

## Section 2 – Legal Authorization

Kentucky offers gifted education services for identified students across all grade levels. 704 KAR 3:285. Programs for the gifted and talented is the regulation that guides educators as they plan policies and procedures for identifying and serving gifted students. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for services in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and / or visual and performing arts

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# KENTUCKY REGULATION FOR GIFTED AND TALENTED EDUCATION

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

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

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

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

**Section 1. Definitions.** (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

(2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

(3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.

(4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.

(5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

(7) "Counseling services" means affectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

- (15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) "General intellectual ability" means possessing:
- (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and
  - (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.
- (17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.
- (20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
- (21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socio-emotional needs, and interests.
- (23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).
- (24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.
- (26) "Psychosocial or leadership ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.
- (27) "Resource services" means a service delivery option that:
- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
  - (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
  - (c) Is provided in a pull-out classroom or other appropriate instructional setting.
- (28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.
- (29) "Special school" means a specialized school designed to:
- (a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
  - (b) Develop specific areas of giftedness such as visual and performing arts.
- (30) "Specific academic aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

(33) "Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

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

**Section 2. Policies and Procedures.** A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

**Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services.** (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

(a) Informal selection and diagnosis in the primary program;

(b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and

(c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

(6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.

(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

(a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;

(b) Inventory checklists of behaviors specific to gifted categories;

(c) Diagnostic data;

- (d) Continuous progress data;
  - (e) Anecdotal records;
  - (f) Available formal test data;
  - (g) Parent interview or questionnaire;
  - (h) Primary review committee recommendation;
  - (i) Petition system; and
  - (j) Other valid and reliable documentation.
- (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.
- (11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:
- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
  - (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
    1. A collection of evidence from portfolios demonstrating student performance;
    2. Inventory checklists of behaviors specific to gifted categories;
    3. Continuous progress data;
    4. Anecdotal records;
    5. Peer nominations;
    6. Formal testing data specific to gifted categories;
    7. Parent interview or questionnaire;
    8. Primary review committee recommendation for those entering the fourth grade;
    9. Self-nomination or petition system;
    10. Student awards or critiques of performance or products specific to gifted categories; and
    11. Other valid and reliable documentation;
- (12) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:
- (a) General intellectual ability shall be determined by a student score within the **ninth stanine on a full scale comprehensive test of intellectual ability**. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:
    1. High performance on additional individual or group intellectual assessment;
    2. Observation of applied advanced reasoning ability; or
    3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.
  - (b) Specific academic aptitude shall be determined by **composite scores in the ninth stanine** on one (1) or more subject test scores of an **achievement test**. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another **standardized normed achievement test**. Evidence of specific academic aptitude also may include:
    1. High performance on an additional individual or group test of academic aptitude;
    2. Student awards or critiques of performances;
    3. Off-level testing;
    4. Portfolio of high academic performances; or
    5. Student progress data.
  - (c) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:
    1. Creative writing samples;
    2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
    3. Behavioral checklists or observations specific to creative behavior; or
    4. Observation of original ideas, products or problem-solving.
  - (d) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:
    1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);
    2. Peer recommendations;

3. Behavioral checklists or observations specific to leadership behavior;
  4. Portfolio entries which display leadership qualities; or
  5. Offices held by student in extracurricular activities and class government.
- (e) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:
1. Awards or critiques of performance; or
  2. Portfolio of visual or performing arts ability.

**Section 4. Procedure for Determining Eligibility for Services.** (1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- (a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;
  - (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;
  - (c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:
    1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
    2. To ensure that a variety of views are heard during the selection and placement process;
    3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
    4. To help provide communication and support in the schools and community;
  - (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
  - (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (2) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
- (a) An exceptional child as defined in KRS 157.200;
  - (b) Disadvantaged; or
  - (c) Underachieving.

**Section 5. Program Evaluation.** (1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
  - (b) Student, parent, and faculty attitudes toward the program;
  - (c) Community involvement;
  - (d) Cost effectiveness;
  - (e) The incorporation of gifted education into the regular school program;
  - (f) Overall quality of instruction and program personnel credentials; and
  - (g) Future program directions and modifications.
- (2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.
- (3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

**Section 6. Service Delivery Options.** (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;

- (b) Result in educational experiences commensurate with his interests, needs and abilities; and
  - (c) Facilitate the high level attainment of goals established in KRS 158.6451.
- (2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.
- (3) Emphasis on educating gifted students in the general primary classroom, shall not preclude (exclude) the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.
- (4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
- (5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:
- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);
  - (b) Advanced placement and honors courses;
  - (c) Collaborative teaching and consultation services;
  - (d) Special counseling services;
  - (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
  - (f) Distance learning;
  - (g) Enrichment services during the school day (not extracurricular);
  - (h) Independent study;
  - (i) Mentorships;
  - (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
  - (k) Seminars;
  - (l) Travel study options; or
  - (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.
- (6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

**Section 7. Curriculum.** (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

- (2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

**Section 8. Personnel.** A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

- (1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:
- (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
  - (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.
- (2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

**Section 9. Budget; Funding.** (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

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

- (a) Oversee the district gifted education operation;
- (b) Serve as liaison between the district and the state;
- (c) Ensure internal compliance with state statutes and administrative regulations; and
- (d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:

- (a) Employing properly certified personnel to administer and teach in the program;
- (b) The annual submission of a local district gifted education year-end report;
- (c) A summative evaluation of the program and student progress; and
- (d) Complying with this administrative regulation.

**Section 10. Procedural Safeguards.** A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

- (1) How, and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance.

(4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)



## Basic Requirements for 704 KAR 3:285. Programs for the Gifted and Talented

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1. Equitable screening, selection and services provided for all primary high potential learners, selecting the top quartile.
2. Equitable identification for students in all five (5) categories, in all grade levels four (4) through twelve (12).
3. Grouping options are regularly used at all levels, in all schools, utilized in the local district gifted education plan & based on student interest, ability, & need including social and emotional.
4. Identified and selected students, primary through grade twelve (12), are provided multiple, articulated, differentiated services and educational experiences commensurate with students' individual interests, needs, and abilities facilitating a high level attainment of goals.
5. Primary students are allowed continuous progress through a differentiated curriculum and flexible grouping based on individual needs, interests, and abilities.
6. An effective system is in place for searching the entire student population on a continuous basis for likely candidates for services using both informal and available formal, normed standardized measures including measures of nonverbal ability.
7. An effective gifted & talented identification & placement committee is assembled to facilitate the duties of determination of eligibility and services.
8. Environmental, cultural, and disabling conditions are considered for all students who qualify as an exceptional, disadvantaged or underachieving child.
9. A multiple range of service options that address needs of high potential learners and formally identified gifted students in all five (5) categories is provided at all levels across the district.
10. Counseling assistance is offered and planned in coordination with the gifted teacher and provided by a counselor familiar with the social and emotional needs of gifted and talented students.
11. All teachers with Primary Talent Pool or formally identified students in their classrooms are prepared with appropriate professional development addressing the individual interests, needs, & abilities of the students.
12. The parent/guardian has the opportunity to provide information related to the interests, needs, and abilities of his/her identified child for use in determining potential identification and appropriate services.
13. The parent/guardian is notified annually of services included in his/her child's GSSP with specific procedures to follow in requesting a change in services.
14. The school district has local board approved policies and procedures in operation and available for public inspection which address each requirement in the Gifted & Talented administrative regulation.
15. The district and school differentiates, replaces, supplements or modifies the curricula of GT students, K-12, facilitating a high level of attainment of learning goals to assist students to further develop their individual interests, needs, and abilities.
16. An evaluation of student progress is completed annually and available upon request. The parent/guardian receives a progress report related to the student's GSSP at least once a semester.
17. Policies and procedures are in place ensuring that a program evaluation process is conducted annually addressing overall student progress, parent, faculty & student attitudes toward the program, community involvement, cost effectiveness, integration of gifted education into the regular school program, quality of instruction, program personnel credentials, and future program directions and modifications.
18. Information collected in this process is used in the district/school instructional planning process.
19. All teachers that work directly with gifted pupils in addition to the regular classroom teacher or work one-half (1/2) of the regular school day with gifted students have the gifted education endorsement.
20. The school district has designated an endorsed and certified gifted education coordinator to oversee the compliance prescribed in the GT regulation.
21. Seventy-five (75) percent of the district's gifted education allocation employs certified and endorsed personnel to provide direct instructional services for gifted and talented students.
22. A procedural grievance safeguard is established through which a parent/guardian/student may petition and appeal for services and resolve a concern regarding appropriate and adequate provision of PTP services or services addressed in students GSSP.

## Gifted & Talented Education: Frequently Asked Questions

Kentucky Department of Education

Updated: June 22, 2009

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

Gifted and Talented (GT)  
Primary Talent Pool (PTP)  
Gifted Student Service Plan (GSSP)

### **GIFTED & TALENTED STUDENTS**

**Q: According to 704 KAR 3:285. Programs for the gifted and talented, what defines a GT student?**

**A:** According to state regulation for gifted and talented programs, a gifted and/or talented child is defined as 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.

### **PROGRAMMING FOR THE GIFTED & TALENTED**

**Q: What should quality GT programming look like?**

**A:** In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; 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; employment of properly certified and professionally qualified personnel; 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: Can parents have input on local district programming for GT services?**

**A:** District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

**Q: Must a district assign a GT coordinator for the program?**

**A:** Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

**Q: What are some of the duties of a GT program coordinator?**

**A:** Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

## **CURRICULUM FOR GT STUDENTS**

### **Q: Should GT students have the same curriculum that is provided for all students?**

**A:** A comprehensive framework or course of study for GT students shall be based on a district or school's curricula that shall be differentiated, supplemented or modified to assist students to further develop their individual interest, needs and abilities.

## **DIVERSITY**

### **Q: How can a district address the issue of underrepresentation of minority children identified as GT?**

**A:** Alternative means and methods are often helpful in identifying GT children from minority populations, relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests may include the NNAT (Naglieri Nonverbal Ability Test) and the Raven's Progressive Matrices. Observation-based methods for teachers may include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales. It would be helpful to combine these methods with information specifically relating to gifted minority students. A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

## **FORMAL IDENTIFICATION**

### **Q: When are students formally identified for gifted services?**

**A:** Initially, students may be formally identified in the fourth grade. Students who show evidence of giftedness any time during the school year or subsequent grade levels may also be considered. The district shall provide a system for continual diagnostic screening.

### **Q: When screening for G/T students, is one instrument used?**

**A:** Screening for gifted and talented students must include all five categories of giftedness (general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). 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, in all areas.

### **Q: What can be done if a parent/guardian feels their child has been missed during the identification process?**

**A:** A district must provide a petition system as a safeguard for a student who may have been missed during the identification process.

### **Q: Can a formally identified GT student be reevaluated for giftedness?**

**A:** No. Once a student is formally identified, a student remains identified and receives gifted services until the student graduates from high school. A student's service options may be reevaluated periodically, and is encouraged, as students' interests, needs and abilities change over time.

### **Q: Can the Kentucky Department of Education (KDE) come up with the same identification criteria that would unify all districts for identification?**

**A:** There is diversity across the Commonwealth, with each district unique in their population with differing 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. The regulation states that three evidence options are required and that each area of identification has criteria to be able to identify students for GT. There will be more consistency identifying GT students when more districts follow the regulation.

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

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

**Q: If a child is identified as gifted in general intellectual intelligence, does it mean he/she is gifted in all areas of giftedness?**

**A:** No. General intellectual intelligence is one area of possible giftedness. There are five categories of giftedness recognized in Kentucky through regulation; general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts. A student identified in one area does not directly indicate identification in another. Students may be identified in one area or several.

**Q: Can formal identification be accepted if a student comes from another school district in Kentucky?**

**A:** Yes. All students in Kentucky, according to the regulation governing gifted and talented programs, must be identified with at least three pieces of qualifying evidence. Therefore, the identification of GT and PTP students from other districts should be honored. Service options may need to be adjusted for those students coming from districts that have less stringent qualifying criteria.

**Q: Can formal identification be accepted for a student who moves from another state to Kentucky?**

**A:** No. In order to receive gifted and talented services, the student must meet the identification requirements according to Kentucky's regulation. The students transferred records with evidence or qualifying test data that supports giftedness may be considered; but identification does not transfer from another state to Kentucky.

### **GIFTED STUDENT SERVICE PLAN (GSSP)**

**Q: What is a GSSP?**

**A:** A 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/guardians and school personnel.

**Q: Is a GSSP required for every GT student?**

**A:** Yes. Every formally identified student in grades 4-12 must have a GSSP. A parent/ guardian of a GT student shall be notified annually of services included in the GSSP and given access to specific procedures to follow in requesting a change in services.

**Q: May parents/guardians play a role in the development of the GSSP?**

**A:** Yes. A local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of a GT student from the parent/guardian for use in determining appropriate services.

**Q: Is the school required to provide any feedback on students' progress?**

**A:** Yes. The school personnel shall report students' progress related to the GT services delineated in the GSSP at least once each semester.

## **PRIMARY TALENT POOL**

### **Q: What is the Primary Talent Pool?**

**A:** The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) 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 services during the primary program.

### **Q: What is the benefit of selecting students for the PTP?**

**A:** The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

### **Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?**

**A:** PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

### **Q: Can formal testing be used to select students for the PTP?**

**A:** Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

### **Q: What percentage of primary students is recommended to be selected for 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. The PTP may represent the top 5% in each of the five areas of GT (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:** No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child’s specific needs.

### **Q: Are parents/guardians to be notified that their child is in the PTP?**

**A:** There is no reference in the GT regulation that parents/guardians are to be notified of student selection for the PTP. Individual districts may decide whether to notify or not and this can be addressed in the district’s policies and procedures.

### **Q: How are services delivered to PTP?**

**A:** For a student in the primary grades, services 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.

## **SERVICE DELIVERY OPTIONS**

### **Q: According to 704 KAR 3:285. Programs for the gifted and talented, what is differentiation?**

**A:** Differentiation is a method through which educators 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 options are educational experiences that extend, replace or supplement learning beyond the standard curriculum.

### **Q: How are counseling services be matched to the needs of gifted children?**

**A:** Recommended best practices suggest that a counselor with any GT students in his/her service population should be prepared to address the needs of those students. Counselors, by the nature of their work, are to be aware of the special needs of the GT population and should prepare through courses of professional development.

### **Q: What services should be provided for a student identified in visual/performing arts and has no matching class in his/her schedule?**

**A:** All classroom teachers must be made aware of GT students' identification area. Differentiation may be used in terms of interests, products, process, enriched content, etc. Other ideas include securing a mentor, providing a periodic pullout session, independent study, looking to individuals in the community, parents, school personnel, etc. All teachers' input should be reflective on the students GSSP.

### **Q: Are there any specific qualifications for a teacher who works with GT students?**

**A:** Direct services to GT students shall be provided by appropriately certified personnel having an endorsement for GT education.

### **Q: Is it good practice to allow a GT child to tutor another child?**

**A:** If your goal is continuous progress, do not use a GT child as a tutor. If a GT child has mastered a concept or skill, and is partnered with a struggling student, the GT student will not learn anything more by tutoring. However, leadership or other skills may be enhanced, but not the mastered concept or skill.

### **Q: What recourse does a parent/guardian have if there is a concern regarding appropriate and adequate provision of talent pool services or GT services addressed in a student services plan?**

**A:** A school district shall establish a grievance procedure through which a parent, guardian or student may resolve the concern(s). It is recommended that parents and school districts work together to meet the needs of the individual child.

## **POLICIES/PROCEDURES**

### **Q: Can a district write more stringent and/or specific guidelines than those outlined in 704 KAR 3:285. Programs for the gifted and talented?**

**A:** Policies and procedures can be written to reflect individual district population and need. The guidelines in KAR are minimal requirements.

### **Q: What is to be done with the records of GT students upon graduation?**

**A:** Students' GT records should remain in the students' cumulative folder and upon graduation, the GT records will be handled in the same manner as the students' cumulative folder.

**Q: Can a parent/guardian have access to the district policies and procedures for GT programming?**

**A:** A local school district shall have in operation, and available for public inspection, local board approved policies and procedures which address each requirement in the administrative regulation for GT programming.

**TESTING**

**Q: What tests are recommended to identify giftedness in 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 GT regulation criteria.

**Q: On the SAGES–2 test, there are Math/Science and Language Arts/Social Studies subtests. If a student scores in the 9<sup>th</sup> 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. Therefore, it cannot be used as the qualifying evidence for formal identification. However, SAGES-2 can be used as supporting evidence.

**UNDERACHIEVEMENT**

**Q: How is underachievement defined & determined?**

**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 ability and performance, or unfulfilled potential. Click the link below for more information:

<http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/Frequently+Asked+Questions++Gifted+and+Talented+Underachievement.htm>

**FUNDING/ALLOCATIONS**

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

**A:** Yes, districts must use the state allocation for GT Funding by June 30<sup>th</sup>. If nearing the deadline, unused money can be encumbered and off the books immediately unless districts wish to return the unused amount over 10% of the allocation to the state.

**Q: Why isn't there a funded, statewide provision for all teachers to receive professional development for educating gifted and talented students?**

**A:** Districts are provided state funds allocated specifically for professional development. The state makes no recommendation as to what professional development is to be provided. It is the decision of each district to use the professional development allocation as needed. Bringing the issue to the attention of district administrators (and in some cases the school council) may open the door for district wide professional development on educating GT students.

**STATE REPORTING**

**Q: When should student data be entered in the state reporting system (Infinite Campus?)**

**A:** KDE recommends entering data regularly or as soon as it is available, not only at the end of the year. KDE has the capability to extract district data at any time and does so periodically. The data must be current and reflect daily changes in order to create an accurate view of Kentucky's GT student information at any given time during the year.

**References:**

- 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.
- Primary Talent Pool Frequently Asked Questions; A Publication of the Kentucky Advisory Council for Gifted & Talented Education & the Kentucky Department of Education
- KDE Website: <http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/>

**16 KAR 2:110. Endorsement for teachers for gifted education.**

RELATES TO: KRS 161.020, 161.028, 161.030, 161.052

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028 and 161.030 require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation approved by the Education Professional Standards Board. KRS 161.052 requires that all persons employed as a teacher for gifted education hold an appropriate certificate endorsement for gifted education. This administrative regulation establishes a preparation-certification program for teachers for gifted education.

**Section 1.** Definitions. (1) "Qualified teacher" means a teacher who holds the appropriate certification as a teacher for gifted education unless the superintendent of the employing school district has documented evidence that the teacher is unsuitable for appointment.

(2) "Teacher for gifted education" means a teacher who works:

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

**Section 2.** (1) A certificate endorsement as teacher for gifted education shall be issued in accordance with the pertinent Kentucky statutes and the Education Professional Standards Board administrative regulations to an applicant who:

- (a) Holds a certificate valid for classroom teaching at the elementary school level, the middle grade level, or the high school level;
- (b)1. Has completed at least one (1) year of successful teaching experience; or 2. For an individual certified after January 1, 1985, has successfully completed the beginning teacher internship; and
- (c) Has completed the appropriate program of preparation for the certificate endorsement established in this administrative regulation at a teacher education institution approved under the standards and procedures included in 16 KAR 5:010.

(2) The endorsement as teacher for gifted education shall be valid for grades K-12. Assignment to a full-time self-contained gifted education class shall be restricted to the level of the base certificate. The endorsement shall have the same duration as the base certificate.

(3) All persons employed as teachers for gifted education shall hold an appropriate certificate endorsement for gifted education, except a teacher:

- (a) Identified in Section 3 of this administrative regulation; or
- (b) Certified on or before July 1, 1984, in accordance with KRS 161.052.

**Section 3.** (1) If a qualified teacher is not available for the position of teacher for gifted education as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a probationary endorsement for teaching gifted education for a teacher who:

- (a) Has a bachelor's degree;
- (b) Has a valid Kentucky teaching certificate;
- (c) Has been admitted to the preparation program for the endorsement for teachers for gifted education; and
- (d) Is currently enrolled in graduate studies related to the education profession.

(2) The request for the probationary endorsement shall be submitted on Form TC-GP to the Education Professional Standards Board for each teacher for gifted education requiring the probationary endorsement.

(3)(a) The probationary endorsement for teachers for gifted education shall be valid for a period of two (2) years from the initial request.

(b) A teacher receiving this probationary endorsement shall complete the required curriculum for recommendation for the endorsement for teacher for gifted education issued under Section 2 of this administrative regulation within the two (2) year validity of the probationary endorsement.



(c) The probationary endorsement shall not be renewed.

**Section 4.** Incorporation by Reference. (1) Form TC-GP, 6/2000, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

(10 Ky.R. 698; eff. 12-2-83; 14 Ky.R. 617; eff. 11-6-87; 27 Ky.R. 1078; 1470; eff. 12-21-2000; recodified from 704 KAR 20:280, 7-2-2002.)

### **Gifted and Talented Assurances**

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1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, 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 characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)

13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a 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)

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## **KSBA DISTRICT POLICY & PROCEDURES**

### **CURRICULUM AND INSTRUCTION 08.132 AP.1**

#### **Gifted and Talented Students**

##### **SELECTION FOR SERVICES**

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

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

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

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

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

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

##### **CURRICULUM**

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

##### **PERSONNEL/FUNDING**

The district shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These

teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

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

## **CURRICULUM AND INSTRUCTION 08.132 AP.1**

(Continued)

### **Gifted and Talented Students**

#### **PROGRAM EVALUATION**

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

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

#### **PROCEDURAL SAFEGUARDS AND GRIEVANCES**

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

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

## **SAMPLE DISTRICT GT MISSION STATEMENT- Allen County**

### **GIFTED AND TALENTED PHILOSOPHY**

It is the belief of the Allen County School District that all students bring to school special talents and abilities. Our schools offer education environments that enhance the student's ability to process through a challenging curriculum while recognizing diversity in ability, background and interest.

Gifted and Talented is one component in the district's educational program developed to meet the needs of students who demonstrate exceptional potential in one or more of these areas:

- **General Intellectual Ability**
- **Specific Academic Aptitude**
- **Creativity**
- **Leadership/Psychosocial Ability**
- **Visual or Performing Arts**

Students who are identified for inclusion in Gifted and Talented will be provided a variety of talent development opportunities dependent upon individual learner characteristics, interests and educational level. Talent development services may include cluster grouping, accelerated and/or differentiated curriculum, independent study opportunities, special seminars, regular classroom enrichment, computer-assisted learning, the services of talent development specialists and other educational personnel, mentorships, field trips and special study options and College Board Advanced Placement (AP) and other higher-level educational opportunities.

The Allen County Schools hold high educational expectations for its students. Gifted and Talented exists to provide those students with exceptional talents both challenging and diverse opportunities to prepare them for the future.

## **SAMPLE DISTRICT POLICY & PROCEDURES- Madison County**

### **Madison County Schools Gifted & Talented Services**

#### **Primary Talent Pool K-3**

Primary Talent Pool is 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.

- **Informal selection** - 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 or more categories using a minimum of three (3) informal measures for the purpose of determining eligibility for the talent pool.
- **High potential learner** - those students who typically represent the top quartile (twenty-five percent) of the entire student population in terms of the degree of demonstrated characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities
- **Differentiated service experiences** - educational experiences which extend, replace or supplement learning beyond the standard curriculum

#### **Gifted and Talented 4-12**

Gifted and talented students include those who are formally identified in grades 4-12 as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude (e.g. language arts, math, science, or social studies), creativity, leadership, or in the visual or performing arts (e.g. art, dance, drama, or music). Identification is accomplished through the use of a variety of informal and formal assessment instruments. A minimum of three assessment measures is required for identification in any of the above categories.

§ **Differentiated Services** - Gifted students shall be provided articulated services that are qualitatively differentiated to meet their individual needs; resulting in educational experiences commensurate with their interests, needs, and abilities; and facilitating the attainment of high level goals. Because gifted students may learn at a faster pace, access to advanced level instruction- sometimes several years beyond grade level- is necessary in order to provide challenge, continuous progress, and high levels of achievement appropriate for this population of students.

§ **Flexible Grouping** - Gifted students shall be grouped for instructional purposes based upon their abilities, needs, or interests. In addition to providing flexible instructional grouping, each school shall provide various service delivery options (e.g. acceleration, advanced placement or honors class, collaborative teaching or consultation services, independent study, enrichment, mentorship, distance learning, etc.). Using the most appropriate options, each school shall differentiate, replace, supplement, or modify curricula to facilitate high-level attainment of Kentucky's learning goals and to assist identified gifted and talented students in developing their individual interests, needs, and abilities.

§ **Gifted and Talented Student Services Plan** - A Gifted Student Services Plan (GSSP) shall be developed for each student and reviewed on an annual basis to ensure that the service options and grouping patterns selected are well matched to each student's individual needs. Development of the GSSP is a responsibility shared by parent/guardian, classroom teachers, school administrators, guidance counselors, and the gifted and talented resource specialist or coordinator. A progress report, indicating instructional strategies utilized in the delivery of services and assessing the student's progress in meeting identified goals, shall be provided to the parent/guardian once each semester.

**District Level Services** Madison County Public Schools provide a variety of services for identified students at the district level to build upon and enrich the opportunities available in each of its individual schools.

**P.E.A.K. Seminar Series ( Performance Enriching Academic Knowledge) - Qualifying** students are provided the opportunity to address their needs, interests, and abilities in the following categories:

- Creative Writing
- Visual Art
- Dance
- Drama

Students participating in the seminar series are provided the opportunity to study in an environment; differentiated by setting, content, process, product, instructor, and time. Four-hour sessions are offered in each seminar two times per semester for each of the major grade level divisions.

**Challenge Leadership** - Students identified in the area of Leadership are invited to participate in a workshop designed to motivate, educate, and set free their individual leadership potential. During the training, student teams participate in a variety of "challenges" that emphasize the following leadership objectives:

- Responsibility
- Creativity
- Organization
- Teamwork
- Communication
- Overcoming fear of failure
- Vision

**Youth Leadership Madison County** - At the end of the sophomore year, students receiving gifted education services are invited to apply for Youth Leadership Madison County, a joint project of the Madison County Business and Education Partnership (MCBEP) and Leadership Madison County. This leadership program for gifted and talented students in their junior year is intended to promote the positive aspects of leadership and community involvement by providing young adults with informal educational experiences throughout Madison County and beyond. Each day-session is planned and led by community leaders and coordinated by school personnel. A maximum of 35 students, representing each of the county's four high schools, are selected to participate in five day-sessions encompassing the following topics:

- Orientation
- The New Economy
- Arts and entertainment
- Government
- Health and Wellness

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**Madison County Schools**  
Gifted and Talented Education Services  
550 South Keeneland Drive PO Box 768  
Richmond, KY 40476-0768

## **Selection Procedures for Participation in Primary Talent Pool, Grades K – 3: Madison County Schools**

In accordance with 704 KAR 3:285, the Madison County Schools utilizes the following procedures and instruments for the selection of high potential learners for participation in the primary talent pool.

“High potential learners” means those students who typically represent the top quartile (25 percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(A minimum of three informal assessment options is required to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service options.)

1. Primary Talent Pool Screening Measure #1 – Circles Activity
2. Primary Talent Pool Screening Measure #2 – Draw a Whole Child Activity
3. Teacher Checklist of gifted behaviors
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3
4. Slocumb-Payne Teacher Perception Inventory
5. Parent Questionnaire to determine interests, needs, and abilities

All primary students (K-3) will be eligible for screening. Both screening measures will be administered in the regular classroom setting under the direction of the Gifted/Talented Resource Specialist. The Gifted and Talented Education Services’ staff will complete the evaluation of all student responses. After the scores from both measures have been combined, the composite scores will be placed on frequency tables in order to set a cut score for participation at each grade level (K – 3) in the district. Any student meeting the cut score will also need a completed Teacher Checklist of gifted behaviors and a Parent / Guardian Questionnaire to determine interests, needs, and abilities in order to meet the selection criteria for participation in Primary Talent Pool.

While the above measures constitute the basic components of the selection process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:

- Collection of evidence demonstrating student performance
- Continuous progress data
- Anecdotal records
- “Available” formal test data
- Primary review committee recommendation
- Petition system
- Checklist inventories of behaviors specific to under achieving learners, disadvantaged learners, or limited English proficient learners
- Other valid and reliable documentation

For a student in the Primary Talent Pool, 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 upon the individual interests, needs, and abilities, including social and emotional, of the student.

Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in 704 KAR 3:285. A recommendation for a service shall be made on an individual basis.

## **Identification and Diagnosis Procedures for Gifted and Talented Students, Grades 4 – 12”Madison County**

In accordance with 704 KAR 3:285 the Madison County Schools utilize the following procedures and instruments for the identification and diagnosis of gifted and talented students in grades 4-12.

1. General Intellectual Ability - possessing 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 a consistently outstanding mental capacity as compared to children of one's age, experience, or environment

(At least three assessment options are required for identification and diagnosis.)

- Raven Progressive Matrices (Coloured or Standard Forms)
- SAGES-2 Reasoning Subtest
- Teacher Checklist of gifted and talented characteristics
- TCS2 portion of CTBS Terra Nova (NPA)
- Parent Questionnaire to determine student interests, needs, and abilities

2. Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in one, or very few related, specific academic areas significantly beyond the age, experience, or environment of one's chronological peers

(At least three assessment options are required for identification and diagnosis in the areas of Mathematics, Language Arts, Science and/or Social Studies.)

- Composite score in the ninth stanine on the CTBS Terra Nova subject area test
- SAGES-2 Math/Science Subtest or Language Arts/Social Studies Subtest
- Teacher Checklist of gifted and talented characteristics by subject area
- Parent Questionnaire to determine student interests, needs, and abilities

3. Creativity – 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

(At least three assessment measures are required for identification and diagnosis.)

- Torrance Creativity test
- Student Self-Assessment-Creativity
- Student Questionnaire-Creativity
- Teacher Questionnaire-Creativity
- Teacher Checklist for Creativity

4. Leadership – 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 reach those goals

(At least three assessment measures are required for identification and diagnosis.)



- Student Self-Assessment-Leadership
  - Student Questionnaire-Leadership
  - Teacher Questionnaire-Leadership
  - Roets' Rating Scale for Leadership
  - Teacher Checklist for Leadership
5. Visual and 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 esthetic production, accomplishment, or creativity in visual art, dance, music, or drama

(At least three assessment measures are required for identification and diagnosis.)

- Student Self-Assessment-Visual and Performing Arts
- Teacher Questionnaire-Visual and Performing Arts
- Parent Questionnaire to determine interests, needs, and abilities-Visual and Performing Arts
- Art Teacher Questionnaire-Visual and Performing Arts
- Dance Teacher Questionnaire-Visual and Performing Arts
- Drama Teacher Questionnaire-Visual and Performing Arts
- Music Teacher Questionnaire-Visual and Performing Arts
- Student Assessment in Art-Visual and Performing Arts
- Student Assessment in Dance-Visual and Performing Arts
- Student Assessment in Drama-Visual and Performing Arts
- Student Assessment in Music-Visual and Performing Arts

While the above measures constitute the basic components of the identification process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:

- A collection of evidence from portfolios demonstrating student performance
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Off-level testing
- Continuous progress data
- Anecdotal records
- Primary review committee recommendation for those entering the fourth grade
- Self nomination or petition system
- Student awards or critiques of performance or products specific to gifted categories
- Creative writing samples
- Observations of original ideas, products or problem-solving
- Offices held by student in extracurricular activities and class government
- Other valid and reliable documentation

The Raven test is administered in the second semester to all Madison County third grade students by the Gifted and Talented Education Services staff as the first step in screening for formal identification as Gifted and Talented in grades 4 –12. Students scoring 96% and above on this measure continue to progress through the identification procedure. A cut score of 80% is required on Teacher Checklists of gifted and talented characteristics for identification in the categories of General Intellectual Ability and Specific Academic Aptitude. Identification in the areas of Creativity, Leadership, and Visual and Performing Arts is also completed in the second semester of the third

grade year utilizing a combination of formal and informal measures. All student self-assessment surveys and peer nomination instruments are completed in the regular classroom setting with the facilitation of the Gifted Resource Specialist. The Gifted and Talented Education Services staff is responsible for scoring and tallying all assessment instruments utilized in the identification process. Frequency tables will be utilized to establish district-wide cut scores in the categories of Creativity, Leadership, and Visual and Performing Arts.

A student diagnosed as possessing gifted characteristics, behaviors, or talent is provided articulated primary through grade twelve services which are qualitatively differentiated to meet his/her individual needs, result in educational experiences commensurate with his/her interests, needs, and abilities and facilitate the high level attainment of goals established in KRS 158:6451. Both grouping for instructional purposes and multiple service delivery options may include the following:

- 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)
- Advanced placement and honors courses
- Collaborative teaching and consultation services
- Special counseling services
- Differentiated study experiences for individuals and cluster groups in the
- regular classroom
- Distance learning
- Enrichment services during the school day (not extracurricular)
- Independent study
- Mentorships
- Resource services delivered in a pull-out classroom or other appropriate instructional setting;
- Seminars;
- Travel study options; or
- Special schools or self-contained classrooms, grades four (4) through twelve (12) only

A Gifted Student Services Plan (GSSP) is required for each student in grades 4 – 12. The purpose of this educational plan is to match a formally identified gifted student’s interests, needs, and abilities to differentiated service options and to serve as the communication vehicle between the parent/guardian and school personnel. A Progress Report is completed and disseminated to the parent/guardian once each semester for areas of identification the student is currently pursuing.

Note: Students who have been previously identified as Gifted and Talented in another Kentucky public school district or in another state are eligible for services in Madison County subject to appropriate documentation and the review or creation of a Gifted Student Services Plan. Students new to the Madison County Schools from out of state, parochial, private, or home school are administered the assessments during the semester they enroll.

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**Madison County Schools**

Gifted and Talented Education Services  
550 South Keeneland Drive PO Box 768  
Richmond, KY 40476-0768

**SAMPLE PROCEDURAL SAFEGUARD (APPEALS/GRIEVANCE) FORM**  
**KDE**

**Gifted Education Identification Process- Appeals / Grievance**

704 KAR 3:285 Programs for the Gifted and Talented  
Relates to: KRS 157.196, 157.200 (1) (n), 157.224, 157.230  
Statutory Authority: KRS 156.070, 157.220, 157.224

### Procedural Safeguards

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.

1. The request/appeal by the parent, guardian or student may be submitted to the teacher, principal, counselor or Gifted & Talented Coordinator.
2. The Gifted and Talented Coordinator will schedule an appeal hearing with the District Gifted Education Committee or the School Gifted Education Committee. Parent members of the District Committee will not serve on the appeals panel.
3. The parent, guardian or student wanting to resolve a concern is encouraged to provide any documentation relevant for consideration and to speak with the committee if desired.
4. The GT Coordinator will make available to the panel all documentation.

### GIFTED EDUCATION PROVISION OF SERVICES FORM

*Attach all documentation. Submit to GT Coordinator.*

Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

1. List specific reasons for request for placement in the gifted program or change in GSSP services.  
(Informal/Formal Assessment Documentation- test scores, grades, written teacher recommendations, examples of student work, student academic activities/honors, etc.)
2. Has student been previously served in the gifted program or is an exceptional child as defined in KRS 157.200 as disadvantaged or underachieving?
3. Criteria for considering revision of placement: (a) a collection of evidence such as portfolios demonstrating student performance; (b) inventory checklists of behaviors specific to gifted categories; (c) diagnostic data; (d) continuous progress data; (e) anecdotal records; (f) available formal test data; (g) parent interview or questionnaire; (h) primary review committee recommendation; (i) petition system; and (j) other valid and reliable documentation.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

CURRICULUM AND INSTRUCTION

Phone Number  
08.1131

### Alternative Credit Options, Bowling Green Independent Schools

In addition to regular classroom-based instruction, students may earn credit through the following means.

### **CORRESPONDENCE COURSES**

High school students may earn through correspondence a maximum of two (2) units of academic credit to be applied toward graduation requirements. Only courses offered by agencies and institutions recognized by the Board or by the Adult Learning Lab will be accepted. The express approval of the Principal/designee shall be obtained before the course is taken and the school must receive an official record of the final grade before a diploma may be issued to the student. Under ordinary circumstances, students or their parents/guardians shall pay for approved correspondence courses the student chooses to take.

The District reserves the right to consider extenuating circumstances and to approve acceptance of more than two (2) credits.

Correspondence credit shall be used only when a student needs it to graduate with his/her class of record.

### **VIRTUAL ONLINE COURSES**

High school students may also earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Kentucky Virtual High School (KVHS) and NOVEL/STARS. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at Bowling Green High School during the school year of enrollment in KVHS or NOVEL/STARS;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued;
5. The student has failed a regular class and the Principal and teacher agree that the student would benefit from online instruction; or
6. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
7. Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
8. It shall be the discretion of the high school Principal to approve or disapprove applications for KVHS or NOVEL/STARS participation, to determine course pre-requisites, and to establish appropriate monitoring and supervision of students participating in a KVHS or NOVEL/STARS course.

As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

CURRICULUM AND INSTRUCTION

08.1131

### **Alternative Credit Options Virtual Online Courses (continued)**

Provided virtual courses are part of the student's regular school day coursework and within budgetary parameters,

the tuition fee and other costs for a virtual course shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

#### **DUAL CREDIT COURSES**

Except for eleventh and twelfth-grade students enrolled in the Academy of Mathematics and Science in Kentucky\*, twelfth-grade students will be provided the opportunity to participate in a dual-credit program between Bowling Green High School and local post-secondary institutions. Twelfth-grade students will be provided the opportunity to participate in a dual-credit program between Bowling Green High School and local post-secondary institutions. During the school day, a qualifying student may enroll for up to three (3) hours of college course work per semester and be awarded both elective credit(s) at Bowling Green High School and college hours at the post-secondary institution.

1. Bowling Green High School will develop specific SBDM policy to outline requirements for participation at each post-secondary institution. These requirements will include the following criteria:
  - a. Student must be a senior. Parental permission and Guidance Counselor recommendation will be required.
  - b. Students who participate will be responsible for transportation, fees, tuition, and any other associated costs. Students must provide official documentation to the high school of participation in college courses and grades awarded.
  - c. A check-in and check-out procedure (similar to what is used for co-op students) must be developed. This extended education experience will be part of the student's school day/program.
  - d. Supervision of students on school days that college classes do not meet will be the responsibility of the high school.
2. College classes cannot be substituted for any required high school course. Grades for college courses will not be weighted but will be included in calculation of cumulative GPA.
3. If the college ensures that the content of the dual credit course meets the Advanced Placement curriculum requirements, the course will be recorded as an Advanced Placement course by Bowling Green High School.
4. Credit earned through dual credit enrollment cannot be added to credit earned through correspondence in order to exceed the limit of two (2) total credits toward high school graduation requirements.

\* Eleventh and twelfth-grade students enrolled in the Academy of Mathematics and Science in Kentucky will participate in a dual-credit program through which students may be awarded credits at Bowling Green High School and earn college hours at Western Kentucky University for all course work completed.

#### **REFERENCE:**

KRS 158.622

#### **RELATED POLICIES:**

08.113, 08.2323, 09.1221, 09.3, 09.435

**Adopted/Amended:** 08/13/2007

**Order #:** 12767

CURRICULUM AND INSTRUCTION

08.1131

### **Alternative Credit Options, Daviess County**

In addition to regular classroom-based instruction, students may earn credit through the following means.

#### **VIRTUAL/ONLINE COURSES**

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board such as the Kentucky Virtual High School (KVHS). Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school; or
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements; or
3. The course will serve as a supplement such as to extend homebound instruction; or
4. The student has been expelled or removed from the regular school setting, but educational services are to be continued; or
5. The student has failed a course and other means of retaking the course are not feasible; or
6. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students taking such courses must be enrolled in the District. The express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided KVHS courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for a virtual course not offered or available at the high school shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for homebound, expelled, or removed students who are permitted to take virtual courses in alternative settings. The student or parent/guardian shall pay the fee for any course taken to correct credit deficiencies.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

#### **CORRESPONDENCE CREDITS**

Under the following conditions, high school students shall be able to earn toward graduation requirements one (1) credit by correspondence:

1. The student is in or going into his/her senior year;
2. The credit is required for graduation;
3. The student has failed the course or has experienced an unavoidable scheduling conflict; and
4. The student has the approval of the Principal/designee prior to enrollment.

Under ordinary circumstances, students or their parents/guardians shall pay the tuition fee and other costs for approved correspondence courses the student chooses to take outside the regular school day.

**SUMMER SCHOOL CREDITS**

Students may earn each summer one (1) unit of summer school credit to be applied toward graduation requirements. Credits must be earned at an accredited summer school and shall be accepted under the following provisions:

1. The student has failed the course during the regular term, and
2. The student has the Principal's approval prior to enrollment.

**BEACON CENTRAL ALTERNATIVE HIGH SCHOOL**

Students may earn two (2) credits toward graduation through Beacon Central Alternative High School and still receive a diploma from their home high schools. If more than two (2) credits are necessary for graduation, upon completion of all requirements, a diploma shall be granted by Beacon Central Alternative High School.

Students transferring back to their home schools to receive diplomas must do so no later than the beginning of the second semester of their junior year, unless otherwise approved by the Superintendent.

**BOARD RECOGNITION**

Only courses offered by agencies and institutions recognized by the Board will be accepted.

**REFERENCE:**

KRS 158.622

**RELATED POLICIES:**

08.113, 08.2323

09.1221, 09.3, 09.435

Adopted/Amended: 07/24/2003

Order #: 13

CURRICULUM AND INSTRUCTION

08.1131 AP.2

**Alternative Credit Option Forms**  
**Davis County Public Schools Electronic School**

## Alternative Credit Option Form

<b>Student's Name</b> _____	<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
<b>Student's Address</b> _____	<i>Street</i>	<i>City</i>	<i>State</i> <i>ZIP</i>
<b>School</b> _____	<b>Current Grade</b> _____		

THE ABOVE-NAMED STUDENT REQUESTS PRIOR APPROVAL TO EARN CREDIT THROUGH AN ALTERNATIVE ROUTE.

Course(s) requested: \_\_\_\_\_

- Summer School Course (approved by Superintendent/designee)
- Correspondence Course       Virtual/Online Course
- Performance-Based Credit (Provide information required on next page.)

From what source \_\_\_\_\_

Total number of credits anticipated: \_\_\_\_\_

Reason for taking this course:

- Graduation with class       Enrichment/Elective
- Failed required course or received an incomplete grade (*I*) during regular school term
- Course not available within the District
- Other, \_\_\_\_\_

*I recommend this student be permitted to take the requested alternative credit option.*

\_\_\_\_\_  
**Principal/Designee's Signature**
**Date**

*It is the responsibility of the parent/guardian to assume all expenses, unless an exception is granted by the Superintendent/designee.*

\_\_\_\_\_  
**Parent/Guardian's Signature**
**Date**

*I understand that it is my responsibility to submit an official transcript of my grade to the school by the date the counselor specifies in order to receive credit toward graduation.*

\_\_\_\_\_  
**Student's Signature**
**Date**

Number of credits earned \_\_\_\_\_ Date grade received \_\_\_\_\_

\_\_\_\_\_  
**Principal/Designee's Signature**
**Date**

*See the following pages for related information and forms for DCPS Electronic School.*

CURRICULUM AND INSTRUCTION 08.1131 AP.2

### Alternative Credit Option Forms



**Davis County Public Schools Electronic School**

**PERFORMANCE-BASED CREDIT**

High school course for which credit is being requested: \_\_\_\_\_

**NOTE:** Requests will be accepted only for those courses the student has not yet

enrolled in                       passed

Credit may be granted to students demonstrating proficiency for learning taking place outside the normal classroom setting. Please describe the non-traditional and/or prior learning setting in which the learning occurred for credit being requested:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>TO BE COMPLETED BY PRINCIPAL/DESIGNEE</b>
--

Request was                       Approved     Disapproved    Date \_\_\_\_\_

If approved, student performance will be assessed as follows:

ASSESSMENT METHOD	MINIMUM SCORE REQUIRED FOR CREDIT
Course exit exam	
State exam ( _____ )	
Other: _____	

Date of assessment: \_\_\_\_\_ Supervised by: \_\_\_\_\_

Student/Parent contacted     Yes             No            Date \_\_\_\_\_

\_\_\_\_\_  
Principal/Designee Signature

\_\_\_\_\_  
Date

CURRICULUM AND INSTRUCTION

08.1131 AP.2

**Alternative Credit Option Forms**

## **Davis County Public Schools Electronic School**

### **PURPOSE**

The DCPS Electronic School, offered in collaboration with Educational Options, Inc., provides an alternative form of instruction through which the student accesses courseware via a computer, an Internet connection, and Novel Stars courseware. The DCPS Electronic School addresses the following student needs:

- An alternative to suspension/expulsion program
- A means to allow students to make up deficient credits
- A means for students to explore enrichment subjects (noncredit)
- A supplement to Beacon High School curriculum
- Other uses as determined by the Superintendent

### **PARTICIPATION**

A student may be referred to the Electronic School by a school Principal or guidance counselor. Participation of a special education student in the Electronic School requires an IEP Team placement meeting. Accessing the Electronic School through a home-based program requires the approval of the Superintendent/designee.

The referring agent/school will assist in the completion and submission of the Electronic School Application (attached).

Depending on the need, students may access the Electronic School courses through a computer workstation in a school or through a computer workstation set up in a student's home.

### **COMPUTER/SOFTWARE TECHNICAL SUPPORT**

The type of support will depend on whether the student is accessing the courses from school or from home. For students using the Electronic School to make up credits, school or home technical support will be provided through personnel assigned by the school Principal. For students assigned to the Electronic School by an IEP Team or a Central Office level discipline hearing, the technical support/computer set up will be facilitated by the Central Office administrative staff and computer maintenance staff.

Students should solicit assistance from their school support resource. Issues unresolved at the school level will be forwarded to Central Office.

It is preferable that a team of two (2) District employees (technician and school employee) do home computer set up.

## **Davis County Public Schools Electronic School (continued)**

### **COST**

The cost of participation in the Electronic School is as follows:

- **Credit Deficient Coursework/Enrichment/Summer School Credit**—Cost of \$150 per Novel Stars course is paid by the student/family.
- **Assignment by IEP Team**—Cost paid via Central Office special education funds.
- **Disciplinary/Alternative to Suspension**—Cost paid as determined by the Superintendent.
- **Beacon High School**—Cost paid by school, grant, or Central Office funds.

The cost of preparing, maintaining, and setting up home workstations will be paid via Central Office general funds.

### **GRADES**

The school administration or designee, in accordance with the grading guidelines of the school, will determine grades for any courses completed through Novel Stars.

### **ATTENDANCE RECORDS**

Attendance (time spent online) is available via the Novel Stars program and reports.

**Daviess County Public Schools  
Novel Stars Electronic School Application**

Please complete the information below so that we may better meet the individual educational needs of the student. Novel Stars courseware will be used for Internet-based classes outlined below.

Student Name (User Name) \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom \_\_\_\_\_ Phone \_\_\_\_\_

Home Street Address \_\_\_\_\_ City/ZIP: \_\_\_\_\_

Length of time expected on Electronic School \_\_\_\_\_

Subjects in which the student is currently enrolled: \_\_\_\_\_

Subjects in which the student will be enrolled in through Novel Stars: \_\_\_\_\_

Computer Assigned:  School Workstation, Location \_\_\_\_\_

Home Workstation:

DCPS Provided, Inventory # \_\_\_\_\_

Family Provided Computer

Home Internet Service Provider:

Family Internet Service Provider (AOL, etc.)

Other: \_\_\_\_\_

Cost paid by:  Student (\$150 per course, paid in advance)

Checks may be made payable to *Daviess County Public Schools*

Central Office – Fund \_\_\_\_\_ Director \_\_\_\_\_

School Fund \_\_\_\_\_ Principal \_\_\_\_\_

Tests will be proctored by: \_\_\_\_\_

**Principal/Designee** – *I recommend this student be permitted to take the requested course(s) for credit toward high school graduation.*

\_\_\_\_\_  
*BUILDING PRINCIPAL/SUPERINTENDENT OR DESIGNEE*

\_\_\_\_\_  
*GUIDANCE COUNSELOR OR TEACHER*

**Student and Parent** – *I understand that the student must complete the coursework assigned through Novel Stars in order to receive credit for the course. The course grade will be awarded in line with the home school grading policies. Coursework must be completed within the semester(s) assigned. I understand that the student and parent are liable should be computer be damaged or lost and agree to pay for the repair or replacement cost. DCPS Electronic Media Acceptable Use Policy applies to the Electronic School.*

\_\_\_\_\_  
*STUDENT*

\_\_\_\_\_  
*PARENT*

Review/Revised: 8/21/08

**Alternative Credit Options: Warren County**

In addition to regular classroom-based instruction, students may earn credit through the following means.

**CREDIT RECOVERY COURSES**

High school students may earn, through credit recovery courses, a maximum of three (3) units of academic credit to be applied toward graduation requirements in accordance with the following guidelines:

1. Credit may be earned only to make up failed subjects in order to complete the eight (8)- semester high school course of study. The Principal/designee may consider other special circumstances;
2. The express approval of the Principal/designee shall be obtained in writing before the course is taken;
3. Only approved courses and curricular programs offered by the high school will be accepted; and
4. An official record of the final grade must be recorded by the assigned proctoring teacher before a diploma may be issued to the student.

Unless otherwise recommended by the Superintendent and approved by the Board, student or their parents/guardians shall be responsible for all related expenses including tuition and textbooks.

**VIRTUAL/ONLINE COURSES**

Students may earn units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Kentucky Virtual High School (KVHS). Credit from online or virtual courses may be earned under one of the following circumstances:

1. The course is not offered at the high school;
2. The course is offered at the high school, but the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment  
The following guidelines must be followed:
4. The express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course;
5. The school must receive an official record of the final grade before credit toward graduation will be recognized;  
and
6. Students taking such courses must be enrolled in the District.

As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Provided KVHS courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for a virtual course shall be borne by the District for students enrolled full-time from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal.

**TEXTBOOKS WILL BE PROVIDED BY THE SCHOOL.**

## JEFFERSON COUNTY PUBLIC SCHOOLS CURRICULUM COURSES

Students may receive credit toward graduation requirements by enrolling in and successfully passing courses through the Jefferson County Public Schools curriculum program.

CURRICULUM AND INSTRUCTION

08.1131

### Alternative Credit Options, Warren County (continued)

#### **COLLEGE CREDIT/DUAL CREDIT**

To differentiate/accelerate the curriculum to meet the needs of students, the District shall recognize courses from post-secondary education institutions. Students will receive one (1) high school credit for every three (3) semester hours of college work. Grades will be calculated in non-weighted form for class rank and GPA and included in the student's transcript. Failure to complete the course shall be recorded according to school policy. Credit may be earned in accordance with the following requirements:

1. The student must present documentation supporting enrollment in the post-secondary institution;
2. The course is not offered at the high school;
3. The course is offered at the high school, but the student will not be able to take it due to an unavoidable scheduling conflict;
4. The high school must receive an official record of the final grade before credit toward graduation will be recognized; and
5. Students taking such courses must be enrolled in the District.
6. The course taken at the post secondary institution must be at a time which coincides with the time of the first or last block at the student's home school. Students may miss only one (1) block period per day. Exceptions to the first or last block requirement and the number of blocks missed per day can be made by the building Principal but only with prior approval.
7. All college courses taken will be listed on the student transcript at the high school level for dual credit purposes.
8. The building Principal may make exceptions to these requirements as extenuating circumstances arise: the exceptions shall be made only with prior approval from the Principal.

Students shall be responsible for all related costs and transportation.

#### **PERFORMANCE-BASED CREDIT**

Students may receive credit toward graduation requirements by successfully completing performance-based credits in accordance with the following guidelines:

1. Students may earn performance-based credit for "catch up" purposes in order to complete the eight (8) semester high school course of study or for acceleration purposes; and
2. Students taking such courses must be enrolled in the District's Lighthouse Academy High School, Greenwood High School, Warren Central High School, Warren East High School, or any of their respective feeder schools.

Any District school choosing to participate in a performance-based credit system will develop performance descriptors and assessments for measuring student progress. Participating schools will determine in which content areas students may earn credits.

The locally developed performance-based credit system and all related coursework shall comply with the requirements of the Program of Studies and the guidelines approved by the Kentucky Board of Education including, but not limited to, procedures and timelines for developing and/or amending the system, requirements for assessments or performance tasks, grading and reporting procedures, and composition of the performance-based credit system development team.

**REFERENCE:**

KRS 158.622

**RELATED POLICIES:**

08.113, 08.1132, 08.2323, 09.1221, 09.3, 09.435

Adopted/Amended: 05/14/2007

CURRICULUM AND INSTRUCTION

08.1131

**COURSE AND ASSESSMENT RUBRIC: DAVIS COUNTY PUBLIC SCHOOLS**

**COURSE NAME:** \_\_\_\_\_

**COURSE DESIGNER:** \_\_\_\_\_

**FIELD(S) OF CERTIFICATION:** \_\_\_\_\_

**COURSE CODE:** \_\_\_\_\_

**COURSE DESCRIPTION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROPOSED PROGRESS CHECK POINTS**

\_\_\_\_\_

**ALIGNMENT:** This course is aligned with the standards noted below:

ACADEMIC EXPECTATIONS Enter code(s) such as 1.1 or 6 2).	PROGRAM OF STUDIES		KCCA Enter criteria code(s), such as WR-H-1 or MA- H-2.3.2.
	ENDURING UNDERSTANDINGS	KEY SKILLS & CONCEPTS	
1.			
2.			
3.			
4.			
5.			
6.			

**ASSESSMENT METHOD(S):**

\_\_\_\_\_

**MINIMUM REQUIREMENTS FOR DEMONSTRATION OF PROFICIENCY:**

\_\_\_\_\_

Davis County  
Review/Revised: 8/21/08