161.052; KRS 161.095

Flowcharts for All Areas of Gifted and Talented Education

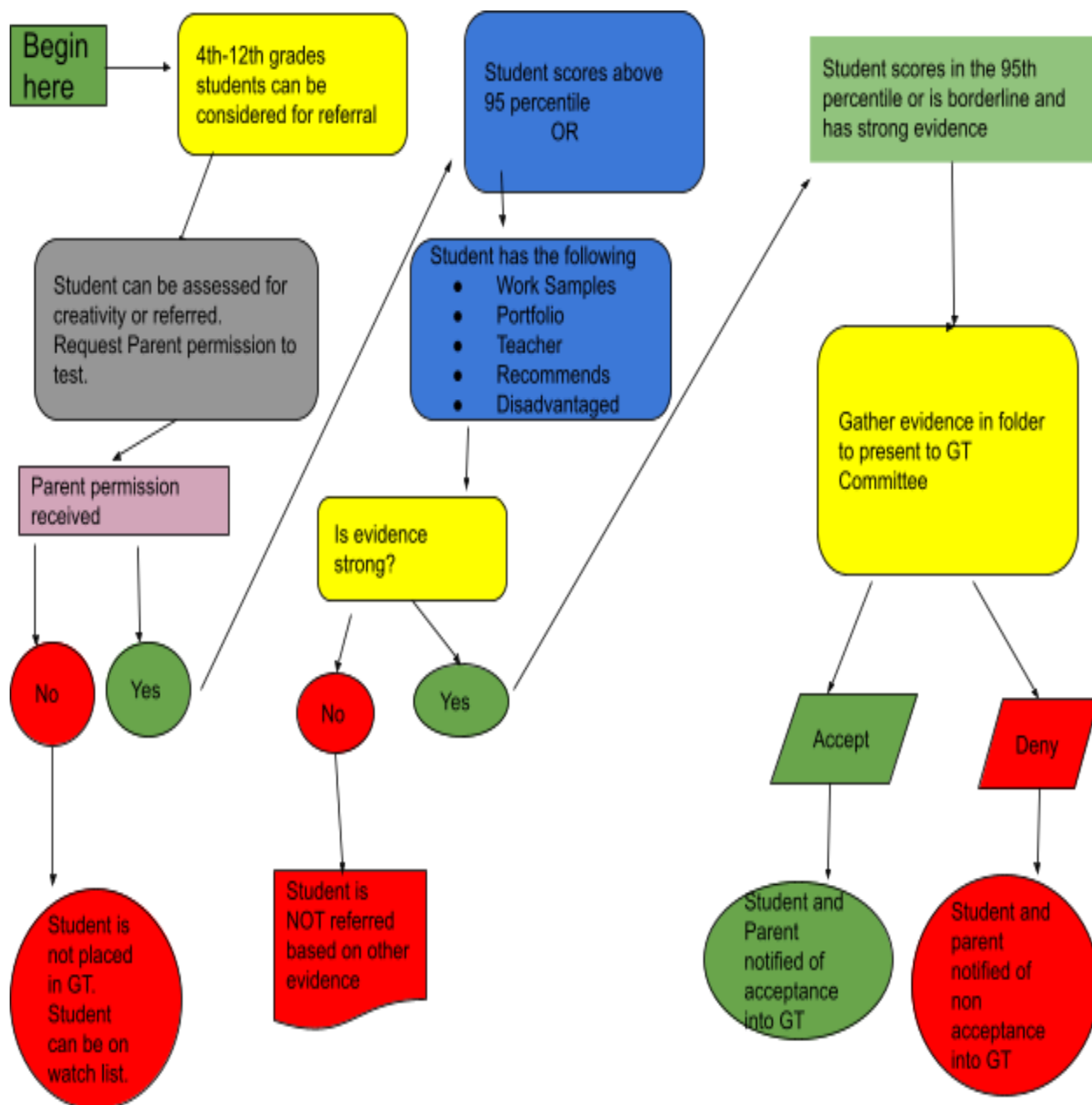
Screening Process for General Intellectual Ability



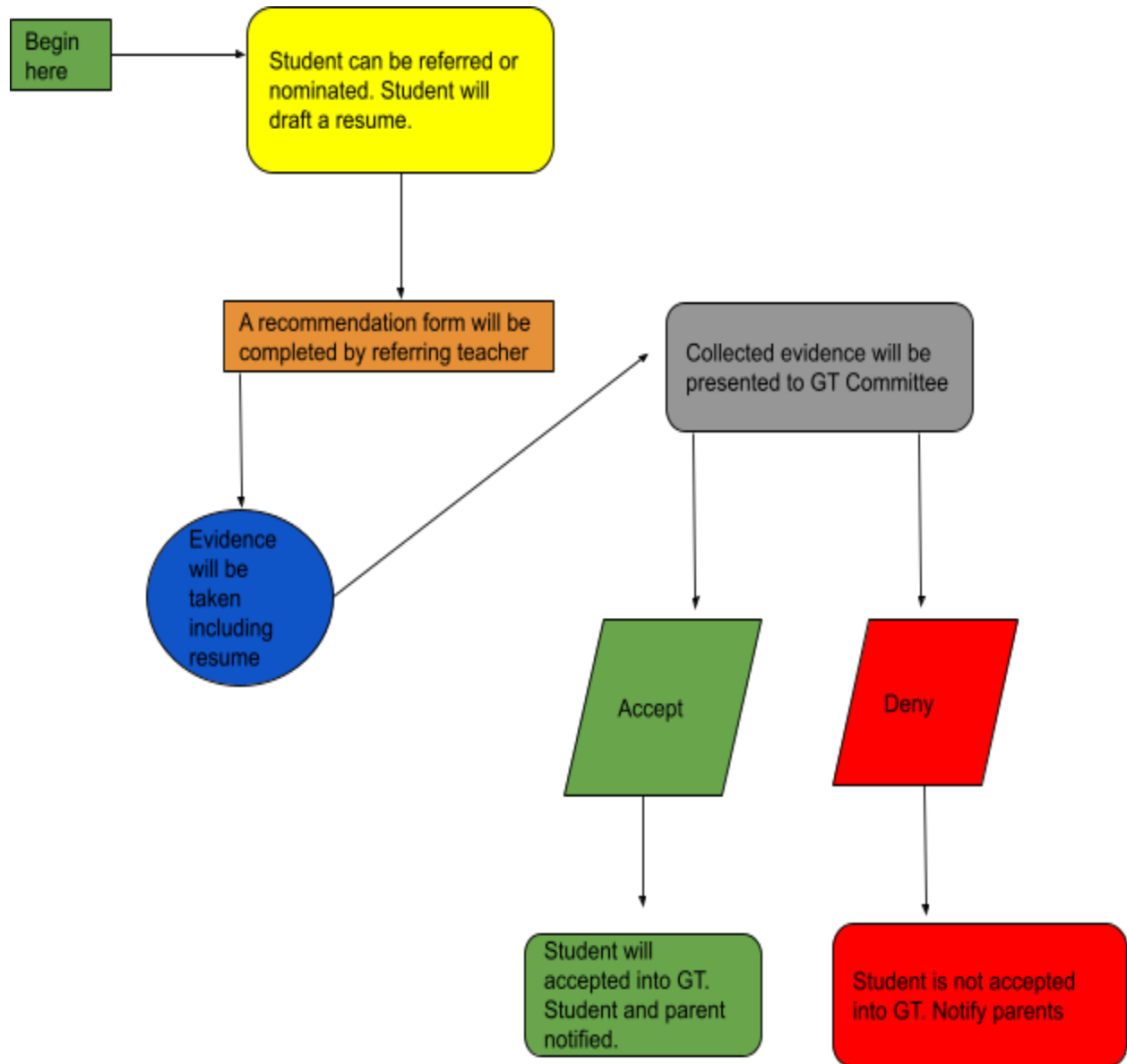
Screening for Specific Academic Aptitude



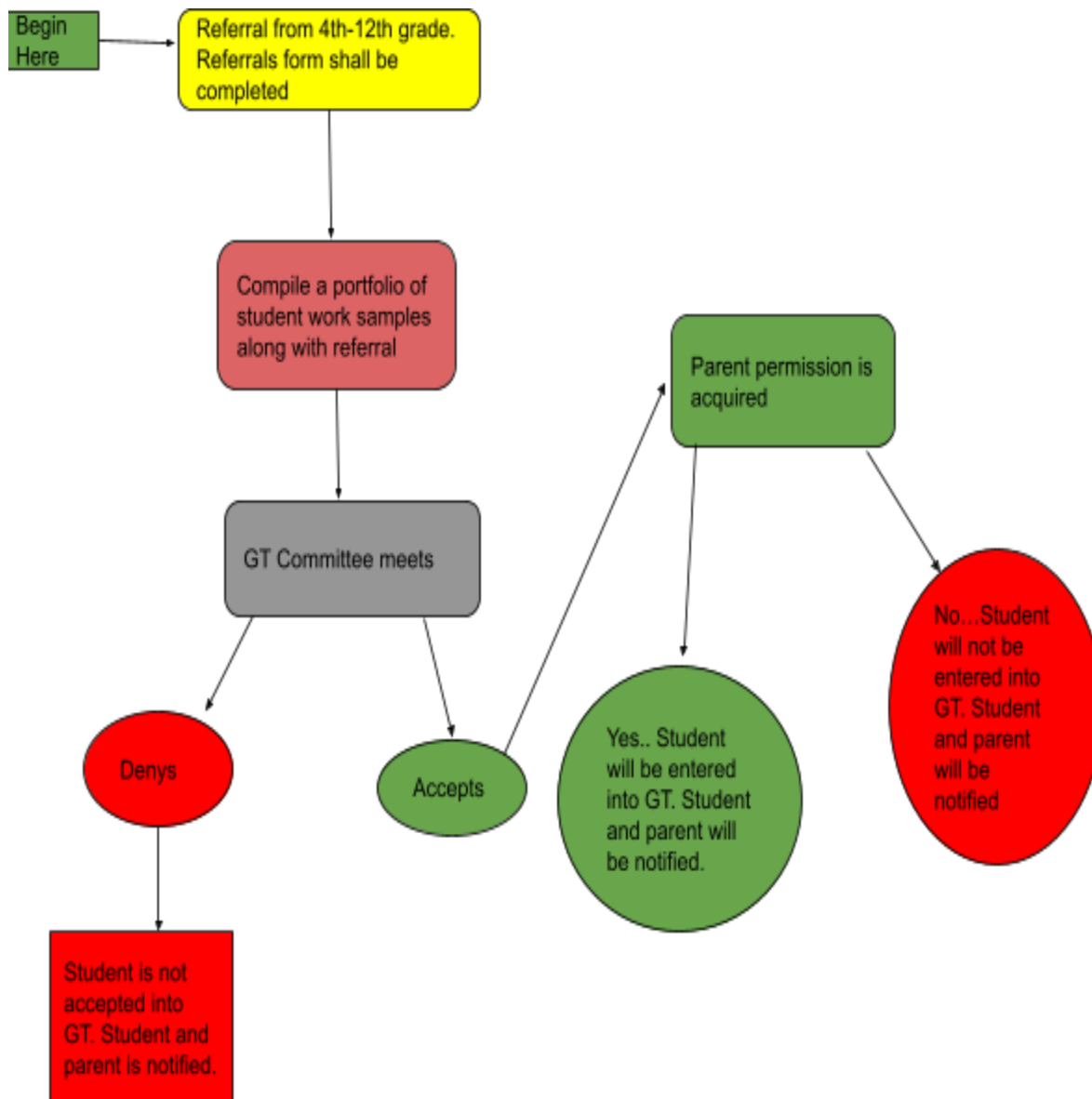
Screening Process for Creativity



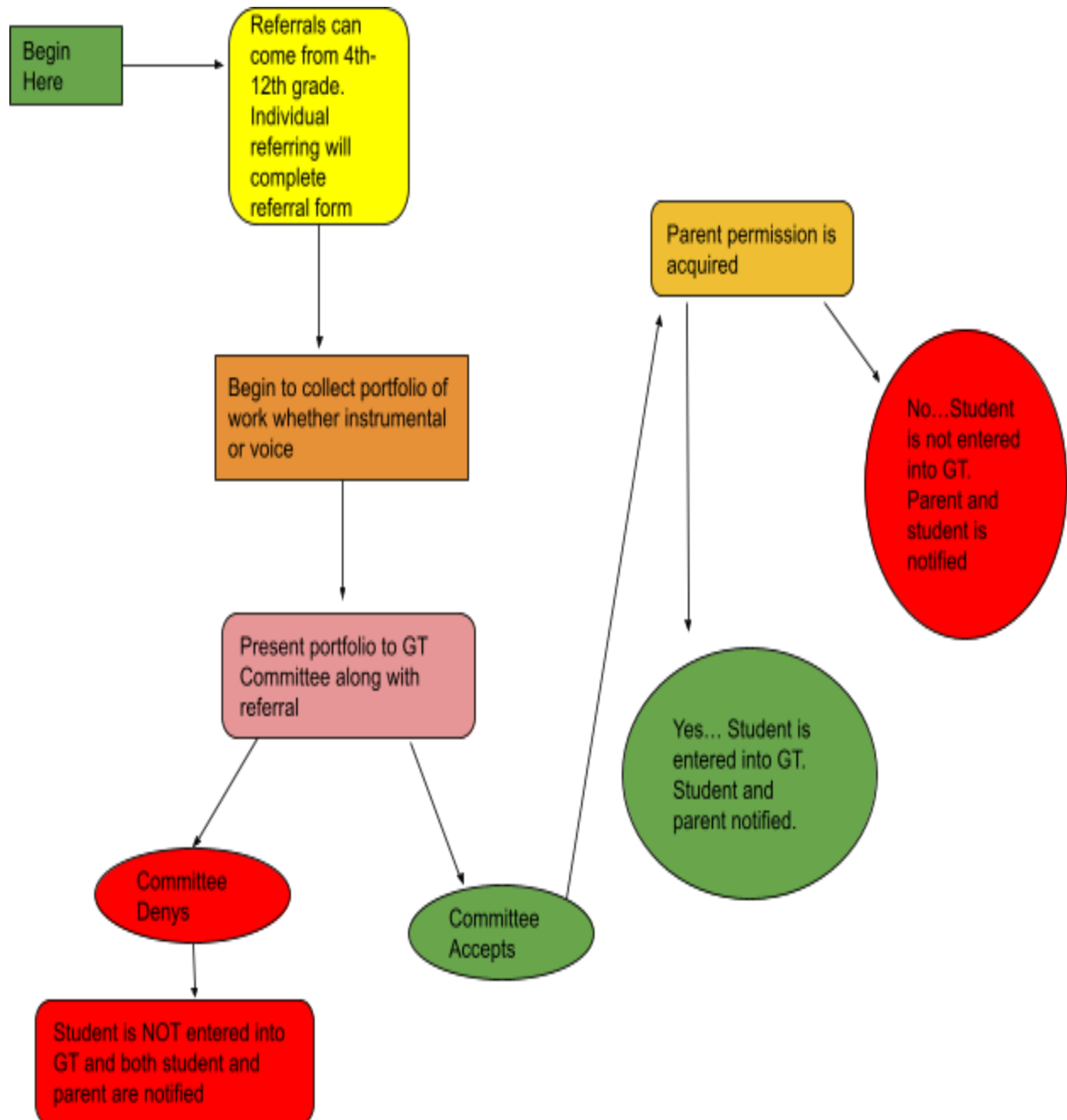
Screening Process for Leadership



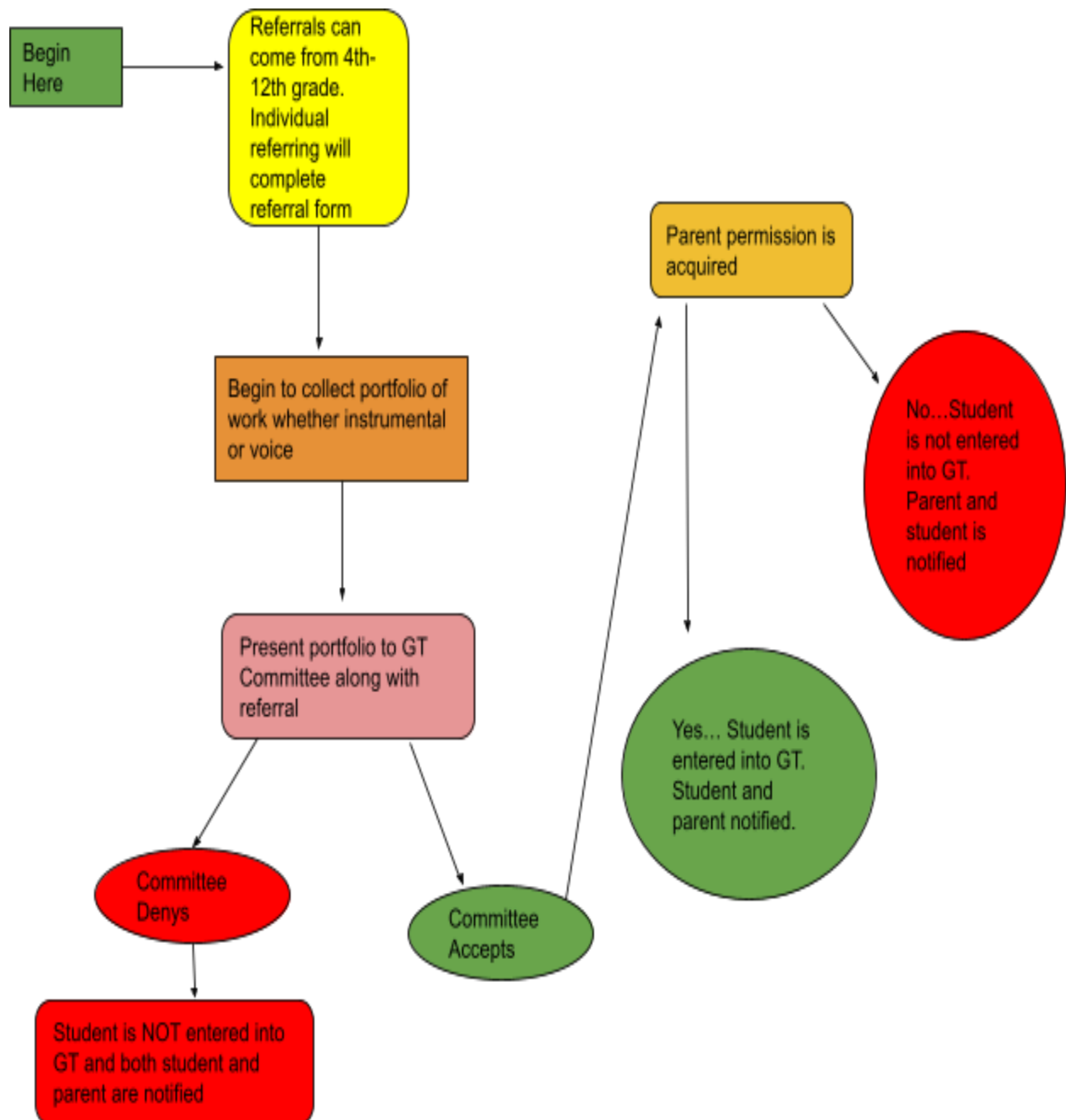
Screening Process for Visual Art



Screening Process for Performing Arts-Music



Referral Process for Drama



General Estimates of Identified Gifted and Talented Students

2021-2022

Creative of Divergent Thinking	7.7%
General Intellectual	6.9%
Leadership	10.7%
Language Arts	6.6%
Math	3.6%
Science	1.5%
Social Studies	.5%
Visual and Performing Art-ART	13.2%
Visual and Performing Art- DANCE	1.5%
Visual and Performing Art- DRAMA	1.0%
Visual and Performing Art-MUSIC	9.5%
Primary Talent Pool	37.4%