

#### Policies that Impact Gifted Education

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## **School** Based Decision Making







#### **Key Statutes and Regulations**

- **KRS 156.730**
- \* KRS 157.196, KRS 157.200
- \* KRS 158.030, KRS 158.031
- KRS 158.305
- KRS 158.6453





## *Key Statutes and Regulations (continued)*

- **KRS 160.348**

- Every Student Succeeds Act (ESSA)

## *Key Statutes and Regulations (continued)*



- # 16 KAR 2:110, 16 KAR 4:010
- 702 KAR 7:125
- 704 KAR 3:305
- 704 KAR 3:285
- ✤ 704 KAR 19:002



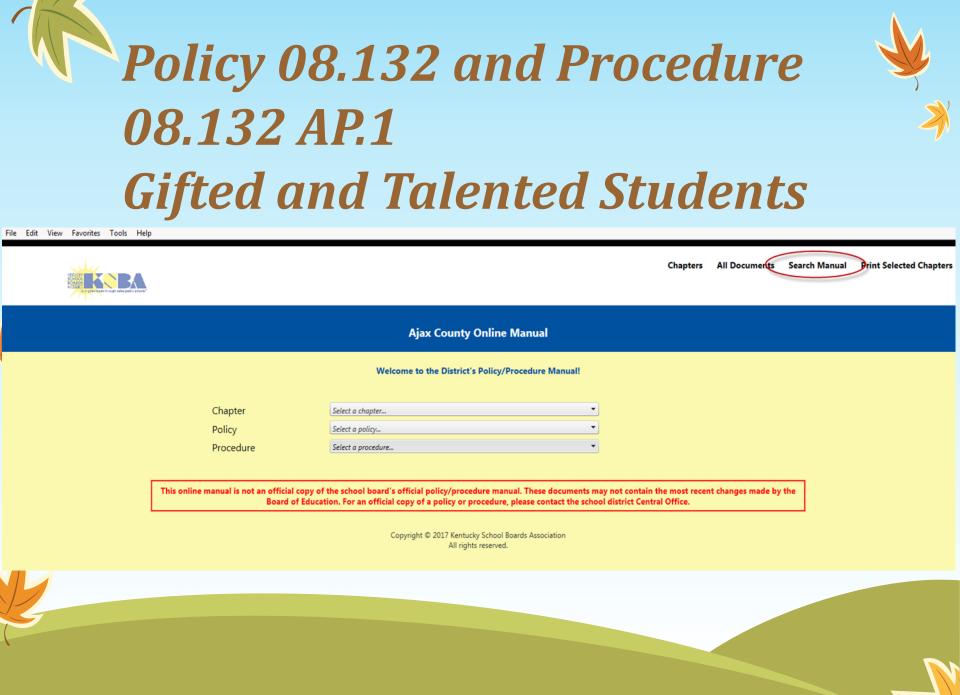


#### **Policies & Procedures by the Numbers:**

- 172 school boards belong to the KSBA Policy Service.
- All boards have adopted a GT policy.
- 103 GT policy versions on file 31 districts have adopted the KSBA model policy.
- 161 districts belong to the KSBA Procedure Service.
- 63 procedure versions on file 89 districts are using the KSBA model procedure.







#### **Policy 08.132/Gifted and Talented Students**

- District Provisions
- Identification/Diagnosis And Eligibility
- Services
- Personnel
- Program Evaluation
- Grievances







#### What Must the District Provide?

- 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.
- Formal identification of students in grades four through twelve (4-12) for participation in the District's GT program.
- An advising and guidance process to support development of an individual learning plan for ALL students by the end of the 6th grade year that includes career development and awareness.



#### Identification/Diagnosis and Eligibility

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.



#### **Keeping Parents in the** Loop

- Prior to selection/identification/placement of a GT student, obtain parent/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.
- 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.
- Report to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.



#### Service Strategy Requirements

- Wariety of appropriate options for grouping by ability, interest and/or need
- Multiple service options reflecting continuous progress through a logical sequence of learning
- Assuring that neither the primary program, nor any grade level is served by only one (1) gifted education service option
- Means of obtaining parental input for use in determining appropriate services
- A services plan format providing for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options







#### 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.
- Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.









### **Program Evaluation**

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient.







#### Grievances

- Students or parents who wish to file a grievance or appeal concerning the District's process for.
  - Selecting students for the talent pool
  - Formally identifying students for GT services



• Appropriateness/adequacy of services in the students Gifted Students Services Plan (GSSP)





#### **To Policy or Not to Policy?**



- 1. What is the appropriate placement for this information?
- Board Policy oversight, framework
- Procedure administrative implementation
- Other format plan, handbook, council policy, etc.



#### To Policy or Not to Policy? (continued)

- 2. Is this information consistent with the district's other oversight documents, (vision/mission statement, goals, and district and school improvement plans)?
- **3.** Are the proposed provisions consistent with applicable parameters (legal requirements, available resources)?



#### **To Policy or Not to Policy? (continued)**



5. Is this policy practical; can it be implemented consistently over time and across the district?





#### To Policy or Not to Policy? (continued)

- 6. Does the policy address accountability and reflect how feedback will be provided?
- 7. Does it provide clarity for the reader and appropriate notice to stakeholders?







#### **Related Board Policy Areas**

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Graduation Requirements (08.113)
Alternative Credit Options (08.1131)
Guidance (08.14)



#### Related Board Policy Areas (continued)

#### Promotion and Retention (08.22)

A student may advance through the primary program without regard to age if the District determines that s/he has acquired the academic and social skills taught in kindergarten and that advancement would be in his/her best educational interest.



# Related Board Policy Areas (continued)

Entrance Age (09.121)
Absences and Excuses (09.123)
Alternative Education (09.4341)





#### **School Climate Barriers**

- Do all students feel safe, welcome and valued?
- Are the school and its staff "parent-friendly"?
- Are there intentional efforts to foster parental interaction and participation?
- What methods are used to establish effective two-way communications between school and home?



#### **Policy/Practice Barriers**

- Do ALL teachers receive regular professional development on working with GT students?
- Are parents, members of councils and committees invited?
- Is ongoing support provided to see that training is implemented?
- Are primary school students advanced according to their best educational interest without regard to age?
- Are communications to parents of GT students provided as required by law?
- Are gifted services plans fully developed and implemented?

#### **Policy/Practice Barriers** (continued)

- How are those plans integrated with the Individual Learning Plan (ILP) effective with the 6th grade?
- Are students permitted to earn credit toward graduation through performance-based courses (dual credit/enrollment/online courses, etc.)?
- Do board or school policies prohibit course/grade acceleration or, at the high school level, impose unnecessary course prerequisites?
- Are parents aware that excused enhanced educational opportunities may be requested?









#### Questions???





