

LaRue County Schools
Gifted and Talented Services
Parent/Student Handbook
Primary Talent Pool

Grades K-3

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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 recordings of performances, awards, teacher recommendation, universal screener results, behavioral checklist 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 9th 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 9th 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
- GT World www.gtworld.org
- The Gifted Child Development Center
www.gifteddevelopment.com
- National Association for Gifted Children
www.nagc.org
- Council for Exceptional Children www.cec.sped.org
- Center for Gifted Studies at Western Kentucky
University www.wku.edu/gifted
- Kentucky Association for Gifted Education
www.wku.edu/kage
- Legislation: Kentucky 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

Natalie Detre, Larue County Gifted/Talented Resource Teacher
270-358-4111 email: natalie.detre@larue.kyschools.us

LaRue County Board of Education

Gifted and Talented Policy

District Provides

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in [704 KAR 003:285](#) shall be used in the operation of the District's programs for gifted and talented students.

Identification/Diagnosis and Eligibility

In compliance with [704 KAR 003:285](#), the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. 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, or underachieving, is a member of a racial or ethnic minority or has a disability.

The District's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
3. Screen students for all areas of giftedness as defined by [KRS 157.200](#).

Based on data gathered by the Gifted/Talented coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the

student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

Services

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular grouping and differentiated curriculum experiences commensurate with the student's interests, needs and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program, nor any grade level shall be served by only one (1) gifted education service option.

Personnel

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

Program Evaluation

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

Grievances

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

References:

[KRS 157.196](#); [KRS 157.200](#); [KRS 157.224](#)

[KRS 157.230](#); [KRS 158.6451](#); [KRS 161.052](#); [KRS 161.095](#)

[016 KAR 002:110](#); [016 KAR 004:010](#)

[704 KAR 003:285](#)

P. L. 114-95, (Every Student Succeeds Act of 2015)

Related Policy:

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 8/12/2002

Order #: VI

LaRue County Board of Education

Gifted and Talented Procedures

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 as described in the District Gifted and Talented Handbook.

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.

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 non identification 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.

Review/Revised:8/18/08