

Office of Diverse Learners

Gifted and Talented

Frequently Asked Questions

Defining Gifted and Talented

1. What does “gifted” mean?

Bulletin 1508 §901 defines gifted children and youth as students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

2. What does “talented” mean?

Bulletin 1508 §903 defines talented children as possessing measurable abilities that give clear evidence of unique talent in visual or performing arts or both.

Identification Process

1. What is the first step in having a student referred for a gifted or talented evaluation?

A parent, teacher, or the student may initiate a referral for the initial screening, which will be completed by a faculty member. It is recommended that the request be put in writing and submitted to the student’s teacher, administrator, or counselor.

2. What if the school or school system refuses my request, or does not respond to my request?

If you do not receive any type of response from your written request, contact the school or school system by phone. The school or school system must put in writing the reason the request was denied. If a response to your request is not received within a reasonable time, then you have the option of filing an informal or formal complaint as indicated in Bulletin 1706, Subpart 2.

§1151. Adoption of State Complaint Procedures and Early Resolution Program

The LDOE encourages the prompt and effective resolution of informal complaints in the least adversarial way possible. To support this approach, the LDOE implements an Early Resolution Process aimed at preventing disputes and resolving issues quickly.

3. What age must my child be to request a screening for either gifted or talented?

As indicated in Bulletin 1706, Subpart 2, any child between the ages of three and twenty-one may be referred for a gifted screening. The child should be demonstrating thinking capabilities and academic skills beyond their peers. Any child in kindergarten through grade 12 may be referred for

talented screening. Samples of his/her artistic or performance work may be requested as part of the screening process.

§1101. Free Appropriate Public Education

The Louisiana State Board of Elementary and Secondary Education shall be responsible for the assurance of a free appropriate public education to all gifted and talented students ages three through twenty-one years unless the student exits with a high school diploma; and shall exercise supervision and control of public elementary and secondary education.

4. My child is not enrolled in the public school system. How can I request a screening for gifted or talented?

If your child is enrolled in a nonpublic school or a charter school, a parent or guardian may request a screening in writing addressed to the Pupil Appraisal Office of the public school system in which the parent or guardian resides.

5. Who determines the gifted screening process as stated in Bulletin 1508?

Each school system shall develop and implement procedures for screening students suspected of being gifted. The screening criteria shall not exceed the criteria for eligibility.

6. Who determines the talented screening process as stated in Bulletin 1508?

Each school system shall develop and implement procedures for screening students suspected of being talented in visual arts, music, and/or theatre. At a minimum, the state approved talented screening form must be used.

7. What are the steps in the referral process?

- A. Completed screening instruments and forms are submitted to the School Building Level Committee (SBLC).
- B. Parents are invited to attend an SBLC meeting to review the results and sign the initial referral paperwork, if needed.
- C. The paperwork is submitted to the Pupil Appraisal team supervisor for scheduling of the evaluation.
- D. A member of the Pupil Appraisal team will contact the parent to explain next steps and secure signatures on an informed consent form for a full evaluation.
- E. Once parental **consent is secured**, the evaluation is initiated.
- F. The Pupil Appraisal Team has 60 business days from the date of parental consent to evaluate the student and disseminate the report to the parent.

Evaluation Components:

1. What are the components of a gifted evaluation?

- Intellectual and/or academic screening instruments
- Intellectual Ability Assessment
- Academic Achievement Assessments in reading and math

2. What are the components of a talented evaluation?

Students must pass all components of the assessments for the grade in which they are enrolled.

Visual Arts: Grades K-6–Art Recognition Test, Narrative Drawing Test; Grades 7-12–Design Judgment Test, Drawing Test

Music: Grades K-6–Aural Perception Test, Interview, Audition; Grades 7-12–Interview, Audition, Sight Reading

Theatre: Grades K-3–Interview, Theatre Skill Exercises; Grades 4-6–Interview, Theatre Skill Exercises, Performance of Monologue Provided; Grades 7-12–Interview, Theatre Skill Exercises, Performance of Monologue from Approved List of Books

3. If my child does not meet the classification requirements, may my child be re-tested?

Your child may be re-tested for gifted classification following the protocols of the evaluation instrument used.

It is recommended that re-testing for talented visual arts be conducted no sooner than 4-6 months after the initial testing unless health circumstances during an evaluation negatively impacted the performance. Since there are two forms available (A & B) for talented theatre and music, the evaluation may be re-administered 2-3 months after the initial evaluation, if evidence supports the request.

4. What are the next steps, if I disagree with the evaluation report?

The parents of a student with a disability or an exceptionality have a right to obtain an independent educational evaluation (IEE) of the student as described in Chapter 5 of Bulletin 1706.

Programming:

1. What type of services must be provided to identified gifted/talented students?

School systems may determine the types of programming offered to the students based on the needs of the student as indicated in the evaluation and the resources available.

2. Is an IEP required to receive gifted and talented services as required in Bulletin 1706, Subpart 2. Regulations for Gifted/Talented Students?

Yes. As used in these regulations, the term individualized education program (IEP), is a written statement for each student with an exceptionality that is developed, reviewed, and revised in a meeting in accordance with §1320 through §1325 and that shall include the following provisions:

- Each LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of gifted and talented students in accordance with all the requirements in Bulletin 1530 — Louisiana’s IEP Handbook for Students with Exceptionalities.
- An IEP that is consistent with FAPE shall be developed and implemented for eligible students.

3. What services are required by the state for gifted/talented students as stipulated in Bulletin 1706, Subpart 2. Regulations for Gifted/Talented Students?

§1101. Free Appropriate Public Education

The Louisiana State Board of Elementary and Secondary Education shall be responsible for the assurance of a free appropriate public education to all gifted and talented students ages three through twenty-one years unless the student exits with a high school diploma.

§1105. Program Options

The department shall ensure that each LEA takes steps to ensure that its gifted and talented students residing in the area served by the LEA have available to them the variety of educational programs and services available to all students in the area served by the agency.

If a gifted or talented student transfers to a Louisiana educational agency that does not currently offer gifted or talented services, then the education agency must provide a solution for the provision of services.

§1327. Gifted/Talented Students Transferring from one LEA to another LEA within Louisiana

Students who have been receiving gifted and talented services in one LEA in Louisiana and who transfer to another LEA within Louisiana shall be enrolled in the appropriate special education program in the new LEA with the current IEP or the development of a review IEP within five school days of the transfer.

4. Can a student with a disability classification also have a gifted or talented exceptionality?

A student may have a disability classification as a primary exceptionality and have a gifted and/or talented secondary classification.

5. Can a student with a 504 plan also have a gifted or talented exceptionality?

A gifted or talented student may also have a 504 plan, and the current 504 plan must be noted on the IEP and included as an attachment to the document.

6. Who should I contact if I have concerns about the gifted/talented services in my school system?

It is recommended that you follow this chain of command in making such an inquiry:

- A. Child's teacher
- B. School administrator
- C. Gifted and Talented School System Coordinator
- D. Special Education Director
- E. Superintendent/CEO
- F. State Education Consultant for Gifted/Talented Programming

7. Are gifted and talented services provided in a nonpublic school setting?

Most public school systems do not provide gifted and/or talented services in nonpublic schools, but several traditional school systems have worked out agreements with the nonpublic schools to

provide services through an Individual Academic Plan (IAP). This is a decision of the school system to provide such services.

8. Are charter schools required to provide gifted and/or talented programming?

Charter Schools are required to provide programming only if this type of programming was included in their charter application. Bulletin 126, Chapter 40, lists the items that charter schools are required to comply with.