

Fayette County Public Schools

Standard Operating Procedure

Gifted & Talented: Special Considerations

Purpose	To offer equitable procedures for screening and identification to meet the needs of traditionally underrepresented students (exceptional disabilities, disadvantaged-racial/ethnic subgroups, English Learners, and underachieving) in gifted and talented education. These best practice procedures identify students eligible for gifted and talented services through special considerations.
Policy	<p>Fayette County Policy of 08.132 states: Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, has exceptionalities or underachieving, is a member of a racial or ethnic minority or has a disability.</p> <p>The state of Kentucky Gifted and Talented regulation 704 KAR 3:285 Section 4 (2) states: 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 who qualifies as:</p> <ul style="list-style-type: none">(a) An exceptional child as defined in KRS 157.200;(b) Disadvantaged; or(c) Underachieving.
Procedures	<ol style="list-style-type: none">1. Students not eligible under the regulatory evidence requirements shall begin the process for possible identification for gifted and talented under 704 KAR 3:285 Section 4 (2) Special Considerations.2. The school level Gifted Recommendation Committee (GRC) convenes to review factors that may inhibit gifted and talented identification including, but not limited to: cultural, language, economic, environmental, and health.3. The GRC reviews performance assessments, nationally normed assessments (including local norms), low socioeconomic status (SES) norms, and subset scores. Local norms, low SES norms, and/or use of subset scores may be utilized in place of the regulatory composite test scores for students with special considerations.4. The GRC collects additional research based scales beyond the regulatory composite test scores, including, but not limited to: High Potential Behavior Sociogram (Karen Rogers, Ph.D.), Gifted and Talented Evaluation Scale (GATES), Teacher Rating Scale for High Potential Culturally, Linguistically and Economically Diverse Learners (CLED).5. The Gifted and Talented Resource teacher collects and presents all evidences collected at the school level to the District Gifted Recommendation Committee (DRC).

6. The DRC convenes to review all evidences, in collaboration with appropriate school level personnel.
7. The DRC may proceed with identification, request possible alternative testing, require continued monitoring of student's progress in specified category(ies), or may not elect gifted and talented identification at this time.
8. When the DRC requires continued monitoring of the student's progress, the HOPE Teacher Rating Scale (Marcia Gentry and Scott J. Peters) will be completed by the GRC.
9. The DRC reviews the outcome of the HOPE Teacher Rating Scale to determine possible gifted and talented identification. The DRC may proceed with identification, request additional alternative testing, require continued monitoring of student's progress in specified category(ies), or may not elect gifted and talented identification at this time.

Practice When equitable procedures, focused on the whole child, are implemented, students have opportunity and access to reveal their full potential.

Definitions **Gifted Recommendation Committees**

The Gifted Recommendation Committee (school-GRC and district-DRC) shall meet to analyze all data and evidence(s) to make the final decision regarding gifted identification. The GRC also decides on services to meet the student's needs, interests, and abilities. Members of the committee shall include gifted personnel, teachers, administrators, counselors, special education teachers, and other personnel who formally identify and determine student placements through district policies. Gifted Recommendation Committees may reconvene at any time to change or alter service options to match student's needs, interests, and abilities.

Screening Instruments and Assessments Used in Special Considerations Cases

- **High Potential Behavior Sociogram** (K-12), has been adapted from the work of Karen Rogers, Ph.D. who is an expert in gifted education and in reforming gifted education screening techniques and instruments for students with special considerations.
- **Gifted and Talented Evaluation Scale** (GATES) (3-8) used for specific student behaviors in all five gifted categories. This scale is a normed referenced instrument designed to be used in the identification of students from underrepresented populations.
- **Teacher Rating Scale for High Potential Culturally, Linguistically and Economically Diverse Learners** (3-12): This research based rating scale is designed for use with students who have special considerations.
- **HOPE Teacher Rating Scale** (K-5): This researched based scale was designed by Marcia Gentry and Scott J. Peters. The HOPE Teacher Rating Scale was developed to identify academic and social components of giftedness and talent in elementary-aged students with particular attention to students from low-income and/or culturally diverse families.