

LaRue County Schools  
Gifted and Talented Services  
Parent/Student Handbook  
*Primary Talent Pool*  
*Grades K-3*  
*Revised 11/2020*



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## PRIMARY TALENT POOL

The primary talent pool is a service for high potential students in grades K-3. Talent pool students have shown high potential and an accelerated learning level. **Participation in the talent pool does not mean that the child will be formally identified for the Gifted and Talented program upon exiting primary.** The idea behind the Talent Pool is to “cast a wider net” and try to find and nurture student talents at a young age.

Primarily, the classroom teacher will be responsible for seeing that the individual needs of every student are met. The G/T resource teacher will provide opportunities for the student to participate in enrichment activities with the other primary talent pool students. The G/T resource teacher will also provide strategies and resources to the classroom teachers.

Students are placed in the talent pool when three pieces of evidence are found indicating high potential in one or more of the five areas of giftedness. These areas are general intelligence, specific academic, creativity, leadership, and visual and performing arts.

Evidence may include such things as portfolio pieces, report cards, anecdotal records, products such as artwork or tapes of performances, awards, teacher recommendation, universal screener results, and parent questionnaires.

## GOVERNING LEGISLATION

KRS 157.200 Definitions... Gifted and talented student means a pupil 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 157.220 Functions of the Department of Education in special education

programs KRS 157.224 Statewide plan for exceptional education programs

KRS 157.230 Special education programs of school districts

704 KRS 3:285 Programs for the gifted and talented

Revised Administrative Regulation on Gifted Education: 704 KAR:3.285

The revised regulation:

- ✓ Requires school districts to have identification procedures for all five categories of gifted behavior including: general intellectual, specific academic aptitude, creativity, leadership, and visual and performing arts
- ✓ Requires school districts to provide a range of services to address the needs of students identified in the five areas. (Districts may choose how services are delivered.)
- ✓ Eliminates the priority of service. Services must be offered in all areas.
- ✓ Requires the establishment of a “talent pool” in the primary program based on informal measures which broadens the view of giftedness and provides opportunities for a wider range of gifted and talented behaviors to emerge among a greater number of the student population.
- ✓ Permits the use of formal, normed measures only as a diagnostic tool to determine the instructional needs of individual children in the primary talent pool.
- ✓ Requires the incorporation of authentic assessment practices in the identification and evaluation process
- ✓ Prohibits the use of formal, normed measures in the primary talent pool except to diagnose need for appropriate services
- ✓ Prohibits full-time, everyday self-contained classrooms for students in the primary program
- ✓ Allows for “special schools” and full-time “self-contained classroom” options in grades 4-12.

## *Bright Child or Gifted Learner?*

### **Bright Child**

Knows the answers  
Is interested  
Is attentive  
Has good ideas  
Works Hard  
Answers the question  
Top group  
Listens with interest

Learns with ease  
6-8 repetitions for mastery  
Understands ideas  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technician  
Good memorizer  
Enjoys straightforward,  
    sequential presentations  
Is alert  
Is pleased with own learning

----By Janise Szabos

### **Gifted Learner**

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Has wild, silly ideas  
Plays around, yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings and  
    opinions

Already knows  
1-2 repetitions for mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity

Is keenly observant  
Is highly self-critical

## Exiting Primary Formal Identification Procedure

- Upon exiting primary, all third-grade students will be screened with the NNAT 3 for *general intellectual* placement. Students who score in the 9<sup>th</sup> stanine and have a 96% score or above, and show exceptional reasoning ability will be formally identified pending two other pieces of evidence including a recommendation from their teacher.
- To be identified for a *specific academic* area, students must have a 9<sup>th</sup> stanine and 96% score on content area subtests, and two forms of supporting evidence including a recommendation from their teacher. The iReady test will be used three times per year in grades 4-8 for math and reading. The Scholastic Educational Development series will be used in 4th and 6th grades for science and social studies.
- *Creatively* gifted and talented students are screened by teachers and specialists, and must also provide two pieces of supporting evidence. Third graders take the Torrance Test of Creative Thinking.
- *Leadership* gifted students must be identified by their leadership abilities in various situations, and be referred by a teacher or parent. Parents and/or teachers may recommend a student for placement in this category. Three pieces of evidence must be submitted, including a student questionnaire. A committee consisting of a principal, a counselor, the GT Coordinator and the GT resource teacher will review the evidence anonymously to determine placement.
- The *Visual/Performing Arts* students are recommended based on their exceptional ability in the area identified. After the referral has been made by a parent and/or teacher, a letter of recommendation is obtained from a specialist (music, art teacher, etc.) in the identified area. A portfolio of 3 entries must be submitted. A committee of specialists in the identified area reviews the portfolio and determine placement.

\*\*Referral forms are available on the LaRue County Schools website.

## Talent Pool Service Options\*

**Acceleration Options** - 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 on to high-level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from high school, and grade-skipping. Also includes the following service options: Early Exit from Primary, Subject Area Higher Grade Level, and Dual Credit.

**Advanced Placement and Honors**- 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).

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

**Differentiated Individual Study**- A method through which educators shall establish a specific well thought out match between learner and characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options that maximize learning experiences.

**Cluster Groups**- A group usually consisting of four 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.

**Distance Learning**- Learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission. This may include video courses or other online courses.

**Enrichment Services (school day)**- Enrichment services during the school day (not extracurricular) that include exposure beyond the regular curriculum to new ideas, new skills and new concepts; extension of the regular curriculum going more broadly and deeply into what has been introduced; concept development exploring more fully the meaning and implications introduced in the regular curriculum.

**Independent study**- a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

**Mentorship**- specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

**Resource Services**- 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 setting and appropriate instructional setting/placement.

\*This list is recommended by the state but all options are not always available.

# PARENT GUIDE TO TALENT POOL VOCABULARY

**Ability grouping:** Grouping students by need, interest, or ability for particular learning activities or for instructional purposes. Groups should be formed and reformed in the classroom to meet various instructional needs. (This is not tracking in which students are placed in a fixed group that is maintained for all learning activities and remains in place over time.)

**Acceleration:** Allowing students to move through material at a pace faster than age-mates and at a rate equal to their abilities (i.e. higher-level activities, compacting, dual-enrollment to obtain high school and college credit, grade skipping, and early exit from school.)

**Authentic Assessment:** Process of evaluating student learning using student products or performances (such as writing, art projects, dance recital, etc.) rather than traditional standardized tests.

**Cluster Grouping:** The year-long assignment of a small group, usually four or more, of students with similar interests, needs, or abilities to the same classroom for the purpose of receiving differentiated instruction.

**Compacting:** Reducing the amount of curriculum material by proving content mastery. By reducing repetition of content, students are challenged to their full potential. Students can be pretested on content to show what they already have mastered. The focus of study would then be the content that hasn't yet been mastered.

**Differentiation:** Making changes in the curriculum, either in content (what they learn), process (how they learn), or product (how they show what they've learned) to meet the needs of the individual student.

**Enrichment:** Learning activities that are more in-depth or from an additional discipline used to supplement the student's educational experience.

**Extensions:** Modifications in instruction and materials to ensure gifted students have the opportunity to learn at an appropriate level and pace for them to reach higher goals.

**Gifted and Talented:** Those students in grades 4-12 that give evidence of high-performance capability in areas such as general intellect, creativity, visual and performing arts, leadership or specific academic aptitude, and who require services or activities beyond those ordinarily provided by the school in order to fulfill their full potential.

**Heterogeneous/Homogeneous Grouping:** Students placed together based on their age or grade level are grouped heterogeneously. But homogeneous grouping places students with others like themselves based on academic ability, special needs, or interests.

**High Potential Learners:** Students in the top twenty-five percent of the primary student population that demonstrate the need for differentiated instruction to further develop their abilities.

**Learning Styles:** The preferred style of learning (i.e., verbal/linguistic, kinesthetic/movement, spatial/visual, musical, mathematical/logical, natural, existential/living in the real world.)



**Talent Pool-** a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (grades K-3)

## WEBSITES AND RESOURCES OF INTEREST TO FAMILIES OF TALENT POOL CHILDREN

- Hoagies [www.hoagiesgifted.org](http://www.hoagiesgifted.org)
- GT World [www.gtworld.org](http://www.gtworld.org)
- The Gifted Child Development Center  
[www.gifteddevelopment.com](http://www.gifteddevelopment.com)
- National Association for Gifted Children  
[www.nagc.org](http://www.nagc.org)
- Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)
- Center for Gifted Studies at Western Kentucky  
University [www.wku.edu/gifted](http://www.wku.edu/gifted)
- Kentucky Association for Gifted Education  
[www.wku.edu/kage](http://www.wku.edu/kage)
- Legislation: Kentucky [www.lrc.state.ky.us](http://www.lrc.state.ky.us)

# PROCEDURAL SAFEGUARDS AND GRIEVANCES

A . Parents and/or students (grades P-12) may petition for identification. Students and teachers may petition or appeal on behalf of a student, provided written parental approval is secured. Parents and/or students may also submit an appeal regarding appropriate and adequate services for Talent Pool students.

B. The appealing party shall submit in writing to the Gifted and Talented Coordinator specifically why he/she believes that screening results are not accurate, or why the services provided are not adequate/appropriate to meet the needs of the student, or why an exception should be made, and/or reconsideration given.

C. The Gifted and Talented Coordinator shall compile a student profile and present that along with the petition or appeal to the school's Talent Pool Selection Committee. The profile shall include a recommendation with substantiating evidence from the child's present and previous teachers.

D. The school's Talent Pool Selection Committee shall hear appeals according to policies adopted by the SBDM aligned with district policies.

E. If the appeal is denied by the school's Talent Pool Selection Committee or services are not appropriate, a written appeal may be made to the district Gifted and Talented Coordinator or assistant superintendent within ten working days of notification.

F. If the appeal is denied again, a written appeal may be made to the Board of Education within ten working days after the District Selection Committee's rejection. The Board of Education will have the final decision in the case.

GT Resources and contacts:

Amanda Farmer, Larue County Gifted/Talented Coordinator  
270-358-4111 email: [amanda.farmer@larue.kyschools.us](mailto:amanda.farmer@larue.kyschools.us)

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