

*References: KRS 157.200; KRS 157.224; KRS 157.230; 704 KAR 3:285
Related to: 4057.01AR (Gifted and Talented Handbook)*

4057.01 DESCRIPTION OF AREAS OF GIFTEDNESS ADDRESSED

The Board hereby adopts the polices required by 704 KAR 3:285 - Programs for Gifted and Talented Students, consistent with KRS 157.196, 157.200, 157.224, 157.230 to address the individual educational needs of eligible students who possess demonstrated or potential ability to perform at an exceptionally high level in areas as noted and defined below [704 KAR 3:285, Section 1(16)]:

1. General Intellectual Ability

Possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, non-verbal reasoning, and the analysis, synthesis, and evaluation of information.

2. Specific Academic Aptitude

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

3. Creative or Divergent Thinking

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.

4. Psychosocial or Leadership Ability

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.

5. Visual or Performing Arts

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 visual art, dance, music, or drama.

4057.02 PROCEDURES

In accordance with KRS 157.200, the Oldham County Board of Education shall provide procedures, which address, at a minimum, determining eligibility for services and service delivery based on a process that includes:

1. A data gathering 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.
2. Systematic data analysis that compares students under consideration for identification to local or national norms, including those required in 704 KAR 3:285, and to district established criteria of eligibility for each category of giftedness.
3. Identification and Placement Committee for determining eligibility, services, and placement of students as defined in Sec. 4(c) of 704 KAR 3:285 designed to:
 - Provide feedback on the adequacy of the identification and diagnostic procedure
 - Ensure a variety of views are heard during the selection and placement process
 - Determine which students meet identification criteria and which services and at what level, shall be included in each identified student's gifted and talented student services plan.
 - Help provide communication and support in the school and community
4. The provision of services implemented primary through grade twelve which provides multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students.

OLDHAM COUNTY BOARD OF EDUCATION POLICY

EDUCATION OF GIFTED AND TALENTED STUDENTS

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5. A system for school personnel to report to parent or guardian the progress of identified gifted students related to Gifted Student Services Plan (GSSP) at least once each semester,
6. A petition and appeal process as a safeguard for a student who may have been missed in the identification and diagnosis process.
7. A procedure for the identification and diagnosis of students displaying gifted and talented behaviors and characteristics, which includes:
 - Informal selection and diagnosis in the primary program
 - Formal identification and continuous diagnosis of students in grades four through twelve.Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.
8. A procedure to obtain parental or guardian permission prior to the administration of any 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.

4057.03 SELECTION AND IDENTIFICATION OF STUDENTS

No single assessment instrument or measure shall be the basis for selecting (primary program) or formally identifying (grades four through twelve) students nor for denying services once a child has been selected and placed in the Primary Talent Pool or formally identified and placed in the Gifted and Talented Program.

A system will be provided for screening and identifying strengths, gifted behaviors, and talents which provides equal access for racial and ethnic minority children, disadvantaged children and children with disabilities.

Primary Program Level:

For children in the Primary Program the procedure for the selection of high potential learners for participation in the Primary Talent Pool shall include use of at least a minimum of three assessment options as defined in Section 3, (9) of 704 KAR 3:285 to assess the degree of demonstrated characteristics and behaviors and to determine level of need and most appropriate service interventions.

Grades Four through Twelve:

For students in grades four through twelve, identification and diagnosing gifted and talented must be based on the use of at least three of the assessment options as defined in Section 3, (11b) of 704 KAR 3:285, with eligibility based on the student meeting the criteria provided in at least one of the gifted and talented categories defined in Section 3, (12) of 704 KAR 3:285.

4057.04 SERVICE DELIVERY AND PLACEMENT

Students, primary through grade twelve, diagnosed as possessing gifted and talented characteristics shall be provided services which are qualitatively differentiated to meet the individual needs of the identified students and result in educational experiences commensurate with the interests, needs and abilities of these students, and which facilitate the high level of attainment of goals established in KRS 158.6451.

Primary Program:

For a student selected for the Primary Talented Pool services shall be provided within the framework of primary program requirements and consistent with 704 KAR 3:285 Section (4). With two exceptions of the special school and the self-contained classroom, all service delivery options shall be available in the Primary Talent Pool and will be determined by the school.

Grades Four through Twelve:

For students identified for the Gifted and Talented Program there shall be multiple service delivery options with no single option existing alone, district-wide, at any grade level as to be consistent with KRS 157.200(1). These service delivery options shall be differentiated to such a degree as to be consistent with

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KRS 157.200(1). Each student shall have a Gifted Student Services Plan (GSSP) identifying the services and placement of the identified student. Information will be obtained from the parent or guardian related to interests, needs and abilities of the identified student for use in determining appropriate interventions. The District Identification and Placement Committee will determine placement of identified students based on individual student's needs; details of this placement will be recorded in the Gifted and Talented record in Infinite Campus.

Grouping for instructional purposes and multiple service delivery options shall be utilized in the district educational plan, based on student interests, abilities, and needs, including social and emotional. No single service option shall exist alone at any grade level district wide. These service delivery options shall be differentiated to such a degree as to be consistent with KRS 157.200. With the exception of academic competitions and optional extracurricular offerings, all services shall be provided during the regular school hours.

4057.05 CURRICULUM AND PERSONNEL

Each school shall differentiate by extending, replacing, supplementing or modifying the Kentucky Academic Standards and the school's curriculum to facilitate high-level attainment of the learning goals in KRS 158.6451 and to assist students in developing their individual interests, needs and abilities beyond the standard curriculum. A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

1. Directly with identified gifted pupils in addition to the regularly assigned teacher; or
2. For at least one-half (1/2) of the regular school day in a classroom made up entirely of properly identified gifted students.

All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the student.

4057.06 PROGRAM EVALUATION

Provisions shall be made for program evaluation on an annual basis and shall be used in the school and district instructional planning process. Such evaluation should include:

1. Overall student progress,
2. Student, parent and faculty attitudes toward the program
3. community involvement,
4. cost effectiveness,
5. incorporation of gifted education into the regular school program,
6. quality of instruction and credentials of personnel,
7. future program directions and modifications.

4057.07 FUNDING

State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professional qualified and certified personnel as required by Education Professional Standards Board in 704 KAR 20:280. Seventy-five percent (75%) of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services. State funding to a district shall be contingent upon:

4057.08 GIFTED EDUCATION COORDINATOR

A district receiving state gifted education funding shall designate a gifted education coordinator to:

1. Oversee the district gifted education operation
2. Serve as the liaison between the district and the state
3. Ensure internal compliance with state statutes and administrative regulations
4. Administer and revise the gifted education program budget

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4057.09 GRIEVANCE PROCEDURE

A grievance procedure to allow parents and students to resolve concerns regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's Gifted Student Services Plan (GSSP) shall be established as defined by (704 KAR 3:285, Section 10) to 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 student needs revision
4. Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and KRS 157.230, and
5. Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, an administrator, and a counselor in addressing a grievance.

The Board's goal is to provide an educational program that affords all students the opportunity to develop their learning potential. The Board will provide learning opportunities, differentiated from those provided through the regular program of studies for students in Primary through grade twelve who meet the eligibility requirements. Each principal shall assure that the instructional program in the school fulfills the intent of this policy with the support and assistance of the District's Gifted Services Coordinator.