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SECTION I
FOUNDATIONAL STATEMENTS

Gifted And Talented Educational Services
(G.A.T.E.S.)

Boone County Schools Mission Statement:
“Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve his or her highest potential as a learner and citizen.”

“Stakeholders” for gifted and talented services are the community members, parents, school personnel, site base councils, and students in Boone County who contribute to or partake of gifted and talented services provided by the school district.

“All children can learn” as it relates to gifted and talented students means that the Boone County District recognizes the unique pace, styles, and necessary instructional strategies that match the needs, interests, and abilities of gifted and talented students to develop potential and make continuous progress.

“Providing a challenging educational environment that allows each student to achieve his or her highest potential” as it relates to gifted and talented students means matching the placement and services to gifted and/or talented students that are commensurate with the student’s needs, interests, and abilities.

Philosophy
In accordance with the district mission statement, in recognition of the differentiated needs of gifted and talented students, and matching student talents with the district’s resources and strengths, gifted and talented students will have their needs met by regular classroom teachers in collaboration with the gifted and talented resource teachers. Students identified as gifted and talented are gifted and talented 24 hours a day, 7 days a week. The classroom teachers and instructional coaches will provide opportunities to broaden and extend the learning process to meet the needs of these children as indicated in their Gifted Student Services Plans. Learning experiences will challenge them at their level on a daily basis through qualitatively differentiated content, process, products and/or performances. All teachers of gifted and talented students will incorporate cluster grouping, curriculum compacting, and other appropriate instructional strategies, as evidenced in lesson/unit plans.
**Goals:**

**Goals for the Gifted Services/Learning Support Services are:**
- to identify students who possess 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
  - visual or performing arts
- to assist students in reaching their greatest potential as learners
- to develop an awareness in all staff members that gifted and talented students have unique cognitive and affective needs
- to increase the efforts meant to maximize the potential of gifted and talented students sometimes “left behind” – such as underachievers, children of minority, and children with special needs who are also gifted and talented – and to provide them with appropriate enrichment experiences.
- to assist classroom teachers in providing appropriate and adequate services to gifted and talented students while in the regular classroom setting
- to provide appropriate and adequate professional development to K-12 staff on the characteristics of gifted and talented learners and methods/strategies staff can use in the regular classroom to meet the academic and affective needs of the gifted and talented student

**Goals for students are:**
- to develop academic abilities to master new and different curriculum challenges
- to develop talents in the areas of leadership and the arts for personal fulfillment and contribution to their community.
- to develop his/her individual potential while interacting with his/her intellectual peers to gain a realistic appraisal of his/her own ability
- to develop positive self-concepts and an appreciation of his/her giftedness to be successful in interaction with others
- to develop higher order organizational, analytical, critical, and creative thinking skills in order to solve problems
- to learn how to learn in order to meet the career challenges that he/she will face outside the classroom in the 21st Century
- to become producers and not just users of information

**Goals for school staff members are:**
- to provide a learning environment that will permit and encourage the identified gifted and talented student to develop his/her individual potential in his/her identified area while interacting with intellectual and age peers
- to establish a climate that values and enhances the individual and his/her abilities
- to provide instruction using differentiated content, process, and products to meet the needs of students in their area(s) of identification as stated in the Gifted Student Service Plan (GSSP)
• to fulfill professional roles and responsibilities and understand legal and ethical issues relevant to the education of gifted and talented students

**Standards**

**Operational Standards*:**

• Articulated, primary through grade twelve (12), multiple service delivery options that are qualitatively differentiated to meet the students’ needs, interests, and abilities and promote continuous progress

• Primary program services provided within the framework of the primary program requirements allowing for continuous progress through a differentiated curriculum and flexible grouping/regrouping based on individual student needs

• Primary program services that shall not preclude the continued, appropriate use of resource services, acceleration options, or specialized service options made on an individual basis

• An education plan, Gifted Student Services Plan (GSSP), grades 4-12, that matches a formally identified gifted and talented student’s interests, needs, and abilities to appropriate services

• Grouping for instructional purposes and multiple service delivery options (cluster grouping, flexible grouping and regrouping)

**Student Standards*:**

• A comprehensive framework or course of study for children and youth who are identified as possessing gifted and talented characteristics, behaviors, and talents

• Differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment or the learning goals established in KRS 158.6451

• Ongoing assistance for students identified as gifted and talented to further develop their individual interests, needs, and abilities

• Services during the school day

* As established by the State Advisory Council for Gifted Education
NATIONAL STANDARDS

• Gifted and talented education services must include curricular and instructional opportunities directed to the unique needs of the gifted and talented learner.

• Appropriate gifted and talented programming must include the establishment of a systematic means of developing, implementing, and managing services.

• The development of appropriate gifted and talented education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

• Program evaluation is the systemic study of the value and impact of services provided.

• Gifted and talented education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted and talented learners.

• Gifted and talented learners are entitled to be served by professionals who have specialized preparation in gifted and talented education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who posses exemplary personal and professional traits.

• Gifted and talented learners must be assessed to determine appropriate services.

The National Association for Gifted and Talented Children has established National Standards for gifted and talented education in the United States. A complete documentation of these standards can be accessed through the following website:

EQUAL ACCESS

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 the gifted and talented program shall be based on criteria as stated in 704 KAR 3:285 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 instruments to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation; Screen students for all areas of giftedness as defined by KRS 157.200. (BCBOE 08.132)
SECTION II Legal Authorization

STATE REGULATIONS RELATED TO GIFTED AND TALENTED

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


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 and talented education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted and talented 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 and talented teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted and talented student while in the regular classroom setting.

(7) “Counseling services” means effectively-based counseling assistance planned in coordination with the gifted and talented 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 and talented 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 and talented education coordinator or a gifted and talented 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 and talented 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 and talented 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 and talented education.

(25) “Primary review committee” means primary teachers, counselors, administrators, gifted and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented categories;
3. Continuous progress data;
4. Anecdotal records;
5. Peer nominations;
6. Formal testing data specific to gifted and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented 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 and talented education in accordance with 704 KAR 20:280 if the teacher works:

(a) directly with identified gifted and talented 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 and talented students.

(2) All other personnel working with gifted and talented 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 and talented 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 and talented 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 and talented education after the annual submission of the local district education plan shall be coordinated through the district gifted and talented education coordinator. If the change will cause a major or significant adjustment to the district gifted and talented education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted and talented education funding shall designate a gifted education coordinator to:

(a) Oversee the district gifted and talented 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 and talented 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 district-wide 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 and talented 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.)

158.622 Administrative regulations of Kentucky Board of Education relating to advanced placement courses -- Duties of Department of Education relating to advanced placement and dual enrollment programs -- Credit for Virtual High School and advanced placement courses.

(1) By December 31, 2002, the Kentucky Board of Education shall promulgate administrative regulations establishing the criteria a school shall meet in order to designate a course an advanced placement course, including content and program standards concerning student admission criteria, data collection, and reporting.

(2) Upon receipt of adequate federal funding for these purposes, by December 31, 2002, the Department of Education shall:

(a) Expand advanced placement teacher training institutes, including offering advanced placement teacher training instruction and assistance through the Kentucky Virtual High School or in conjunction with the Council on Postsecondary Education through the Kentucky Virtual University;

(b) Require teachers who are planning to participate in advanced placement teacher training and complete advanced placement training at advanced placement institutes facilitated by the department to sign an agreement to teach at least one (1) advanced placement course in a Kentucky public school or the Kentucky Virtual High School when assigned by the school principal;

(c) Develop the Kentucky Virtual Advanced Placement Academy which shall offer school districts and their students access to a core advanced placement curriculum through the Kentucky Virtual High School;

(d) Identify, in conjunction with the Council on Postsecondary Education, resources at the secondary and postsecondary levels that can be directed toward advanced placement or dual enrollment instruction;

(e) Compare the costs of offering advanced placement courses through traditional on-site instruction, the Kentucky Virtual High School, and other methods and shall offer each school district assistance, if requested, in analyzing how the school district can most cost-effectively offer the largest number of advanced placement courses;

(f) Identify current and future funding sources for advanced placement or dual enrollment instructional programs and the amount of funds available or anticipated from those sources; and

(g) Submit a report to the Kentucky General Assembly outlining compliance with this section.

(3) Beginning with the 2002-2003 school year and thereafter, each school district shall:

(a) Accept for credit toward graduation any course a student successfully completes through the Kentucky Virtual High School and incorporate the grade the student receives in a Kentucky Virtual High School course in calculating that student's grade point average without distinction between the grade received in the Kentucky Virtual High School course and courses taught within the school district for which the student receives a grade;

(b) Accept for credit toward graduation and completion of high school course requirements an advanced placement, a high school equivalent, or a Kentucky Virtual High School course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College
Board Advanced Placement examination or a grade of "B" or better in a high school equivalent or a Kentucky Virtual High School course; and (c) Pay tuition and other costs for students from their districts who are enrolled in a Kentucky Virtual High School course for credit that is part of the student's regular school day coursework by proportionately sharing funds generated under KRS 157.360 or other funding sources.

**Effective:** July 15, 2002


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**Subject: Senate Bill 80/Excused Absences**

**TO:** All Superintendents  
**FROM:** J. Stephen Kirby  
Director Legal Services  
Kentucky School Board Association  

**DATE:** May 12, 2004

**Senate Bill 80/Excused Absences**

Senate Bill 80 (SB 80) requires a principal to allow a student an excused absence of up to ten (10) days to pursue an "educational enhancement opportunity." In conversation with KDE, we were told they believe the statute provides for ten (10) days per school year, if the student meets the required standards. We have been asked our opinion of when and under what circumstances this provision would apply.

First, the principal must determine that the request for an excused absence will be of "significant educational value." (Emphasis Added). Clearly the principal is expected to use his or her good judgment to decide if the request is of significant educational value. The benefit must be significant, not minor and not something which is an afterthought to a non-educational purpose. A recreational trip is not a trip that delivers significant educational value.

Second, what is "educational value?" Reading the bill I believe the trip must be tied to one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts. A trip connected to an out-of-school activity, not tied to the core curriculum subjects, does not qualify under the statute. SB 80 specifically states that the bill does not include "nonacademic extracurricular activities." The request must be tied to one of the core curriculum subjects and it must be of significant value.

Third, examples of the type of activities covered by the bill are included in SB 80. For example, it may be an "educational foreign exchange program" or an "intensive instructional, experiential or performance program." (Emphasis Added.) The opportunities are not limited to these examples, but these are the examples offered by the statute. According to SB 80, the program does not have to be sponsored by the school district. The "intensive" language should be read in conjunction with the "significant educational value" language. The proposed activity must provide a significant educational value composed of an intensive program related to the core curriculum. From that I gather that the central and major purpose of the trip must be educational. For example, a program that offers an hour or two of lectures and the rest of the day left to recreational activities, would raise questions of whether it was an intensive program that delivered significant educational value. After viewing the contents of the program a principal would use his or her good judgment to determine if the program met the standards of SB 80.

Students who receive an excused absence are allowed to make-up missed school work and class grades are not to be adversely affected due to lack of class attendance or participation in class. A student who receives an excused absence under SB 80 shall be counted as present when calculating average daily attendance for purposes of SEEK. Students are not eligible for an excused absence under SB 80 if the absence would occur during the C.A.T.S. testing window, or during the testing window of a district-wide assessment. However, if there are "extenuating circumstances" the principal may grant an absence. It appears that a principal has ample discretion in this circumstance. That's not to say a principal doesn't have discretion in other circumstances to determine if a request is of "significant educational value", only that if a request falls within a testing window, the balance shifts more to the district to determine if the absence will be granted.

If a student's request for an excused absence is denied, the student may appeal first to the superintendent. The superintendent, according to SB 80, may uphold the principal's decision or alter the decision. If the principal's denial is upheld by the superintendent, the student may appeal to the board of education.
704 KAR 5:060. Entrance of five (5) year olds into primary school program for compulsory attendance purposes.

RELATES TO: KRS 156.031, 159.010, 159.020
STATUTORY AUTHORITY: KRS 156.070, 159.130

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.031 requires that administrative regulations relating to statutes amended by the 1990 Kentucky Education Reform Act be reviewed, amended if necessary and resubmitted to the Legislative Research Commission prior to December 30, 1990; and KRS 159.010 and 159.020 require any five (5) year old child who has voluntarily "entered" the primary school program to thereafter be subject to compulsory attendance laws. This administrative regulation is necessary to interpret official and final entry into the primary school program for such children to occur only after the first two (2) months of school to allow for withdrawal of five (5) year olds demonstrating a lack of maturity or readiness for beginning the primary school program.

Section 1. Any five (5) year old child not otherwise subject to compulsory attendance laws, but who voluntarily enrolls in the primary school program at the beginning of the school year, may upon parental or guardian's written request be withdrawn from the program at any time within the first two (2) school calendar months, at the end of such trial period of time such a child shall be considered irrevocably entered into the primary school program for purposes of KRS 159.010 and 159.020. (15 Ky.R. 1194; eff. 12-2-88; Am. 17 Ky.R. 2057; eff. 2-7-91.)

157.196 Individual education plan for exceptional children -- Administrative regulations.
(1) The General Assembly declares that parents play a critical role in the education of their students. Parents have a major responsibility to assist in the education of their students and deserve respect and meaningful involvement in the decision-making process related to the students' education.
(2) Each exceptional student as defined in KRS 157.200 shall have an individual education plan that shall serve as the centerpiece of the student's educational career and the communication vehicle between the parents and school personnel. The plan shall enable the parents and school personnel to decide the student's educational needs, the services needed to achieve those needs, and the anticipated results. The plan shall be used as a document to monitor the student's progress. School personnel shall provide the parents with reports of the progress toward the student's annual goals at least as often as report cards go to nondisabled students.
(3) The Kentucky Board of Education shall promulgate administrative regulations establishing procedures for the development and monitoring of individual education plans that are in compliance with the Federal Individuals with Disabilities Education Act, as amended. These administrative regulations shall be written in clear, easily understood language that is free of education jargon.

Effective: July 15, 1998
Page 1 of 1
Boone County School Board Policy

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:

3. Employ a multi-faceted approach and utilize on-going and long-term assessment;
4. 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;
5. Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted/Talented coordinator or gifted and talented 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 grouping and differentiated curriculum 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 and talented 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 and talented 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 and talented 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 and talented 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
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

Adopted/Amended: 10/10/2002
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 and talented 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, district-wide, 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 and talented 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 and talented 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 and talented education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

12. The district has designated a gifted and talented education coordinator to oversee the district gifted and talented 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 and talented 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 and talented 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 district-wide 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)
SECTION III

Primary Talent Pool Students – Grades K-3

Policy References:

(704 KAR 3:285 Section 1(31))

(704 KAR 3:285 Section 1(18))

(704 KAR 3:285 Section 1(7))

(704 KAR 3:285 Section 1(8))

PROCEDURE

PROCESS FOR SELECTION

1. Nominations for Primary Talent Pool (PTP) may occur at any time throughout the Primary years (Grades K-3). Parents, Teachers, other school personnel may nominate students in the specific areas where the student shows strength. Selection for Primary Talent Pool is an on-going process and nominations may be made any time gifted characteristics are observed. Nomination forms may be obtained from the gifted and talented administrative contact or GT coordinator.

2. To be included in the Primary Talent Pool a student shall have at least three (3) pieces of evidence that reflect strengths and/or potential in each specific area(s) of giftedness. Evidence may include the following:
   - Anecdotal records
   - Available formal test data
     - Coloured Raven
     - Primary TCS/2
     - STAR Reading
     - STAR Math
     - Scantron Reading
     - Scantron Math
     - AIMS WEB
   - Checklist inventories of behaviors specific to gifted and talented categories
   - Collection of evidence (e.g.: Work sample, primary portfolios) demonstrating student performance is 1-1/2 to 2 years above that of age peers
   - Continuous progress data (progress report(s)/report card(s))
   - Diagnostic data (screening measures)
   - Parent interview/questionnaire/referral
   - Surveys/interest inventories
   - Jot-downs/observations
   - Checklists of gifted and talented behaviors appropriate to area of nomination
   - Petition system
   - Primary Review Committee recommendation
   - Evidence of formal identification in previous school district from out of state
   - Evidence of participation in a Primary Talent Pool in another school district in Kentucky
   - Other valid and reliable documentation as outlined in 704 KAR 3:285
3. Nationally normed assessment(s) will be administered to students whose profile exhibits evidence of inconsistent data. Assessments shall not be used for the purpose of disqualifying the student’s eligibility for services. However, normed measures may be used for diagnosing levels of instructional services needed by the student and for evaluation of progress. Measures may also be used to discuss and include students overlooked by informal measures.

4. Once data is collected for PTP the gifted and talented administrative contact/chairperson of the Primary Review Committee will meet with said committee to review data and select qualifying students to be placed in the Primary Talent Pool. The committee shall consider environmental, cultural, and disabling conditions. The membership of the Primary Review Committee includes primary teachers, counselors, gifted and talented administrative contact, gifted and talented education personnel, specialty area teachers and other appropriate personnel familiar with the child’s potential or demonstrated abilities to include parents as appropriate. The gifted and talented administrative contact will chair the meeting.

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.

**NOTIFICATION**

1. After students are selected for the PTP, Primary Review Chairman will prepare an updated list of Primary Talent Pool students and will distribute to appropriate school personnel.
2. Regulations do not require parental notification. Schools may determine if parental notification is necessary.

**SERVICES**

1. After selection, school personnel will differentiate instruction, as appropriate, to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom teacher to provide appropriate services to students in the PTP. Services may include but are not limited to Core Extension enrichment, cluster grouping, flexible grouping/regrouping, acceleration (subject or whole grade), counseling services, mentorships, etc. PTP students will be included in any district initiatives related to primary students i.e. Explore More, various enrichments activities as noted on G.A.T.E.S. web site.
2. Classroom and specialty area teachers may consult instructional coaches or GT coordinator for resources to differentiate instruction, extend curriculum and provide enrichment and may collaborate, as appropriate, for those students whose talents must be nurtured to fully develop.

Students transferring into Boone County schools with evidence of formal identification in another state or selected for Primary Talent Pool in another Kentucky school district will become part of the PTP services. Additional data may be collected in determining needed services.
Nomination is made by Teacher, Parent, Self, Peer. Forms are available from building GT Chairperson.

Classroom teachers may administer screenings which could include Sociograms, peer surveys for Leadership and Creativity, self-surveys, jot-downs etc. Results are given to building GT Chairperson. Students scoring within the range of the top quartile of the grade level will be observed for high potential. Classroom teachers may review any formal data on students.

GT Chairman collects names of potential Pool and shares with GT Coordinator.

Chairperson sends Student Behavior Checklists/jot downs to Teachers.

Chairperson sends Student Inventories Checklists to Students.

School personnel records evidence/data on PTP Collection Sheet.

All forms and data are returned to GT Chairperson from parents, students, and teachers. Chairman may review data with GT Coordinator.

Primary Review Committee will review the list of students and their formal and informal data to select students for Primary Talent Pool based on their potential for high achievement (at least three pieces of evidence per area of strength).

If selected, parents may or may not be informed as to their child’s selection.

Buildings provide services to selected students. Primary teachers will differentiate instruction, as appropriate, to meet the interests, needs, and abilities of Primary Students in their area(s) of strength to enrich, and develop the students’ potential. Classroom teachers will consult/collaborate with Instructional Coaches to provide qualitative differentiated instruction.
SECTION IV

FORMAL IDENTIFICATION FOR GRADES 4-12

POLICY REFERENCES:

KRS 157.200

(704 KAR 3:285 Section 3(3))

KRS 157.200.

(BCBOE 08.132)

Fourth grade is the initial year for formal identification of students.

PROCEDURE

DATA GATHERING

The Boone County School District (BCSD) makes a systematic effort to recognize, evaluate, and identify all gifted and talented and/or talented students residing within the district boundaries. The data gathering process for formal identification begins when the child exits the primary grades. Students new to the district in grades 4-12 may be considered for identification upon nomination by teachers, parents, or self-nomination.

SCREENING PROCESS

All assessments administered to students during their primary years will be taken into consideration in regard to gifted and talented eligibility criteria. This would include, but is not limited to the following: Scantron, CTBS, CSI, STAR Scores, Naglieri, WISC, and any other test referred to in state regulations.

Students who score in the 9th stanine on said test(s) will qualify for further data to be collected and given consideration for identification.

Other nationally normed assessment(s) will be administered to students whose profile exhibits evidence of inconsistent data.

Students may also be screened informally by school personnel to include surveys, questionnaires, jot-down lists, anecdotal information, observations, etc.

NOMINATION PROCESS

Parents, teachers, other school personnel, and students who observe gifted and talented characteristics of students in grades 4-12 may nominate said student for gifted and talented services. Once nominated, the student will be evaluated within the area which he/she is nominated. Screenings, surveys, assessments, and
Auditions will be used as criteria to determine eligibility for gifted and talented services. All criteria must meet state regulations and county policy. **Nominations for identification may occur at any time throughout the school year. Identification for gifted and talented services is an on-going process and nominations may be made at any time during the student’s tenure in Boone County Schools.** Nomination forms may be obtained from each school’s gifted and talented administrative contact or GT coordinator.

**FORMAL IDENTIFICATION**

Qualifying Criteria for Categories of Giftedness

**GENERAL INTELLECTUAL ABILITY**

General Intellectual Ability is the potential and/or demonstrated ability to perform at an exceptionally high level compared to one’s peers, experience or environment. It is reflected in a variety of cognitive areas such as: abstract/logical reasoning, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285 Section 1(31)) General Intellectual Ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability (704 KAR 3:285 Section 3 (12(a))).

**IDENTIFICATION**

Potential candidates for gifted and talented identification in **General Intellectual Ability** shall be identified through:

- Teacher Screening/Nomination
  - All exiting primary
  - All new students grades 4 – 12
  - All currently identified students not identified in General Intellectual Ability
- Parent, Student, Self, or Other Referral
- Assessment scores or other nationally normed measures
- Other nationally normed assessment of potential and/or ability

Students transferring into Boone County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services.

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

- Achievement within the 9th stanine on a full-scale comprehensive test of intellectual ability i.e. WISC, Woodcock Johnson (cognitive test), Stanford-Binet, etc.
- Achievement of 9th stanine on an individual or group intellectual assessment cognitive score index (verbal) (by age) i.e. InView, CogAt, Otis-Lennon
- Achievement within the 9th stanine on individual or group intellectual assessment (non-verbal) i.e. Raven, Naglieri

At least three additional pieces of evidence from any of the following:

- Inventory checklist of gifted and talented behaviors indicating consistent behavior.
- Collection of evidence from portfolios demonstrating student performance 1-1/2 – 2 years above grade
- Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners
- Anecdotal records reflecting behavioral characteristics specific to General Intellectual Ability
- Observation of applied advanced reasoning abilities 1-1/2 to 2 years above age peers with documentation
- Referral/Recommendation-teacher
- Referral/Recommendation-parent
- Nominations- Self or petition system
- Nominations- Peer
- Continuous progress data i.e. report cards, learning logs, etc.
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Student Awards or critiques of performance product
- Informal assessment
- Primary Review Committee Recommendation (for those entering 4th grade)
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

**SPECIFIC ACADEMIC ABILITY**

Specific academic ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers. (704 KAR 3:285 Section 1(30)) Specific Academic Aptitude shall be determined by composite scores in the ninth stanine on one or more subject area test scores of an achievement test. (704 KAR 3:285 Section 3[12(b)]) Students may be identified in one, two, three, or all four of the content areas of Language Arts, Math, Social Studies or Science.

**IDENTIFICATION**

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

- Teacher Screening
  - All exiting primary
  - All new students grades 4 – 12
  - All currently identified students not identified in a Specific Academic area.
- Parent, Student, Self, or Other Referral
- Assessment scores
- Other nationally normed assessment of potential and/or ability

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

Students transferring into Boone County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services.

Evidence of giftedness in this area shall include five (5) pieces of evidence from the following: *items required*

*Achievement within the 9th stanine score one or more standardized nationally normed achievement test by subject area – Language Arts, Reading, Math, Science, Social Studies

*Achievement within the 9th stanine score on standardized nationally normed test of intellectual ability i.e. Raven, Naglieri, CogAt, etc.

At least three additional pieces of evidence from the following:

- Collection of evidence from portfolios or work samples demonstrating evidence of 1-1/2 – 2 years above grade level
- Inventory checklist of gifted and talented behaviors indicating consistent behavior
• Anecdotal records reflecting behavioral characteristics specific to Language Arts, Math, Science, Social Studies
• Inventory checklist of behaviors specific to underachieving or disadvantaged gifted and talented learners
• Referral/Recommendation-teacher
• Referral/Recommendation-parent
• Student progress data i.e. report cards, learning logs, etc.
• Student Awards or critiques of performances or product specific to gifted and talented categories
• Off-level testing
• 9th stanine scores on College Readiness Tests content subtests
• Nominations-Self or petition system
• Nominations-Peer
• Primary Review Committee Recommendation (for those entering 4th grade)
• Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
• Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

**Leadership**

Psychosocial or leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, manageral ability, and the ability, or vision, to set goals and organize others to successfully reach those goals. (704 KAR 3:285 Section 1(30)) Leadership or psychosocial abilities shall be determined by a variety of formal and informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. {704 KAR 3:285 Section 3[12(d)]}

**Identification**

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

- Teacher Screening
  - All exiting primary
  - All new students grades 4 – 12
  - Other nationally normed assessment of potential and/or ability
  - All currently identified students not identified in Leadership
- Parent, Student, Self, or Other Referral

Students transferring into Boone County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services.

Evidence of giftedness in this area shall include a **combination** of the following to total a minimum of five (5) criteria:

- Documentation of student elected to or assumed leadership roles in classroom, student, and/or community activity i.e. Student Council, Junior Board, 4-H Club, youth group
- Self-Rating Scale for Leadership score i.e. Roets, Karnes
- Inventory checklist of gifted and talented behaviors specific to leadership completed by school personnel indicating consistent behavior.
Anecdotal records specific to leadership behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by parents indicating consistent behavior
- Inventory checklist of gifted and talented behaviors specific to leadership completed by peers indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors specific to leadership completed by other indicating consistent behavior.
- Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged gifted and talented leaders
- Collection of evidence from portfolios displaying leadership qualities
- Informal assessments
- Nominations-Self or petition system
- Student awards or critiques of performance or product specific to gifted and talented category
- Referrals/Recommendation- Parent
- Referrals/Recommendation- Teacher
- Sociograms/assessments/surveys
- Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
- Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

CREATIVITY

Creative or divergent thinking ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285 Section 1(8)) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. (704 KAR 3:285 Section 3(12(c))

IDENTIFICATION

Potential Candidates for Gifted and Talented identification in Creativity shall be identified through:
- Teacher Screening
  - All exiting primary
  - All new students grades 4 – 12
  - All currently identified students not identified in Creativity
- Parent, Student, Self, or Other Referral
- Other nationally normed assessment of potential and/or ability

Students transferring into Boone County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services.

Evidence of giftedness in this area shall include a combination of the following to total a minimum of four (4) criteria:
- High scores on tests of creative ability
- Formal assessment measures of a student’s capacity for original thought, fluency, elaboration, and flexibility of thought
- Torrence, Williams, or Other tests of creative ability
  - Anecdotal observations of creative behavior i.e. originality, fluency, elaboration, and flexibility of thought as reflected in ideas, products, or problem solving
  - Inventory checklist of gifted and talented behaviors specific to creativity completed by teacher indicating consistent behavior.
  - Inventory checklist of gifted and talented behaviors specific to creativity completed by parent indicating consistent behavior.
  - Samples of student work i.e. Creative Writing, Poetry, etc.
  - Collection of evidence from portfolio demonstrating high levels of student performance in originality of thought, fluency, elaboration, and flexibility of thought.
  - Informal assessment measures of a student’s capacity for originality of thought, fluency, elaboration and flexibility of thought
  - Nominations – Self or petition system
  - Nominations – Peer
  - Student awards or critiques of performance products, etc.
  - Referrals/Recommendation – Parent
  - Referrals/Recommendation – Teacher
  - Inventory checklist of gifted and talented behaviors specific to underachieving or disadvantaged learners
  - Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
  - Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.

**VISUAL/PERFORMING ARTS**

Visual or performing arts ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285 Section 1(34))

Visual and performing arts talent shall be determined through evidence of performance which 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. {704 KAR 3:285 Section 3[12(e)]}

3. Teacher Referral

**IDENTIFICATION**

(See Visual and Performing Arts Manual for detailed information)

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

- Teacher Screening
  - All exiting primary
  - All new students grades 4 – 12
- All currently identified students not identified in Visual and Performing Arts
  - Parent, Student, Self, or Other Referral
  - Other nationally normed assessment of potential and/or ability

Students transferring into Boone County schools with evidence of formal identification in another Kentucky school district will receive gifted and talented services. Additional data may be collected in determining needed services.

Evidence of giftedness in this area shall include the following as required in the attached Manual for Identification in Visual and Performing Arts:
  - Critiques of Auditions/Adjudications/Portfolio
  - Inventory checklist of gifted and talented behaviors specific to each category i.e. Art, Instrumental, Vocal Music, Dance, Drama completed by parent indicating consistent behavior
  - Inventory checklist of gifted and talented behaviors specific to each category i.e. Art, Instrumental, Vocal Music, Dance, Drama completed by specialty area teacher indicating consistent behavior
  - Letters of recommendation from professional in field
  - Student resume

At least one additional piece of evidence from the following:
  - Formal recommendation from audition adjudicators
  - Individual Awards, etc.
  - Self-surveys/Student interviews
  - Anecdotal records
  - Peer survey/Sociograms
  - Evidence of formal identification and receiving gifted and talented services, since the fourth grade level, in another state
  - Other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a)

School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students.
INITIAL IDENTIFICATION PROCEDURES

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

The procedures shall be followed as outlined:

a. All exiting primary students will be screened with a nonverbal cognitive ability test.

b. Coordinated by the gifted and talented coordinator, classroom teachers administer a nonverbal nationally normed test as a screening to all exiting primary students in the spring or fourth graders in the fall.

c. Teachers test and score their own students & record scores on a provided template

d. GT Coordinator organizes data to determine additional assessment eligibility

e. In the fall, schools administer the InView (verbal test of cognitive ability) to those scoring (at least above a 90%) within the top quartile range on the nonverbal screening.

f. Students scoring in the 9th stanine on the InView would remain in the eligibility group

g. Teachers, parents, other school personnel complete a checklist, jot downs, or anecdotal information indicating consistent behavior for the students meeting criteria on both the nonverbal and verbal screening devices (including behaviors specific to underachieving or disadvantaged)

h. All persons completing documentation will submit to Chairperson/Gifted and Talented Administrative Contact within 10 (ten) days of receiving information.

i. All data is collected in a folder and recorded on a spreadsheet (template provided) by the Chairperson/Gifted and Talented Administrative Contact or other school personnel and forwards spreadsheet to the GT Coordinator.

j. Based on the nonverbal and verbal screening device, teacher observations, i.e. checklists or other assessments as outlined in 704 KAR 3:285 Section 3; 11(b) & 12(a) the GT Coordinator develops a list of potential candidates and a list of students who may need further testing. Should more screening/testing be necessary, the chairperson will send consent-to-test forms to parents of students under review.

k. GT Coordinator schedules students for any further evaluations needed for identification and administers tests as appropriate.

l. GT Coordinator reviews all data and prepares a list of candidates meeting the qualifications for identification.

m. All tests, Checklist/ Forms by parents, students, and/or teachers hereafter called the student profile initiates the identification process of students potentially eligible to receive Gifted and Talented services. Within twenty (20) school days from completion of data collection the Administrative Contact shall

- analyze evidence for consideration by the Gifted and Talented Identification and Placement Committee

- prepare the Data Collection form and compare individual student data to:
  - local, state, and national norms (where available)
  - district-established criteria for each of five (5) categories of giftedness: general intellect, creativity, leadership, specific academic (Language Arts, Math, Science, Social Studies), Visual and Performing Arts (art, music dance, drama)
  - prepare a recommendation for the next school Gifted and Talented Identification and Placement Committee meeting

n. Chairperson/Gifted and Talented Administrative Contact will schedule a committee meeting and notify appropriate personnel. The committee will convene to formalize identification, if appropriate, and develop a Gifted Student Service Plan (GSSP) for the student upon identification. Parents shall be notified and invited at a later date to review the plan with school personnel.
CONTINUOUS IDENTIFICATION PROCEDURES

If at any time after the initial identification at the fourth grade level, a child or youth shows potential as being eligible for gifted and talented education services, the referral source, including but not limited to teachers, parents, professionals, may nominate/refer said student for gifted and talented services to the chairman of the Gifted and Talented Identification and Placement Committee in his/her building. The procedures shall be followed as outlined.

1. Teachers, parents or self may nominate students with strengths in General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, of Visual and Performing Arts once the student has promoted to grades 5-12.

2. The designated chairperson/gifted and talented administrative contact provides necessary documentation (Nomination Form/Appropriate Behavior Checklists, surveys, questionnaires, etc.) (See Appendix A) to the classroom teacher, parent, and/or student.

3. After completing Documentation Form(s) and attaching any additional relevant information, including work samples, observations, state assessment data, grades, achievements/accomplishments, and/or anecdotal records, the referring source returns the compiled data to the designated chairperson/administrative contact.

4. Upon receipt of the Documentation Form(s), the designated chairperson gathers any other needed data from the appropriate school personnel. The completed forms are returned to the designated chairperson/administrative contact.

5. If the Nomination process was begun at the school level, the designated chairperson/administrative contact shall contact the parent(s)/guardians of the student and ask them to complete and return the Parent Surveys and/or Behavior Checklists (See Appendix A).

6. The designated chairperson/gifted and talented administrative contact shall collect documentation and test scores, and make a file.

Completion of all Checklist/Forms by parents, students, and/or teachers hereafter called the student profile initiates the identification process of students potentially eligible to receive Gifted and Talented services. Initiation of the screening process may occur at any time throughout the school year.

7. Within twenty (20) school days from the initial referral, the student profile will be forwarded to the gifted and talented coordinator who shall:
   o analyze evidence for consideration by the Gifted and Talented Identification and Placement Committee
   o administer screening devices and/or administer self and/or peer assessments as necessary
   o prepare the Data Collection form and compare individual student data to:
     • local, state, and national norms (where available)
     • district-established criteria for each of 5 categories of giftedness: general intellect, creativity, leadership, specific academic (Language Arts, Math, Science, Social Studies), Visual and Performing Arts (art, music, dance, drama)
     • prepare a recommendation for the next school gifted and Talented Identification and Placement Committee meeting

(7) Chairperson of the Gifted and Talented Identification and Placement Committee/administrative contact will convene the committee to formalize identification, if appropriate, and develop a Gifted Student Service Plan (GSSP) for the student upon identification. Parents shall be invited to review the plan with school personnel.
GIFTED AND TALENTED IDENTIFICATION AND PLACEMENT COMMITTEE

Based on data gathered, said committee shall determine those students who meet criteria for identification and the level of services to be provided. This committee shall consist of the Principal or designee, the gifted and talented coordinator and/or a certified gifted and talented instructional coach or teacher, classroom teacher(s), teacher(s) of students with disabilities, and consulting professional(s), as appropriate. (BCBOE 08.132) The Administrative Contact for Gifted and Talented Education will chair the committee. KRS 157.196

The purpose of this committee meeting in regards to identification shall be:

1. To review referral/nomination and initial identification data;
2. To obtain Parent/Guardian consent for further assessment, if needed;
3. To ensure that a variety of views are heard during the selection and placement process;
4. To determine which students meet identification criteria
5. To develop a Gifted Student Service Plan (GSSP) as appropriate.

The Gifted and Talented Identification and Placement Committee members shall reach consensus when making decisions about the child or youth. The chairperson/administrative contact shall document decisions on the Conference Summary Form (See Appendix A). All committee members will sign Data Collection Form (Blue Card) to indicate finalization of identification.

If the school selection committee determines the student does not meet the criteria for identification at that time, the committee chairperson shall, within ten (10) school days, notify the referring source and the Parent/Guardian. (See Appendix A.). Copies of all evidence submitted for committee consideration shall be kept by the Chairman/Administrative GT Contact. Parents may ask for a meeting with said committee to discuss the student’s profile or appeal the decision of the committee by following procedures outlined in the Procedural Safeguards Section of this document. Each student’s data is kept in a file in the student’s cumulative records and labeled as “watch” until such time as evidence supports identification or until data is no longer valid (three years).

Each Gifted and Talented Identification and Placement Committee shall meet throughout the school year, as needed, to review nominations/referrals and reviews of student services.
Gifted and Talented Identification Process for General Intellectual, Specific Academic, Leadership, and Creativity

Nomination is made by Teacher, Parent, Self, Peer. Forms are available from building GT Chairperson.

Chairperson of GT Committee gathers all assessment data on students. (Scantron, STAR, AIMSWEB, Explore, PLAN, ACT, etc.

Chairperson sends Student Behavior Checklists/jot downs to Teachers.

Chairperson sends Student Behavior Checklists to Parents/Guardians.

Chairperson sends Student Inventories Checklists to Students.

All forms and data are returned to GT Chairperson from parents, students, and teachers.

School personnel records evidence/data on Data Collection Spreadsheet.

If evidence does not meet criteria for identification, student’s file is marked “watch” until qualifying evidence becomes available. File is kept in student’s cumulative file. After three years, data is no longer valid.

School forwards Spreadsheets or Data Collection sheets to Gifted and Talented

If further testing is needed, Chairperson makes arrangements for parent permission to test and coordinates with Gifted and Talented Coordinator for testing. Coordinator will determine testing needs and administer tests.

GT Coordinator reviews data and assessment scores to determine if student’s profile meets criteria for identification based on State Regulation and local policy, then sends list of eligible students to GT Chairman.

If committee does not identify student, his/her file is marked “watch” until qualifying evidence becomes available. File is kept in student’s cumulative file. After three years, data is no longer valid.

GT Chairperson sets a date to convene the Identification and Placement Committee for identification purposes.

Identification and Placement Committee meets to determine student eligibility for Gifted and Talented Services.

If eligible, parents will receive, by U.S. Mail, notification of identification along with a parent survey regarding services/instructional strategies to prepare Gifted Student Service Plan for GT student.
Gifted and Talented Identification Process
for Visual and Performing Arts – Dance, Drama, Music, Visual Art

Nomination by Teacher, Parent, Self, Peer
Forms are available from building GT Chairperson

GT Office sends Student Behavior Checklists to Classroom and Specially Area Teachers.

GT Administrative Contact gathers data on student’s awards or achievement in nominated area and sends nomination form and data to GT Coordinator

GT office sends Student Behavior Checklists to Parents/Guardians.

GT office reviews data.

GT Office sends Student Inventories, Checklists, Resumes to Students.

All forms and data returned to GT Office.

GT Coordinator reviews data to determine if student’s profile meets criteria for identification based on State Regulations.

If student has auditioned before judges in district, state, or national competitions, the adjudication documentation and/or video will be reviewed by GT Coordinator for a recommendation to Selection Committee.

At least once a year, the GATES Staff will set a date to hold auditions with community experts. Once all data is collected, Students will be invited to participate based on data gathered.

Judges will make a recommendation for identification based on auditions and student response sheets.

Student answers response sheet(s) about performance/exhibit piece and brings to auditions.

GT Office sends surveys as appropriate to community teachers, coaches, etc. Makes arrangements for parent permission to test if appropriate as well as administers tests.

Identification and Placement Committee meets to determine student eligibility for Gifted and Talented Services. If eligible, a Gifted Student Service Plan is prepared for student. Parents are invited to attend. (Attendance is optional) Committee, parents and student sign documents to include Data Collection Card and GSSP.

Buildings and district provide services to identified students. Classroom teachers Instructional Coaches and GT Coordinator consult/collaborate to differentiate instruction to meet student’s needs.
SECTION V

GIFTED AND TALENTED STUDENT SERVICE PLAN (GSSP)

If the Gifted and Talented Identification and Placement Committee determine that the student meets criteria for identification, the persons in attendance will use documentation furnished by the parents, students, and teachers to develop an educational plan that matches the formally identified gifted and talented student’s interest, needs, abilities and strengths to differentiated service options and instructional/learning strategies. This document, along with a report of the student’s progress, serves as the communication vehicle between parents and school personnel.

POLICY REFERENCE

(704 KAR 3:285 Section 3(6))
(BCBOE 08.132)
(704 KAR 3:285 Section 5(3))
(BCBOE 08.132)

GIFTED AND TALENTED STUDENT SERVICE PLAN (GSSP) PROCEDURE:

A GSSP shall be written immediately following the student’s initial identification, when the student is promoted to a new building level i.e. grades six, and nine, and as deemed appropriate following a review requested by school personnel, parents, or student. Annually, BCSD will obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services.

During/After the initial identification meeting:

- Identified gifted and talented students at the elementary, middle, and high school levels will meet with Chairperson/administrative contact to determine academic and affective goals. Students will indicate on Student Survey instructional strategies that would facilitate their meeting the student-initiated goals and make continuous progress in their area of identification.
- Surveys will be distributed to parents for input.
- Teachers will fill out surveys based on their observations and educational practices.
- Chairperson/gifted and talented administrative contact will facilitate the meeting to develop the GSSP.
- The committee/chairman/teacher will present a draft of the GSSP based on information obtained from parents/guardians, student and school personnel.
- The committee will decide on appropriate services for the student.
- All committee members to include parents and students will sign finalized GSSP.

The student-centered document will be in effect until student promotes to a new building level i.e. grade six and nine or until one of the interested parties requests a review of services.

When student promotes to another building level (grade six or grade nine):

- Identified gifted and talented students at the elementary, middle, and high school levels will meet with Chairperson/gifted and talented administrative contact to determine academic and affective goals. Students will indicate on Student Survey instructional strategies that would facilitate their meeting the student-initiated goals and make continuous progress in their area of identification.
Surveys will be distributed to parents for input.

Teachers will fill out surveys based on their observations and educational practices.

Chairperson/gifted and talented administrative will review current GSSP and all surveys submitted by teachers, parents, and students for necessary revisions and provide a GSSP draft/recommendation to the Identification and Placement Committee.

The chairperson/administrative contact will convene a meeting of appropriate personnel, the student and his/her parents may be invited to the meeting. (A group meeting may be held to distribute plans and answer general questions parents may have concerning the process. Parents or students may make appointments to discuss personal issues with the Chairperson/gifted and talented administrative contact.)

The committee will decide on appropriate services for student at his/her new grade level based on information obtained from parents/guardians, student, and school personnel and write a new GSSP.

The student-centered document will be in effect until student promotes to a new building level i.e. grade nine or until one of the interested parties requests a review of services.

The student’s Parent/Guardian shall have the option to accept or refuse services. If they do not accept services as written, then the school committee chairperson/gifted and talented administrative contact shall follow the Procedural Safeguards.

NOTIFICATION

If the Gifted and Talented Identification and Placement Committee determines that the student meets criteria for identification and services, the chairperson of the committee/administrative contact or designee shall:

- Make copies of all signed documentation, to include a form that states the Boone County Schools has formally identified the student and lists the areas of giftedness.
- Send (by U.S. mail) a notification and copies of all signed documentation to the Parent/Guardian to include two copies of the GSSP and the “Parent Expressed Concern Procedures for the GSSP”. Parents sign and return a copy of the GSSP to the school.
- If parent is in attendance at a GSSP meeting, parent and student, as appropriate, sign the GSSP. Copies of document and the “Parent Expressed Concern Procedures for the GSSP” will be given to the parent.
- Notification of identification and the GSSP will be filed in the student’s gifted and talented purple folder.
- Within ten (10) school days of the Gifted and Talented Identification & Placement Committee meeting follow the procedures for disseminating GSSP information:
  - Chairperson/gifted and talented administrative contact or designated school personnel will forward an electronic copy of GSSP to Gifted and Talented Office.
  - Parents who may not have attended the meeting are mailed a copy to keep and a copy to sign and return to school.
  - Chairperson/administrative contact or designee includes a copy of “Parent Expressed Concern Procedures for the GSSP”.
  - Once the signed copy of the GSSP is returned by the parent, it shall be filed in the student’s purple gifted and talented folder. If a signed copy is not returned an unsigned copy will be filed in the student’s purple gifted and talented folder.
  - All gifted and talented students will be “flagged” in Infinite Campus and Instructional Strategies appropriate to each student will be checked.
  - School personnel will provide services to student unless otherwise notified by parent.
At the beginning of each school year, gifted and talented coordinator provides the appropriate Chairperson with a list of identified gifted/talented students and their areas of identification. Chairperson/gifted and talented administrative contact will forward electronic copies or hard copies of lists to appropriate teachers. All data needed to implement the GSSP is available in Infinite Campus as well as the gifted and talented purple folder. (Data may include previous GSSP’s, identification data, Parent Surveys, Student Interest Inventories, transcripts, report cards, schedules, etc.) As new GSSP’s are completed, Infinite Campus data will be updated for teachers to follow.

ANNUAL REVIEW

POLICY REFERENCE

(704 KAR 3:285 Section 3(6))

PROCEDURE:

A request for review of identification and services may be made anytime during the school year by school personnel, the parent/guardian, and/or the gifted and talented student.

Annually, Chairperson/gifted and talented administrative contact shall review the Gifted Student Services Plans of identified gifted and talented students.

Annual Review of Gifted Student Service Plan:

- The gifted and talented coordinator will distribute surveys to parents or 5th-12th grades to solicit any new information about the student that may affect his/her making continuous progress in the area(s) of identification.
- The Chairperson/gifted and talented administrative contact will review any new assessment data, and any new information from parents and make appropriate revisions to GSSP as necessary.
- The Chairperson/gifted and talented administrative contact will notify parents of students whose GSSP’s need revisions.
- The Chairperson/gifted and talented administrative contact will consult with all teachers for input, acquire signatures and dates on revised copy.
- Parents will be invited if a new plan is written before 6th or 9th grades.
- Chairpersons at the high school level shall make appropriate changes to plans as students advance to classes that accommodate their needs i.e. dual enrollment, mentorships/internships, Independent Study, etc.

If the Gifted and Talented Identification and Placement committee writes a new GSSP, the committee chairperson will follow the procedures for notification to parents and school personnel as outlined in the notification procedures section of this document.

The student’s GSSP information/service data is changed in the data system.
IMPLEMENTATION OF GSSP

POLICY REFERENCE

(704 KAR 3:285 Section 6)

(BCBOE 08.132)

At the beginning of each school year and after new students have been identified and parents notified, the Chairperson/gifted and talented administrative contact and GT coordinator and will update a school’s list of gifted and talented students including their area(s) of identification and distribute it to appropriate school personnel. After new GSSP’s have been written, the Chairman/gifted and talented administrative contact will record data in Infinite Campus for teachers/school personnel to use as guides for appropriate services. Classroom and specialty area teachers, along with instructional coaches, GT coordinator, and other appropriate personnel will collaborate and plan strategies, activities, lessons and units to accommodate the interests, needs, and abilities of identified students. Identified students will be included in any district initiatives related to their areas of identification to include Leadership and Creativity Conferences, Northern Kentucky Association of Gifted Education (NKAGE) sponsored initiatives, various enrichment activities as noted on gifted and talented web site, etc.

Classroom teachers, counselors, and/or administrators shall consult GT coordinator and/or instructional coaches for assistance with differentiation, resources, school initiated services, consultation, and/or collaboration to meet the academic and affective needs of the student. More detailed examples of instructional strategies are outlined in the Service Options section of this document.

The School-wide Delivery Model adopted in Boone County Schools is a nationally accepted and used service delivery model. In this model the regular classroom teacher(s) and the coach/coordinator plan together challenging educational opportunities that build on or extend the regular curriculum. The differentiated lessons/activities should promote learning at faster rates, thinking at higher levels and studying more complex content while also meeting the individual needs of students. Students may be grouped by interests, ability, and needs.
After a student has been formally identified as gifted and talented parents will receive, by U.S. Mail, notification of identification along with a parent survey regarding services and instructional strategies provided to GT students.

Annually District Office mails a survey to parents, as required by regulation, soliciting information for services pertaining to their formally identified gifted student. At Grades six (6) and nine (9) a new GSSP is written.

Parents return completed survey to school.

For new GSSP’s school surveys students regarding goals, instructional strategies, and services.

GT Chairman collects data from parents, students and teachers.

School surveys teachers regarding instructional strategies, and services.

Gifted Student Service Plan is drafted by school personnel with assistance from Instructional Coach and/or GT Coordinator.

Identification and Placement Committee will review the draft and finalize plan. Parents will have the option to attend a meeting to discuss draft edition of GSSP.

Chairperson will enter all appropriate data into Infinite Campus and send an electronic copy of each student’s GSSP to the GT coordinator.

Buildings and district provide services to identified students. Classroom teachers will consult/collaborate with Instructional Coaches and/or GT Coordinator to provide qualitative differentiated instruction as outlined in the identified student’s GSSP to assure students’ continuous progress in the area(s) formally identified. Annually, school personnel will review the GSSP. A request for review of services may be made at any time during the school year by parents, students, or school personnel.

Progress reports to parents are incorporated in the comments section of the traditional report card at least once a semester by the students’ teacher(s).
PROGRESS REPORTING

POLICY REFERENCE

(704 KAR 3:285 Section 5(3))

(BCBOE 08.132)

**Progress Report Procedure:**

- Progress Reports shall be incorporated in the comments section of the traditional report card at least once a semester.
  - Progress reports to parents of gifted and talented students, progress reports will be included as part of the regular report card sent home at the end of each grading period. State regulations require that parents receive some kind of report at least once each semester.

  All teachers who instruct the student in the classroom shall check the appropriate comment that best describes the student’s progress/performance in the classroom. If teachers need to give more details, a separate note home, e-mail or phone call would also be appropriate.

    - As reflected in GSSP, progress exceeds expectations.
    - As reflected in GSSP, progress meets expectations.
    - As reflected in GSSP, progress needs improvement.
    - As reflected in GSSP, progress does not reflect potential.
    - Not always taking advantage of services in GSSP.

- Each classroom teacher shall indicate the gifted and talented student’s progress toward attaining the goals indicated in the GSSP.

- Each classroom teacher shall consider achievement (noted by standardized scores), progress (measured against standards or individual goals), growth (in comparison to self), habits and attitudes, and work quality.

- Each teacher shall maintain a file with work samples of differentiated/enrichment assignments, of the students to validate the progress report for parent, student or administrator review.
SECTION VI

SERVICE DELIVERY OPTIONS

POLICY REFERENCE

KRS 158.6451. (704 KAR 3:285 Section 6(1))

KRS 157.200(1). (704 KAR 3:285 Section 6(5))
(BCBOE 08.132)

Service Criteria

1. For a student in the Primary Talent Pool services shall:
   o 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.
   o Emphasize educating potentially gifted and talented students in the general primary classroom
   o Not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options.

2. For students formally identified as gifted and talented services shall:
   o Be qualitatively differentiated to meet individual needs.
   o Result in educational experiences commensurate with students’ interests, needs and abilities.
   o Facilitate the high level attainment of goals established in KRS 158.6451.

3. Recommendations for services shall be made on an individual basis.

4. Grouping and re-grouping of students shall be utilized. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

5. Students shall receive services for each area of identification.

6. Persons accountable for implementing services will be noted on GSSP.

Primary (Grades K-3)

Classroom and specialty area teachers will provide services to students selected for the Primary Talent Pool by extending the curriculum and providing enrichment for those students whose talents must be nurtured to fully develop. School personnel will differentiate instruction, and may instructional coaches or GT coordinator for resources to assist with the design of differentiated activities to meet the interests, needs and abilities of Primary Talent Pool students. Information from parents and students via surveys/interest inventories will be used by the classroom teacher to provide appropriate services to students in the PTP.

Classroom and specialty area teachers may provide services to include, but are not limited to the following:

• Differentiate instruction, as appropriate, to meet the interests, needs and abilities of individual student
• Cluster Grouping
• Acceleration (subject or whole grade)
• Flexible grouping/re-grouping
• Counseling services
• Mentorships, etc.
• PTP students will be included in any district initiatives related to primary students i.e. Explore More, various extracurricular enrichment activities as noted on G.A.T.E.S. web site.

Formally Identified Students grades 4-12

Curriculum
(1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted and talented 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.

Service Delivery Options for Gifted Student Service Plans (GSSP's) and Definitions

Based on administrative regulation: 704 KAR 3:285. Programs for the gifted and talented, the following options are available to choose from in designing GSSP’s for individual students.

Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery
• Early exit from Primary
• Whole grade acceleration*
• Subject Area Higher Grade Level – content/curriculum in one (1) or more subject areas from a higher grade level: Applies only to students who physically move to a higher grade level for instruction in a content area.
• Dual Enrollment Courses – Courses for which the student is eligible for both high school and college credit. Does not include AP or IB
• Dual Credit Courses – Courses for which the student is eligible for both high school and college credit and receives credit in both

Advanced Placement and Honors Courses – 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).

Collaborative Teaching and Consultation Services – Collaborative teaching means a gifted and talented education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted and talented students in conjunction with the regular classroom teacher. Consultation services means the provision of instructional information and materials prepared by the gifted and talented teacher to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted and talented student while in the regular classroom setting.

Special Counseling Services – affectively-based counseling assistance planned in coordination with the gifted and talented teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.

Differentiated Service Experiences – educational experiences which extend, replace, or supplement learning beyond the standard curriculum for individuals and groupings.
Distance Learning – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

- Video Courses
- Other online courses

Enrichment Services during the school Day (not extracurricular) – differentiated, academically based activities that supplement classroom instruction i.e. Core Extension time.

Independent Study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university for academic credit.

Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted and talented education.

Resource Services – service delivery option that (a) entails a part-time grouping of students with gifted and talented 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 setting

- Pull-out setting
- Appropriate instructional setting
- Consortium

Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

Travel Study Options – academically-based United States and overseas travel which may result in high school or university course credit i.e. CloseUp Foundation travel and study opportunities with secondary gifted and talented teacher.

*WHOLE GRADE ACCELERATION*

704 KAR 3:285 makes mention of various forms of acceleration. At http://nationdeceived.org/ research is documented concerning the gifted and talented student/high achiever’s need to progress at a faster rate than other students. Gifted and Talented Educational Services has available the Iowa Acceleration Scale (IAS) used in evaluating students when buildings need to make decisions about acceleration. The IAS is a research-based instrument used in determining whether or not a student would be a good candidate for whole grade acceleration. The instrument takes into consideration test scores, student’s social/emotional development, family history, community involvement, academic progress, and affective needs. GT coordinator should assist schools which have need of this service.

For more explanation of terminology, please refer to the National Association for Gifted Children’s website at http://www.nagc.org/index.aspx?id=565
SERVICE IMPLEMENTATION

All services to Primary Talent Pool students P1-P4 as well as formally identified students grades 4-12 will be based on the student’s interests, needs, and abilities within district and/or building capabilities.

All services to formally identified students in grades 4-12 will be based on the GSSP. Instructional strategies to be used by building personnel are also included in the document.

The following strategies are an essential part of the student GSSP:

STRATEGIES TO ACCOMMODATE GIFTED AND TALENTED STUDENTS

As determined by the individual GSSP

#1 Pre-assessment giving attention to student's prior knowledge to determine the appropriate instructional sequence, priority, or progression of learning. Pre-test the class or individual students to find out what they know or do not know about the unit concepts and/or skills. A score of 85% is acceptable. Student can work on the 15% they did not know by incorporating concepts, facts, procedures, etc. into individual project. Compact the curriculum by deciding specific needs of individuals or a group of students. Cover only need-to-know material.

#2 Acceleration of content by student advancing to the next topic of study once current one is mastered. Allow student(s) to work ahead to the next chapter, unit, book, etc. with guidance and pre-determined objectives and activities. If student has pre-tested and shows that he/she could skip current unit and move to another, this strategy would apply.

#3 Acceleration of content by studying a topic/concept more in-depth than the regular study. Allow students who pre-tested at 85% to investigate a topic of interest related to the curriculum unit while the class learns new material. Allow/encourage students to follow a passion related to the content he/she may be interested in knowing more about. This would be an In stead-of activity for credit.

#4 Acceleration of content by studying a topic/concept across disciplines. Allow students who pre-tested at 85% to investigate a cross-discipline topic of interest related to the curriculum unit as well as other content areas. Allow/encourage students to follow a passion related to the content he/she may be interested in knowing more about. This would be an in stead-of activity for credit.

#5 Content differentiation by varying content at different levels of understanding that is concept and/or generalization-based, highly relevant, coherent, transferable, powerful, and authentic. Design activities and independent research topics that relate to the way GT students learn – see the big picture, relative to their world, see value in the learning.

#6 Process differentiation by varying strategies that facilitate thinking and feeling and involve students in learning experiences that help make sense of content, serve a purpose, balance critical and creative thinking skills, and promote evaluation and/or reflection by the student. Design activities that give the student opportunities to think critically and creatively, emotionally relate to the content, and require student to reflect on and evaluate his/her learning.

#7 Differentiation of time on task. Allow students time to accomplish assignments commensurate to the assignment. If a student needs more time to fully investigate a topic, extend past “unit time” to allow for completion. Allow less time on an assignment if student does not need the same time as other students then allow student a choice of enrichments.
#8 Activities and projects that incorporate menu of choices for student selection based on multiple intelligences. Design multiple activities from which students may choose.

#9 Opportunities to use and display strengths. Allow students to use their gifts and talents in the classroom and school in academic settings as well as extra-curricular. Encourage student leaders to lead groups, projects, management activities in classroom. Encourage creative thinking through projects, challenge assignments that take time to develop, design their own assignments to show how they have mastered the standards. Allow VPA students to show what they know using their special talents.

#10 Learning content appropriately geared to his/her learning style and pace. Design activities that match how the GT student learns best – visual, kinesthetic/tactile, or auditory. Assignments/projects/activities should incorporate the learning style of the student, but occasionally, they need to stretch students to work out of their comfort zones. In life we do not always get to do things that meet our style.

#11 Activities that involve the process of transferring learning to real life situations by making connections among familiar and unfamiliar ideas. Design activities that involve the student using new knowledge in real world applications. Help students find real-world examples of what they are learning and why it is important to learn them. This is particularly true in Math, Reading, Social Studies and Science.

#12 Opportunities to use alternate means of assessment of content. Design ways to determine student progress using something besides paper/pencil tests i.e. projects, high level questioning, Socratic circles, oral presentations using technology, dramatizations, etc.

#13 Engagement to form and solve a problem, situation, and/or dilemma. Design opportunities/activities that requires students to identify and solve real life problems. Allow students to use their passions about social, emotional issues as a foundation for a project or their reading interest.

#14 Mentorship opportunities with an expert outside of the building. Option 1: Student participates in a long-term specialized study with an adult mentor in the community and under the direction of a teacher knowledgeable of gifted and talented education for course credit. Option 2: Student participates in a short-term specialized study with an adult mentor in the community i.e. connect with a professional for student to Skype or email concerning a topic of interest.

#15 Student selected original inquiry/self-directed study with authentic product to demonstrate what is learned. Allow students who pre-test at 85% accuracy to design an original self-directed research project instead of regular classroom assignments. Encourage student to progress from student to learner.

#16 Matching the intent, goal, or reason for the task to the interests, needs, and abilities of the student.

Match the tasks assigned with the students’ strengths, needs, and interests. Area of strength is his/her area of identification. As assignments are made in academic areas, design activities that match students strengths. Example: In a social studies class, a math student may research population growth, graph it and make predictions on the country’s food supply, population density, etc.

#17 Opportunities to develop and apply high levels of Critical Thinking skills. Practice metacognition through class discussions, assessments, projects, and other appropriate activities. Students learn to think about their thinking and reflect on whether it is clear enough, deep enough, broad (include several perspectives), relevant, fair, accurate, precise, logical, and/or significant?
#18 **Opportunities to develop and apply high levels of Analytical Thinking skills.** *Practice breaking whole concepts into parts and analyzing each part and its contribution to the whole through class discussions, assessments, projects, and other appropriate activities etc. encourage students to break down their thinking and question by asking:*
  - What is the purpose?
  - What are the assumptions about this situation, problem, or content?
  - Which points of view would give me a thorough understanding?
  - What is the problem, issue, or question that needs to be answered?
  - What concepts/theories are involved in this situation, problem, or content?
  - What are the facts, data, information that are need to make a logical decision?
  - What conclusions, judgments, or inferences can be drawn from all analysis?
  - What are the consequences of the decision, conclusion, or inference?

#19 **Opportunities to develop and apply high levels of Creative Thinking skills.** *Teach students how to think creatively and encourage them in practicing originality, fluency, elaboration, and flexibility, risk-taking, complexity, curiosity, and imagination of thought through class discussions, assessments, projects, and other appropriate activities etc.*

#20 **Opportunities to develop and apply high levels of Organizational Thinking skills.** *Practice categorizing, classifying, sorting, and prioritizing thoughts and information through class discussions, assessments, projects, and other appropriate activities etc.*

An outline of suggested strategies and service options matched to each area of identification may include but are not limited to the chart found in this section of the document.
INSTRUCTIONAL STRATEGIES AND SERVICE DELIVERY OPTIONS FOR IMPLEMENTATION OF GIFTED STUDENT SERVICE PLAN
### Area of Identification: General Intellectual Ability

<table>
<thead>
<tr>
<th>Needs:</th>
<th>How to meet needs</th>
<th>Strategies to use</th>
<th>Service Options</th>
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</thead>
<tbody>
<tr>
<td><strong>Intellectual:</strong></td>
<td>Opportunity for advanced level critical reasoning</td>
<td>Special projects pursued in depth</td>
<td>Various Acceleration options</td>
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<td></td>
<td></td>
<td>Compacting</td>
<td>Advanced Placement</td>
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<td>Different – Not just more of the same</td>
<td>Cluster grouping</td>
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<td>Research</td>
<td>Collaborative teaching with</td>
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<td>Independent Study</td>
<td>District Resource Teachers</td>
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<td>Extensive reading on a subject</td>
<td>Consultation services with</td>
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<td>Real life connections</td>
<td>District Resource Teachers</td>
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<td></td>
<td>Interdisciplinary study</td>
<td>Differentiated study experiences</td>
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<td>Grouping for interest, needs, abilities</td>
<td>Distance learning</td>
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<td>Regular scholarly interaction with others of like ability</td>
<td>Compacting</td>
<td>Honors Classes</td>
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<td></td>
<td>Different – Not just more of the same</td>
<td>Research/ Independent Study</td>
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<td>Problem-Based learning</td>
<td>Enrichment</td>
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<td></td>
<td>Pursuit of advanced level research and encounters with solving real problems</td>
<td>Problem Based activities</td>
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<td></td>
<td>Research</td>
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<td></td>
<td>Independent Study</td>
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<tr>
<td><strong>Academic:</strong></td>
<td>Continuous progress at advanced level and pace of instruction in content area(s). (Usually at least one grade level beyond) Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Compacting</td>
<td>Acceleration</td>
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<td>Pre &amp; Post testing</td>
<td>Advanced Placement</td>
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<td>Different – Not just more of the same</td>
<td>Cluster grouping</td>
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<td>Opportunities to display and use strengths</td>
<td>Collaborative teaching with</td>
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<td>Research</td>
<td>District Resource Teachers</td>
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<td></td>
<td>Independent study in area of interest</td>
<td>Consultation services with</td>
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<td>Grouping for interest, needs, abilities</td>
<td>District Resource Teachers</td>
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<td></td>
<td>Advanced level of vocabulary development</td>
<td>Pre &amp; post testing</td>
<td>Differentiated study experiences</td>
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<td>Different – Not just more of the same</td>
<td>Distance learning</td>
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<td>Honors Classes</td>
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<tr>
<td><strong>Creative:</strong></td>
<td>Training in application of sophisticated creative thinking/problem solving strategies and opportunities to apply to areas of interest. May need special emphasis on flexibility and use of multiple perspectives such as required in debating or creative problem solving application</td>
<td>Opportunities to use and display strengths</td>
<td>Seminars</td>
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<td>Real life connections</td>
<td>Cluster groups</td>
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<td></td>
<td>Participation in contests</td>
<td>Collaborative teaching with</td>
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<td></td>
<td>Opportunities to use Creative Thinking Skills</td>
<td>District Resource Teachers</td>
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<td>Grouping for interest, needs, abilities</td>
<td>Consultation services with</td>
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<td>District Resource Teachers</td>
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<td>Differentiated study experiences</td>
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<td>Mentorships</td>
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<td>Enrichment</td>
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<tr>
<td><strong>Leadership:</strong></td>
<td>Training in effective leadership techniques related to possible societal role(s)</td>
<td>Special project pursued in depth</td>
<td>Seminars</td>
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<td></td>
<td></td>
<td>Opportunities to display and use strengths</td>
<td>Mentorships</td>
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<td>Problem based activities</td>
<td>Differentiated study experiences</td>
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<td>Real life connections</td>
<td>Cluster groups</td>
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<td>Independent study</td>
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<td>Travel study</td>
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<td>Enrichment during the school day</td>
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<tr>
<td>Category</td>
<td>Activity</td>
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<tr>
<td>Responsible use of influence and decision-making</td>
<td>Special project pursued in depth&lt;br&gt;Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections</td>
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<tr>
<td>Organizing for action and effecting change in contexts related to interest area(s) and possible career(s)</td>
<td>Seminars&lt;br&gt;Mentorships&lt;br&gt;Differentiated study experiences&lt;br&gt;Cluster groups&lt;br&gt;Independent study&lt;br&gt;Travel study&lt;br&gt;Enrichment during the school day</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Regular interaction with other intellectually gifted and talented students to provide support systems&lt;br&gt;Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Collaborative teaching with District Resource Teachers&lt;br&gt;Consultation services with District Resource Teachers&lt;br&gt;Advanced Placement&lt;br&gt;Honors Classes&lt;br&gt;Cluster groups&lt;br&gt;Seminars&lt;br&gt;Mentorships&lt;br&gt;Special counseling services</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Setting realistic goals and standards for self and others.&lt;br&gt;Special counseling needs for perfectionism, underachievement, stress management, etc.&lt;br&gt;Opportunities for competition: experience in dealing with failure&lt;br&gt;Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections&lt;br&gt;Goal setting&lt;br&gt;Communication skills training&lt;br&gt;Opportunities for career exploration</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Seminars&lt;br&gt;Cluster groups&lt;br&gt;Collaborative teaching with District Resource Teachers&lt;br&gt;Consultation services with District Resource Teachers&lt;br&gt;Differentiated study experiences&lt;br&gt;Mentorships</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies</td>
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<tr>
<td>Social/Emotional And Counseling:</td>
<td>Academic planning and counseling tailored to high ability students</td>
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</table>
### AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Needs:</th>
<th>How to meet needs</th>
<th>Strategies to use</th>
<th>Service Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic:</strong></td>
<td>Continuous progress at advanced level and pace of instruction in Reading/Language Arts: Literature and vocabulary development approximately 1–2 years beyond grade level Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Pre-Post testing Special project pursued in depth Compacting Different – Not just more of the same Research Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Placement by examination Use of technology for study and products i.e. Odyssey</td>
<td>Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Honors Classes Independent Study Travel study Dual enrollment KVHS</td>
</tr>
<tr>
<td><strong>Creative:</strong></td>
<td>Opportunity to explore and apply advanced creative thinking and problem solving strategies in literature and language arts</td>
<td>Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests</td>
<td>Cluster groups Differentiated study experiences Mentorships Research Seminars</td>
</tr>
<tr>
<td><strong>Leadership:</strong></td>
<td>Training in effective leadership techniques – especially as related to language arts and career goals</td>
<td>Special projects pursued in depth Opportunities to display and use strengths Real life connections</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars Independent Study</td>
</tr>
<tr>
<td><strong>Social/Emotional and Counseling:</strong></td>
<td>Opportunities for competition Experience dealing with success and/or failure</td>
<td>Opportunities to display and use strengths Problem based activities Real life connections Bibliotherapy Mediation teams Goal setting Job shadowing</td>
<td>Advanced Placement Cluster groups Collaborative teaching Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services</td>
</tr>
</tbody>
</table>

Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies

Academic planning and counseling tailored to high ability students. Opportunities for career exploration in language arts related fields Contact/mentorship with a professional in the language arts field
**Area of Identification: Specific Academic Aptitude – Math**

<table>
<thead>
<tr>
<th>Needs:</th>
<th>How to meet needs</th>
<th>Strategies to use</th>
<th>Service Options</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic:</strong></td>
<td>Continuous progress at advanced level and pace of instruction in Math: Advanced level research Use of technology Research design at a level of sophistication matched to ability/need</td>
<td>Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Use of technology for study and products</td>
<td>Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning (KVHS) Dual enrollment Honors Classes Independent Study Mentorship Travel study</td>
</tr>
<tr>
<td><strong>Creative:</strong></td>
<td>Opportunity to explore and apply advanced creative thinking and problem solving strategies in math</td>
<td>Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests</td>
<td>Cluster groups Differentiated study experiences Mentorships Research Seminars</td>
</tr>
<tr>
<td><strong>Leadership:</strong></td>
<td>Training in effective leadership techniques – especially as related to math and career goals Exploration of possible leadership roles in math related fields Effective change in connections related to interest areas Responsible use of influence</td>
<td>Special projects pursued in depth Opportunities to display and use strengths Real life connections Research In-depth study of a topic Real life connections Goal setting</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars</td>
</tr>
<tr>
<td><strong>Social/Emotional and Counseling:</strong></td>
<td>Opportunities for competition: experience dealing with success and/or failure</td>
<td>Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing</td>
<td>Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services</td>
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<td></td>
<td>Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies Academic planning and counseling tailored to high ability students Opportunities for career exploration in math related fields Contact/mentorship with a professional in the field</td>
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## Area of Identification: Specific Academic Aptitude – Science

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<tr>
<th>Needs:</th>
<th>How to meet needs</th>
<th>Strategies to use</th>
<th>Service Options</th>
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<tbody>
<tr>
<td><strong>Academic:</strong></td>
<td>Continuous progress at advanced level and pace of instruction in Science: usually includes advanced level research, contact/mentorship with a scientist. Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Pre-testing&lt;br&gt;Special project pursued in depth&lt;br&gt;Different – Not just more of the same&lt;br&gt;Research&lt;br&gt;Independent study&lt;br&gt;Extensive reading on subject&lt;br&gt;Real life connections&lt;br&gt;Interdisciplinary study&lt;br&gt;Grouping for interest, needs, abilities&lt;br&gt;Testing out/credit by examination&lt;br&gt;Opportunities to participate in special projects&lt;br&gt;Use of technology for study and products</td>
<td>Acceleration&lt;br&gt;Advanced Placement&lt;br&gt;Cluster groups&lt;br&gt;Collaborative teaching with District Resource Teachers&lt;br&gt;Consultation services with District Resource Teachers&lt;br&gt;Differentiated study experiences&lt;br&gt;Distance Learning (KVHS)&lt;br&gt;Dual enrollment&lt;br&gt;Honors Classes&lt;br&gt;Independent Study&lt;br&gt;Travel study</td>
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<tr>
<td><strong>Creative:</strong></td>
<td>Opportunity to explore and apply advances in creative thinking and problem solving strategies in science.</td>
<td>Problem based activities&lt;br&gt;Real life connections&lt;br&gt;Opportunities to use strengths&lt;br&gt;Opportunities to use creative thinking skills&lt;br&gt;Opportunities to participate in contests</td>
<td>Cluster groups&lt;br&gt;Differentiated study experiences&lt;br&gt;Mentorships&lt;br&gt;Research&lt;br&gt;Seminars</td>
</tr>
<tr>
<td><strong>Leadership:</strong></td>
<td>Training in effective leadership techniques, especially as related to science and career goals.</td>
<td>Special projects pursued in depth&lt;br&gt;Opportunities to display and use strengths&lt;br&gt;Real life connections</td>
<td>Cluster groups&lt;br&gt;Collaborative teaching with District Resource Teachers&lt;br&gt;Consultation services with District Resource Teachers&lt;br&gt;Differentiated study experiences&lt;br&gt;Mentorships&lt;br&gt;Seminars</td>
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<td><strong>Social/Emotional and Counseling:</strong></td>
<td>Opportunities for competition&lt;br&gt;Experience dealing with failure.</td>
<td>Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections&lt;br&gt;Goal setting</td>
<td>Advanced Placement&lt;br&gt;Cluster groups&lt;br&gt;Collaborative teaching with District Resource Teachers&lt;br&gt;Consultation services with District Resource Teachers&lt;br&gt;Honors Classes&lt;br&gt;Mentorships&lt;br&gt;Seminars&lt;br&gt;Special counseling services</td>
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<td><strong>Exploration of possible leadership roles in science related fields</strong>:</td>
<td>Research&lt;br&gt;Extensive reading on a subject.</td>
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<td><strong>Effective change in contexts related to interest areas</strong>:</td>
<td>Real life connections.</td>
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<td><strong>Responsible use of influence</strong>:</td>
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<td><strong>Dealing with the dilemma of acceptance vs. high achievement, Understanding anti-intellectualism</strong>:</td>
<td>Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections&lt;br&gt;Goal setting</td>
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<td><strong>Academic planning and counseling tailored to high ability students</strong>:</td>
<td>Opportunities for career exploration in language arts related fields&lt;br&gt;Contact/mentorship with a professional in a science related field.</td>
<td>Opportunities to display and use strengths&lt;br&gt;Problem based activities&lt;br&gt;Real life connections&lt;br&gt;Job shadowing</td>
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<td>Needs:</td>
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<td>Academic:</td>
<td>Continuous progress at advanced level and pace of instruction in Social Studies:</td>
<td>Pre-testing</td>
<td>Acceleration</td>
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<td>Depth and complexity matched to interests and abilities</td>
<td>Special project pursued in depth</td>
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<td>Use of technology and research design at a level of sophistication matched to</td>
<td>Compacting</td>
<td>Cluster groups</td>
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<td>Different – Not just more of the same</td>
<td>Collaborative teaching with District Resource Teachers</td>
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<td>Consultation services with District Resource Teachers</td>
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<td>Independent Study</td>
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<td>Extensive reading on subject</td>
<td>Distance Learning (KVHS)</td>
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<td>Grouping for interest, needs, abilities</td>
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<td>Testing out/credit by examination</td>
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<td>Use of technology for study and products</td>
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<td>Creative:</td>
<td>Opportunity to explore and apply advanced creative thinking and problem solving</td>
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<td>strategies to social issues</td>
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<td>Opportunities to use strengths</td>
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<td>Opportunities to use creative thinking skills</td>
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<td>Opportunities to participate in contests</td>
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<td>Leadership:</td>
<td>Training in effective leadership techniques especially as related to social</td>
<td>Special projects pursued in depth</td>
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<td>sciences career goals</td>
<td>Opportunities to display and use strengths</td>
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<td>Social/Emotional and</td>
<td>Opportunities for competition: Experience dealing with success and/or failure</td>
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<td>Opportunities for career exploration in language arts related fields</td>
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### Area of Identification: Creative or Divergent Thinking

<table>
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<tr>
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<tbody>
<tr>
<td>Creative:</td>
<td>Instruction in multiple and advanced strategies to further develop creative production Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Problem based activities Real life connections Special project pursued in depth Research Independent Study Interdisciplinary study Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests Use of technology for study and products</td>
<td>Acceleration Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research Seminars Travel study</td>
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<tr>
<td>Leadership:</td>
<td>Training in effective leadership techniques related to possible societal role(s)</td>
<td>Special projects pursued in depth Opportunities to display and use strengths Real life connections Independent Study</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars</td>
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<tr>
<td>Moral and ethical responsibilities related to influence/impact on society of their creative products</td>
<td>Real life connections Problem based activities Special projects pursued in depth Research Extensive reading</td>
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<tr>
<td>Social/Emotional and Counseling:</td>
<td>Interaction with others of similar creative ability</td>
<td>Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing</td>
<td>Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services</td>
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## Area of Identification: Leadership

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<tr>
<td>Leadership:</td>
<td>Opportunities to assess and further develop leadership abilities, styles and interests</td>
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<td>Acceleration</td>
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<td>Opportunities for career exploration in language arts related fields</td>
<td>Special project pursued in depth</td>
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<td>Contact/mentorship with a professional in a science related field</td>
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<td>Interdisciplinary study</td>
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<td>Extensive reading on subject</td>
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<td>Communications skills training</td>
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<td>Job shadowing</td>
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<td>Instruction in organizing for action</td>
<td>Problem based activities</td>
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<td>Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Special projects pursued in depth</td>
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<td>Opportunities to use strengths</td>
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<td>Opportunities to participate in contests</td>
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<td>Opportunities to understand and work on weaknesses</td>
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<td>Use of technology for study and products</td>
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<td>Procedures for effecting change</td>
<td>Real life connections</td>
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<td>Problem based activities</td>
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<td>Special project pursued in depth</td>
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<td>Opportunities to use strengths</td>
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<td>Interdisciplinary study</td>
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<td>Special counseling services</td>
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</table>
### AREA OF IDENTIFICATION: VISUAL AND PERFORMING ARTS

*SEE ADDENDUM IN APPENDIX FOR MORE SUGGESTED STRATEGIES*

<table>
<thead>
<tr>
<th>Needs:</th>
<th>How to meet needs</th>
<th>Strategies to use</th>
<th>Service Options</th>
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<tbody>
<tr>
<td><strong>Visual and Performing Arts:</strong></td>
<td>Further development (continuous progress) in talent area(s) Use of technology and research design at a level of sophistication matched to ability/need</td>
<td>Problem based activities Real life connections Research Independent study Different – Not just more of the same Interdisciplinary study Opportunities to display and use strengths Opportunities to use creative Thinking skills Opportunities to participate in contests Use of technology for study and products</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research/Independent study Seminars</td>
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<tr>
<td>Instruction in critical analysis, foundations, arts talent area(s)</td>
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<tr>
<td><strong>Creative:</strong></td>
<td>Instruction in multiple advanced levels of creative thinking and problem-solving skills and application to diagnosed arts talent area(s) Opportunity to apply creative thinking and production strategies to diagnosed arts talent area(s)</td>
<td>Problem based activities Real life connections Special project pursued in depth Different – Not just more of the same Opportunities to display and use strengths Service Learning Projects</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars</td>
</tr>
<tr>
<td><strong>Leadership:</strong></td>
<td>Investigation of leadership roles/styles in diagnosed arts talent area(s) as a career or avocation Ethical considerations and social responsibilities of artists as role models: impact of arts on society and society on arts</td>
<td>Problem based activities Special projects pursued in depth Opportunities to display and use strengths Research Independent study Extensive reading</td>
<td>Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Independent study Mentorships</td>
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<tr>
<td><strong>Social/Emotional and Counseling:</strong></td>
<td>Opportunities for competition: Experience dealing with failure.</td>
<td>Opportunities to display and use strengths Problem based activities Real life connections Opportunities for career exploration Job shadowing</td>
<td>Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services</td>
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<td></td>
<td>Academic planning and counseling tailored to artistically talented students. Opportunities for career exploration in visual and performing arts related fields Contact/mentorship with a professional in the Arts</td>
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</tbody>
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SECTION VII

PERSONNEL

POLICY:
KRS 158.6451.
(704 KAR 3:285 Section 7)
(BCBOE 08.132)

PROCEDURE:

Gifted And Talented Educational Services (G.A.T.E.S.) is a department of the Learning Support Services. The Assistant Superintendent of Teaching and Learning gives oversight and supervision to gifted and talented services and the gifted and talented education budget.

Boone County Schools’ gifted and talented coordinator’s duties shall include but are not limited to the following:

- coordinate district initiatives that services gifted and talented students
- maintain liaison and active participation with educational leaders in gifted and talented services at state, regional, and national levels
- monitor internal compliance with state statutes and administrative regulations
- prepare all state/district reports related to gifted and talented services
- perform all duties of a resource teacher to one or more schools while school is in session
- maintain a current working knowledge of developments and research related to gifted and talented students
- monitor and evaluate the implementation of gifted and talented services
- assist schools with the implementation and evaluation of Gifted Student Services Plans
- develop, implement, and evaluate professional development training programs for the district
- work with administrators in the improvement of individual staff competencies in relationship to students identified as gifted and talented
- work with administrators to effect horizontal and vertical continuity and articulation of gifted and talented services throughout the district
- study, evaluate, and as appropriate, recommend adoption of new instructional materials, methods, and strategies
- assist schools to increase the number of gifted/talented students participating in Advanced Placement tests.

Instructional Coaches are professionals who have extensive professional development in gifted education and provide expertise to classroom and specialty area teachers in the schools to which they are assigned.

Boone County Schools adhere to all state regulations in the hiring and placement of personnel who teach gifted and talented students concerning certification.

Boone County Schools adhere to all state regulations in the training of classroom and specialty area teachers, counselors and administrators through professional development by making available opportunities each school year to participate in professional development activities that address the individual needs, interests, and abilities of gifted and talented students.
Learning Support Services disseminates information to schools/teachers/parents about trainings held by Gifted and Talented organizations at the local, state and national levels

GT coordinator and instructional coaches are available to present district-wide professional development sessions for all grade levels. The staff is also available for one-on-one sessions for whole faculties, teams of teachers, and individuals as requested.

**RESPONSIBILITIES OF PERSONNEL PROVIDING SERVICES TO GIFTED AND TALENTED STUDENTS**

The **building administration** shall:
- Give oversight to the design, implementation, and monitoring of Gifted Student Service Plans for each identified student.

The **regular classroom and specialty area teachers** shall:
- Implement the Gifted Student Service Plan in their classrooms by meeting the individual needs of these children and challenging them on a daily basis through differentiation, cluster and flexible grouping, curriculum compacting, and other appropriate instructional strategies in the child’s area(s) of identification.
- Monitor progress of gifted and talented students at the end of every grading report period and review annual assessment scores. A student may be gifted and talented as well as underachieving; therefore, the regular classroom teacher will monitor the progress of identified gifted and talented students at the end of each grading period.
- Report student progress to parents at least once a semester on the status of students continuous progress or lack thereof.

The **Learning Support Services staff** shall assist schools in adjusting their curriculum and/or instructional practices to meet the needs of students identified as gifted and talented by:

- Assisting with evaluation, identification, and placement of gifted and talented students.
- Conferring with parent, teachers, and administration in the discussion of whole grade or class acceleration of gifted and talented and primary talent pool students.
- Assisting schools/buildings with the development and implementation of Gifted Student Service Plans for gifted and talented students.
- Building capacity by assisting teachers with planning differentiated instruction, to include modeling, with follow-up. Follow-up will include monitoring progress and clarifying and/or extending understanding.
- Assisting teachers with planning differentiated instruction related directly to Common Core Curriculum and the Program of Studies to meet the needs, interests, and abilities of students.
- Modeling how to work with cluster and flexible groups of students in content areas related directly to Common Core Curriculum and the Program of Studies.
- Monitoring progress of gifted and talented students at the end of every grading report period and reviewing annual assessment scores. A student may be gifted and talented as well as underachieving.
- Providing Professional Development training as determined by the school principal, Gifted and Talented Coordinator, or the Assistant Superintendent of Teaching and Learning or district initiatives in collaboration with Learning Support Services.
- Providing professional development for a school staff in accordance with the district and/or school’s Comprehensive School Improvement Plan, at the request of the principal, the gifted and talented
coordinator, or the Assistant Superintendent of Teaching and Learning. Topics will be determined as a result of identified needs and aligned with district initiatives.

- Focusing on district initiatives, instructional coaches and GT coordinator will support, after training, the implementation of district initiatives by incorporating them into gifted and talented services.
- Maintaining ongoing communication with parents by conducting general informational meetings for all parents of identified gifted and talented students. The GT coordinator will maintain communication with parents on matters related to the identified students. Parents will be instructed to make contact first with classroom teacher, then building principal before consulting the Gifted and Talented Coordinator. Individual communiqués will be addressed as the need arises. Additional opportunities for communication will be determined as the year progresses.
- Developing activities and working with classroom and specialty area teachers, counselors, and/or students to meet the affective needs of gifted and talented students.
- Modeling how to work with cluster and flexible groups of students in areas related directly to meeting the affective needs of gifted and talented students by giving them opportunities to function at greater levels of complexity, tie their passionate interests to their schoolwork, and foster a sense of confidence as a result of succeeding at a difficult task.
- Planning and implementing special programs/seminars for formally identified groups of students is dependent upon available funds. Examples may include but not limited to the following:
  - Creative and Divergent Thinking Conference for students identified in creativity
  - Leadership Conferences and programs for students identified in Leadership
  - Travel options for grades 10-12 through CloseUp Foundation
  - Projects/workshops/activities for students identified in visual art, dance, drama, music, and creativity
  - Seminars and activities that are designed for specific areas of identification
  - Coordinate contests and special events for buildings in which gifted and talented students may want to participate
    - Boone County Youth Cabinet for grade 11 students
- Building capacity by modeling for teachers how to incorporate critical and creative thinking skills in the content areas for all students.
- Developing concept-based high-level, content-rich activities for the classroom.
- Assist teachers and parents of primary students (K-3) in planning strategies and activities that would enhance the learning experience of students in the Primary Talent Pool.
- Assisting schools/buildings with planning and implementation of building-initiated services for gifted and talented students.
SECTION VIII
PROFESSIONAL DEVELOPMENT

POLICY REFERENCE:

704 KAR 20:280

(704 KAR 3:285 Section 8)

(BCBOE 08.132)

Procedures:

In assuring that all personnel who work with children eligible for gifted and talented education services have the skills and knowledge necessary to meet the needs of the children, the Learning Support Services staff and other appropriate personnel will be prepared to teach gifted and talented children by:

- Participating in continuing education to learn about new research in the field. Members of the staff attend workshops/seminars, take classes, read professional journals and books, and communicate electronically with experts in the field to keep abreast of current trends and discoveries in gifted and talented education.

- Disseminating information to the classroom level teachers, counselors, and administrators as staff is trained.

- Participating in district-wide training for all teachers in Boone County conducted by district technical and curriculum experts.

- Attending and distributing information to classroom teachers, counselors, administrators, and other district personnel concerning conferences, workshops, and seminars at the local, state and national levels pertaining to the nature and needs of gifted and talented students.

- Sharing with principals, counselors, and teachers, as needed, material from the gifted and talented education field as new research becomes available.

- Seeking to find staff members who have the capability of contributing to the team of instructional coaches in order to meet specific needs on particular grade levels.

- Conducting annual meetings with parents and, as funding is available, making available speakers who will give parents insight into gifted and talented services furnished by the district, as well as insight into parenting a gifted and talented child. Whenever prominent speakers are in the area, information is sent to the parents or publicized on the gifted and talented services page of the district web site.
SECTION IX

BUDGET & FINANCING

POLICY REFERENCE:

(704 KAR 3:285 Section 9)

PROCEDURES:

Because of limited funding from the State of Kentucky, the BCSD’s gifted and talented budget is largely supported from local district funds. BCSD follows state regulation in the allocations of the State Gifted and Talented Funds.

The Gifted and talented coordinator in collaboration with the Assistant Superintendent of Learning Support Services will administer and revise the gifted and talented education program budget. (704 KAR 3:285 Section 9)
SECTION X

PROCEDURAL SAFEGUARDS

POLICY REFERENCE:

157.200 and 157.230; and

(704 KAR 3:285 Section 10)

KRS 157.200 and 157.230, or

(BCBOE 08.132)

PROCEDURES:

APPEAL OF IDENTIFICATION

A student, teacher, parent, or guardian may appeal the selection and/or review decision of the Gifted and Talented Identification and Placement Committee to the Principal of their school. If their appeal is denied, the party may then appeal to the District Talented Review Committee to include the Assistant Superintendent of Learning Support, Gifted and Talented Coordinator, gifted and talented certified instructional coach (excluding the instructional coach that may have been on the original decision making committee), another principal from the appropriate grade level – elementary, middle, and high – and other necessary personnel for follow-up assessment and/or review of evidence.

Requests for review shall be communicated, in writing, to the Gifted and Talented Coordinator within ten (10) school days of notification by the original Gifted and Talented Identification and Placement Committee. The District Gifted and Talented Review Committee shall provide their written decision to the parent/guardian and principal of the child’s school within ten (10) school days. The Review Committee will be appointed annually and will meet to review state regulations, and district policies.

If the teacher, student, parent/guardian or principal wishes further review of his or her concern, the written communication may be presented to the Superintendent of Schools. The Superintendent shall review previously presented information and administrative responses, and conduct any necessary investigation. The Superintendent shall provide a written response to the parent/guardian, the principal, and the district gifted and talented coordinator no later than ten (10) days after receipt of the parent’s communication following the District Gifted and Talented Review Committee’s decision.

PARENT EXPRESSED CONCERN FOR SERVICES PROVIDED IDENTIFIED STUDENTS

Level 1

A teacher, student or parent/guardian shall present his or her initial written concern to the school principal. Within five (5) school days, the school principal shall meet with the teacher, student or parent/guardian to address their concern. The principal shall forward a report of any concerns to the Gifted and talented Coordinator within five (5) school days of the meeting. If an agreement is not reached, the teacher, student, parent/guardian or principal may proceed to the next level.
Level 2

A teacher, student, parent/guardian or principal shall present his or her written concern to the gifted and talented coordinator. The gifted and talented coordinator shall discuss with the parent/guardian the nature of the written concern and any action that the gifted and talented coordinator believes should be taken to resolve the concern of the parent/guardian. The Gifted and Talented Coordinator shall provide a written response to the parent/guardian no later than fifteen (15) school days after receipt of the initial communication. The gifted and talented coordinator will forward a copy of the concern and response to the principal, the parent, the building coach, and to the Assistant Superintendent of Learning Support Services.

Level 3

The gifted and talented coordinator shall convene the District Gifted and Talented Review Committee within ten (10) school days to review the concern, assure that any requests for change in services comply with Kentucky regulation, and make changes, if appropriate. The District Gifted and Talented Review Committee shall include the Assistant Superintendent of Learning Support, district Gifted and Talented Coordinator, gifted and talented certified instructional coach (excluding the gifted and talented teacher on the original decision making committee), a principal from each level – elementary, middle, and high – and other appropriate personnel.

Level 4

If the teacher, student, parent/guardian or principal wishes further review of his or her concern, the written communication may be presented to the Superintendent of Schools. The Superintendent shall review previously presented information and administrative responses, and conduct any necessary investigation. The Superintendent shall provide a written response to the parent/guardian, the principal, and the district gifted and talented coordinator no later than ten (10) days after receipt of the parent’s communication at Level 3.

DECLINING OF SERVICES

Assuming that the district is aware that a child has met the criteria for identification for gifted and talented services, he/she will be eligible to receive services as long as he/she maintains student status in the BCSD. If students and parents are not interested in receiving gifted and talented student services, parents must state in writing and submit to the principal and the gifted and talented coordinator their desire to decline services for their child/children. At that time appropriate personnel will be notified. If at some later date, parents want to resume services, it must be stated in writing and submitted to the gifted and talented coordinator.

MANAGEMENT OF STUDENT RECORDS

Within 10 days of Gifted and Talented Identification and Placement Committee, the school personnel shall develop a purple gifted and talented file that shall be kept in the student’s cumulative file in a separate purple folder referred to as the “gifted and talented folder”. It shall include originals of:

- parent notification letter which includes the areas of identification,
- current GSSP,
- Data Collection Form which includes test and assessment scores and all qualifying criteria for identification,
- all other evidence used to determine identification and service needs to include tests, surveys, questionnaires, behavior checklists, Conference Summaries, etc. and
- copies of communiqués concerning student.
SECTION XI

EVALUATION OF SERVICES

POLICY REFERENCE:

(704 KAR 3:285 Section 5)

(BCBOE 08.132)

PROCEDURE:

• Principal or designee will analyze gifted and talented students’ progress based on report cards and other assessment data, and forward findings and data to gifted and talented coordinator with underachievers (scores of 78% or less) highlighted. For state reporting purposes, this must be done by May 1.

• GT coordinator will analyze assessment data (K-PREP, Explore, ACT, SAT, AP exam, etc.) and prepare a spreadsheet comprised of all formally identified students when the school year begins and data is available. School personnel will update throughout the school year to monitor student progress.

• Gifted and talented services will collect, compile, and analyze student, parent, faculty, and administrator surveys.

• Assistant superintendent of Teaching and Learning and the gifted and talented coordinator will research and/or modify service goals and design as necessary.

• Gifted and talented coordinator will prepare evaluation results and services modifications for review to school site-based councils.

• Gifted and talented coordinator will prepare evaluation results and program modifications for review by the board of education.

• Gifted and talented coordinator will prepare Annual State Gifted and Talented Report and set goals and a procedure for meeting any areas needing improvement prior to May 30.

• Gifted and talented coordinator will review data analysis to include statistics that would encompass the whole population i.e. racial and ethnic minority children, disadvantaged children, and children with disabilities.

All forms and documents necessary for compliance to the stated procedures are available to Boone County Schools’ personnel responsible for gifted services on the Learning Support Services SharePoint site.
Appendix
Frequently Asked Questions – Gifted & Talented Education

(This document is intended to provide guidelines for interpreting 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented. Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.)

INTRODUCTION

Q: How did gifted and talented services in Kentucky begin?

A: The Kentucky Education Reform Act (KERA) was signed into law in 1990. With its passage came higher standards for all students. House Bill 519, passed in 1998, began the pathway leading to the implementation of 704 KAR 3:285, the administrative regulation for gifted and talented education services that became effective September 1, 1999.

PRIMARY TALENT POOL (PTP)

Q: What is the Primary Talent Pool (PTP)?

A: The Primary Talent Pool is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (P1-P4; Kindergarten through Third Grade). These students may be referred to as high potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop. These students are not automatically identified as gifted once they reach the fourth grade. Meeting certain criteria formally identifies students in the 4th grade.

Q: Can any formal testing be done with PTP students?

A: 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 assessments.

Q: What percentage of students in primary should be included in the PTP?

A: According to 704 KAR 3:285, “high-potential learners” are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors.

Q: Why should 25% of primary students be involved in the PTP?

A: It is important to cast a wide net to find high potential learners. The PTP could include the top 5% in each of five areas (general intellectual ability, specific academic aptitude, leadership, creativity and the visual and performing arts) for a total of 25% of the entire primary school population.

Q: Can a student be selected for the PTP one year and not the next?

A: Once a student is in the primary talent pool, the student remains in the talent pool until exiting the third grade (P4). Services may need to be adjusted to fit the individual child’s specific needs. However, students are not removed from the talent pool.
Q: Are parents to be notified that their child is in the Primary Talent Pool?

A: There is no reference in the gifted regulation that parents of PTP students are to be notified. However, it is a district decision to create policies and procedures that may include notifying parents of students selected for the PTP.

Q: How are services delivered to Primary Talent Pool students?

A: 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. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

FORMAL IDENTIFICATION

Q: Can the Kentucky Department of Education (KDE) come up with a set of regulations/criterion that would unify all districts for identification?

A: KDE feels the reason the regulations do not specify an identification criterion is that it should be a local district decision. There is diversity across the Commonwealth, with each district unique in their population and having different needs. As a result, districts may use identification tools that match their population. As far as the unified requirements, it is provided in the regulation, 704 KAR 3:285, Section 3. It does spell out that three evidence options are required and that each area of identification has criteria to be able to identify students for Gifted and Talented. The more districts follow the regulations, the more consistency will be in identifying gifted and talented students.

Q: Must a student show evidence in both Reading and Language Arts to be identified in the area of Language Arts Specific Academic Ability?

A: Only one area is needed, not both for identification purposes. However, the additional information can be used as supporting evidence, especially when providing service options matching strengths, interests and abilities.

DIVERSITY

Q: How can a district address the issue of the under representation of minority students being identified as Gifted & Talented (GT)?

A: Alternative means and methods are often helpful in identifying gifted/talented children from minority populations. Alternative means relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests include the NNAT (Naglieri Nonverbal Ability Test) and the Raven’s Progressive Matrices. Observation-based methods for teachers include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales. It would be helpful to combine these methods for teachers with information specifically relating to gifted minority students.

TESTING

Q: What tests are recommended to use to identify social studies and science?
A: KDE has not made any formal recommendations of any specific tests for any specific area. Presently, districts have a choice as long as it follows the gifted regulation criteria.

Q: On the SAGES-2 test, there are Math/Science and Language Arts/Social Studies subtests. If a student scores in the 9th stanine on either subtest, can this be used as a qualifying score for both subject areas?

A: The subtest does not provide a composite test score in a specific subject area. SAGES-2 can be used as supporting evidence, but not the qualifying piece of evidence.

GIFTED STUDENT SERVICE PLAN (GSSP)

Q: What is a GSSP?

A: A gifted and talented student services plan (GSSP) is an educational plan that matches a formally identified gifted student’s (Grades 4-12) interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

Q: Is a GSSP required for every gifted/talented student?

A: Every formally identified student, grades 4-12, must have an annual GSSP. This piece of the regulation was effective beginning with the 2001-2002 school year.

Q: Do parents play a role in the development of the GSSP?

A: A local school district shall implement a procedure to obtain information related to the interest, 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.

SERVICE OPTIONS

Q: What are gifted and talented education services?

A: Gifted and talented education services are delivery of service options for qualifying P-12 students. “Gifted and talented student,” a category of exceptional students included within the definition of “exceptional children,” KRS 157.200 (1)(n), means a student identified as possessing potential or demonstrated ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership skills, and/or in the visual or performing arts.

Q: According to regulation, what is differentiation?

A: Differentiation is 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. Differentiated service experiences are educational experiences that extend, replace, or supplement learning beyond the standard curriculum.

Q: When documenting service options, should “Early Exit from Primary” and “Grade Skipping” only be marked during the year in which the student exits early or skips a grade (as opposed to marking this in succeeding years to denote that the child has skipped a grade or exited primary early?)
A: Grade acceleration should be documented as a service option for the year the student skipped. The early exit should be used the year of exit. The second year, for example, would not reflect these service options, but would still need continuing service options, maybe differentiation, enrichment, compacting, etc.

UNDERACHIEVEMENT

Q: Would an underachieving GT student be generally interpreted as meaning receiving grades at the “B” level or below in classes?

A: Essentially a common, general definition as it applies to education: Underachievement is defined as a student achieving poorly and/or less than their potential or mental abilities would indicate they should be capable of attaining. Simply stated, a discrepancy between potential and performance, or unfulfilled potential. See link below for more detailed information: http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/Frequently+Asked+Questions+Gifted+and+Talented+Underachievement.htm

STATE REPORTING

Q: Is it required to enter student information as soon as it is received or can districts wait until the end of the year?

A: For the 2007-2008 school year, all K-9 student data and evidence is required to be entered. It is recommended to input data regularly, as soon as it is available and not just at the end of the year. KDE has the capability to extract district data at any time and do so periodically. This data needs to be current and reflect daily changes in order to create an accurate view of Kentucky’s GT student data at any given time during the year.

Q: Do districts need to enter STI & IC (Infinite Campus) information on high school students?

A: Presently data and evidence on newly identified students in grades 10-12 or transfer students in grades 10-12 must be entered into state reporting tools STI or IC. Eventually data and evidence for all identified students in grades 10-12 will need to be entered and phased into the state-reporting tool.

Q: On the STI report, which provides the number of students identified for GI, LA, Math, etc. at each grade level, should there be any students showing up in grades K-3 since students are not formally identified in these areas until 4th grade?

A: K-3 students in the PTP should be documented using the drop down menu named “Primary Talent Pool” only and not in any specific area of identification. Also, remember to take out the creative and divergent thinking category that was required in the past before there was a PTP choice and use the appropriate choice.

FUNDING/ALLOCATIONS

Q: Does money allocated to districts for GT education need to be spent before the fiscal year closes?

A: Yes, districts must use the state allocation for GT Funding by June 30th. If nearing the deadline, unused money can be encumbered and off the books immediately unless districts wish to return the allocation to the state.
GT PROGRAMMING/DISTRICT RESPONSIBILITY

Q: What should parents look for in quality GT Programming?

A: Quality GT Programming includes: Clearly articulated policies, procedures and services, primary through grade twelve (12); knowledge of procedural safeguards, a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student’s services plan; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

Q: What are some basic operational standards for quality GT Programming?

A: Basic operational standards include: Articulated, primary through grade twelve (12), multiple service delivery options that are qualitatively differentiated to meet students’ interests, needs, and abilities and promote continuous progress; Primary program services provided within the framework of the primary program requirements allowing for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on individual student needs; Primary program services that shall not exclude the continued, appropriate use of resource services, acceleration options, or specialized service options made on an individual basis; An educational plan, Gifted and Talented Student Services Plan (GSPP), grades 4-12, that matches a formally identified gifted student’s interests, needs, and abilities to appropriate services; and Grouping for instructional purposes and multiple services delivery options (i.e. cluster grouping, flexible grouping and regrouping).

Q: What can GT students expect from quality GT services?

A: Students can expect a comprehensive framework or course of study; Differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451; Ongoing assistance to further develop their individual interest, needs and abilities; and Services during the regular school day.

Q: What is a local school district’s responsibility?

A: A local school district is required to adopt policies and procedures that provide an ongoing opportunity for all students to be considered for GT education services through informal screening and selection in the primary program, P1-P4, and formal categorical identification in grades four (4) through twelve (12) in general intellectual ability, specific academic aptitude (language arts, mathematics, science, social studies), Creative or Divergent Thinking, Leadership Skills, and visual &/or performing arts (art, dance, drama, music). School personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child’s true abilities that lead to exclusion of otherwise eligible students. The system for qualifying P-12 students for GT education services shall provide equal access for racial and ethnic minorities, disadvantaged children (defined as qualifying for free or reduced lunch), and children with disabilities. Local school districts must provide multiple service delivery options primary through grade twelve (P-12). Each local school district must offer multiple service delivery options, a minimum of two services at each grade level district-wide.

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