

Gifted and Talented Program
Frequently Asked Questions during COVID-19 (October 7, 2020)

1. ***How do districts identify and serve Visual and Performing Arts (VPA) students safely during the COVID-19 Pandemic?***

Districts may use virtual platforms or digital recordings for visual and performing arts identification and instruction.

See [Considerations for Reopening Schools, Exceptional Learners and Preschool \(July, 2020\)](#) (p. 4).

2. ***How do districts use and safely reuse testing materials?***

When conducting assessments, consider these strategies:

- Test booklets should sit out for at least 24 hours. If possible, lay out individually rather than in a stack.
- Sanitize any hard surfaces students will touch such as a table, chairs and pencils. This must be done between testing sessions.
- If using keyboards, wipe down keyboards before and after using. Be careful with screens because some sanitizing agents can ruin screens and monitors.
- Students and staff should wash their hands before and after testing.

See [Considerations for Reopening Schools, Exceptional Learners and Preschool](#) (p. 10).

3. ***How do districts safely pull-out students for services and/or provide acceleration to advance students through materials or grade levels?***

To minimize student movement, consider options such as collaboration and cluster grouping rather than pulling multiple students out of the classroom.

See [Considerations for Reopening Schools, Exceptional Learners and Preschool \(July, 2020\)](#) (p. 4).

4. ***How do districts sanitize materials and rooms?***

For surfaces, all staff should be trained on cleaning protocols that include cleaning first then disinfecting and adhering to time on contact requirements by the EPA approved disinfectants list.

For rooms, clean and sanitize frequently used equipment between classes or sports teams. Provide disinfectant wipe stations throughout the room for use on equipment after each use.

See [Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\)](#) (p. 19-22).

5. *How do gifted and talented (GT) staff ensure students are participating in gifted services?*

Gifted regulation [704 KAR 3:285 Section 9](#) states that districts must notify parents of student progress as it relates to the gifted student service plan (GSSP). Therefore, to report progress, districts will need to devise a system to ensure students are participating and making progress in the services provided.

There are several ways districts can ensure students are participating in services:

- The regular classroom teacher or other appropriate staff who are providing services can collaborate with GT staff by sharing records.
- GT staff who are working with students could keep records.

6. *Could a district who is using remote instruction, schedule students to come in for an in-person screening and/or testing?*

Schools may, at their discretion, bring small groups of students into the building to receive targeted services that supplement learning. These targeted services could include activities such as:

- Evaluation,
- Necessary hands-on experiences (career and technical education),
- Mental health or academic counseling,
- Occupational, physical or speech therapy, or
- Targeted remediation or tutoring.

When coordinating targeted services, schools must maintain the expectations outlined in the [Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\)](#) document, including social distancing, temperature checks, and mask requirements.

To protect the health and safety of those involved, targeted services should be time-bound with most experiences lasting less than two hours. Schools should stagger the start and end time of targeted services to limit the number of students in entryways and hallways at any given time. To facilitate this staggering, a central calendar and schedule should be maintained to ensure that no two activities begin at the same time.

See [Considerations for Reopening Schools, Welcoming Students for Orientation and Targeted Services](#) (p. 4-6).

7. ***Can a district use an online platform for testing?***

This is a district decision. Here are some items to consider should a district choose to use an online platform:

- Validity
- Equity
- Communication
- Confidentiality

8. ***Due to the special circumstances during the pandemic, how much time is enough for services?***

This is a district decision that is determined by the GT Selection and Placement Committee. According to the gifted regulation [704 KAR 3:285 Section 4](#), the committee determines the level and type of service be provided to the student. However, the regulation does not mandate a frequency and duration of service time.

9. ***How will students have their needs met through their Gifted Student Service Plan (GSSP) in a virtual setting?***

This is a district decision that is determined by the GT Selection and Placement Committee. In collaboration with district administration, the committee offers services that can be provided remotely. Many of the services listed in [704 KAR 3:285 Section 6](#) could be offered remotely, except for the travel study option.

10. ***In a virtual learning environment, how do GT staff communicate that gifted services are designed to meet students' needs, abilities and interests rather than being "extra work" for students?***

GT staff should refer to the gifted regulation [704 KAR 3:285 Section 6](#) that explains multiple services must be offered for each area in which a student is identified.

Also, some districts have modified the Kentucky School Board Association Curriculum and Instruction Chapter 8, Policy 132 which states, "Students in the GT Program shall not be required to make up missing classroom work while being provided services through the District gifted program."

11. ***How can service needs of Visual or Performing Arts (VPA) students be met if the district is not offering opportunities such as chorus?***

The gifted regulation [704 KAR 3:285 Section 6](#) lists service options. When a course or class like chorus is unavailable, other options to consider are seminars, consortiums, independent

study, mentoring or distance learning. Here are some websites with links to COVID-19 music resources:

- [Kentucky Music Education Association](#)
- [American Choral Directors Association](#)
- [10 Music Resources during COVID-19](#)
- [National Association for Music Education](#)