

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



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PRIMARY TALENT POOL

The primary talent pool is a service for high potential students in grades K-3. The primary students are not *formally* identified in the Gifted and Talented Program until the end of third grade. Talent pool students are students who have shown high potential and an accelerated learning level. The participation in the talent pool does not mean that the child will be formally identified upon exiting primary. In the talent pool, the student will participate in enrichment activities with the other gifted and talented students.

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. One of the three pieces must be a recommendation from the teacher.

Evidence may also include such things as: portfolio pieces, report cards, anecdotal records, products such as artwork or tapes of performances, awards, 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 presentation
Is alert
Is pleased with own learning

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

By Janise Szabos

Exiting Primary Formal Identification Procedure

Upon exiting primary, all third grade students will be screened with the Standard Raven Matrices for general intellectual placement by the school counselor. 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.
- *Creatively* gifted and talented students are screened by teacher and specialists, and must also provide supporting evidence. Third graders take the Williams Test of Creative Thinking for placement in GT.
- *Leadership* gifted students must be identified by their leadership abilities in various situations, and be referred by a teacher or parent.
- The *Visual/Performing Arts* students are recommended based on their exceptional ability in the area identified. After the referral has been made, a letter of recommendation is obtained from a specialist (music, art teacher, etc.) in the identified area, and supporting evidence must be provided.

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 pretesting in content and being excused to go on to higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade skipping.

Collaborative Teaching and Consultation Services

The teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified talent pool students in conjunction with the regular classroom teacher.

Special Counseling Services

Effectively-based counseling assistance planned in coordination with the gifted teacher provided by a counselor familiar with the characteristics and socio-emotional needs of talent pool students.

Differentiated Study Experiences

Educational experiences which extend, replace, or supplement learning beyond the standard curriculum. This may be in the form of a group independent study or an individual independent study.

Seminars and Super Saturdays

Discussion-based and/or hands-on demonstration sessions on specific topics focusing on advanced content and higher level mental processing skills.

Enrichment Services During the School Day

The district or school plans activities, assemblies, and presentations that provide enrichment for identified students.

*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)

FREQUENTLY ASKED QUESTIONS

1. **What is the Primary Talent Pool (PTP)?** The Primary Talent Pool is a group of students who possess demonstrated or potential ability to perform at exceptionally high levels in the primary years (grade K-3.) These students may be referred to as high-potential learners. The purpose of selecting students to participate in a Primary Talent Pool is to provide early enrichment for those students whose talents must be nurtured in order for those talents to fully develop.
2. **What is a high-potential learner?** Students who learn and comprehend at a faster pace and more complex level than their age peers are considered high-potential learners. These students often acquire skills earlier and progress at an accelerated rate.
3. **How are students selected for the Primary Talent Pool?** A minimum of three informal assessment measures are used to provide evidence that students should participate in the Primary Talent Pool. Evidence can be gathered from teacher, parent and community member observations of student behaviors and work samples. A school committee reviews the evidence to determine if a primary student is a high-potential learner and should be included in the Primary Talent Pool. The committee should consider environmental, cultural, and disabling conditions. Students can be placed in the talent pool at any time during their primary years.
4. **I understand that my child has shown he/she is above average in one or more of the five areas. Please explain the five areas.**
 1. General Intellectual: Sometimes called critical thinking. If your child is identified as GI, he/she has shown above average logic, reasoning, and problem solving abilities.
 2. Specific Academic: this means any subject area—math, reading, science, social studies, etc.
 3. Creativity: Above average ability to think of new, unusual ideas or solutions with lots of details.
 4. Leadership: A talent for organizing and directing others, especially in problem solving situations.
 5. Visual and Performing Arts: Above average ability in art, music, dance, or drama
5. **Is it necessary to nominate students for the Primary Talent Pool in the five areas, or is being in the PTP all inclusive of the five areas?** PTP students should be nominated in the specific areas where they show strengths. Once a student is selected for the PTP, he/she should be served in the area(s) of specific strength.
6. **Does being in the Talent Pool mean my child is gifted?** *We are not labeling your child as gifted.* We are recognizing that your child has demonstrated above average talent or higher than average potential in one or more of the 5 areas, and because of this, he or she may need changes in how or what is taught in the classroom.

- 7. If my child is in the Talent Pool, will he/she automatically need Gifted/talented services in 4th grade?** *No.* At the end of third grade, students take a formal standardized test. Scores made on that test determine if a student needs G/T modifications or if that student needs to be tested further. Ideally the Talent Pool comprises 25% of the student population. At the beginning of the 4th grade, however, only 5% of students will be identified as needing General Intellectual or Specific Academic services. Therefore, it is not unusual for a student to participate in a Talent Pool but not be identified for G/T services in the intermediate grades.

Why? The idea behind the Talent Pool is to “cast a wider net” and try to find and nurture student talents at a young age. We want to try to include students, not to exclude them. The need for a student to be in a Talent Pool is based mainly upon teacher observation and examples of student work.

- 8. Who is responsible for delivering the changes my child might need?** Primarily the classroom teacher is responsible for seeing that the individual needs of every student are met. The school counselor and district G/T coordinator are available to help with strategies and resources.
- 9. How do you decide which service options my child will have?** We strive to match the service options with your child’s needs, interests, and abilities. We then meet as a committee to decide which services are right for your child. Some PTP students may need to be cluster-grouped for reading and/or math and served by a regular classroom teacher who compacts the curriculum. Acceleration by subject or grade is appropriate for some advanced PTP students. Leadership students may meet occasionally with the guidance counselor, or visual art students may meet once a month in small groups with the art teacher. There should be multiple service delivery options at each grade level. One size or one service does not fit all.

RESOURCES

704 KY Administrative Regulation 3:285

Programs for the Gifted and Talented

Kentucky Advisory Council for Gifted and Talented Education

Kentucky Department of Education

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 school counselor 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 school counselor 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 Administrator* 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:

Helena Freedlund, Larue County Gifted/Talented Coordinator
358-3196 email: helena.freedlund@larue.kyschools.us

Karyn Brey, Larue County Gifted/Talented Coordinator
358-3506 email: karyn.brey@larue.kyschools.us

Central Office Contact: 358-4111

PARENT/STUDENT FEEDBACK FORM

In order to determine appropriate services related to your child’s gifted learning, please list any interests, needs or abilities that would be integral to your child’s gifted education. Please sign, date, and return this page to your child’s school counselor. Your signature will also verify that you have received and read this handbook.

Name _____ Age _____

School _____ Grade Level _____

COMPLETED BY PARENT

1. The greatest amount of my child’s time is spent doing _____
2. Interests, hobbies, curiosity expressed in these areas: _____
3. Lack of enthusiasm, interest displayed in these activities: _____
and these topics: _____
4. Reading and discussions center on these areas: _____

COMPLETED BY STUDENT

1. I most like spending time at home doing _____
and at school doing _____
2. If I could plan the school day, we would spend more time learning _____
3. If I could have a tutor, I would want to practice or learn more about _____

Parent Signature _____ **Date** _____

Student Signature _____ **Date** _____

