

Beebe School District
ExCEL – Gifted and Talented
Policy Handbook
“Exceptional Challenge for Exceptional Learning”



You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

-- Clay P. Bedford

This handbook has been prepared for the benefit of parents of the gifted child, Beebe Public School educators, and the community of Beebe. It provides information concerning the identification and placement process of the GT program, characteristics of the gifted, ways to help the gifted child, and tools for parents and educators in decision-making and advocacy. Please use this handbook as a resource guide.

Superintendent – Chris Nail

Assistant Superintendents/Curriculum

Dr. Rick Duff (K-6) Dr. Scott Embrey (7-12)

Director of Curriculum – Holly Glover

Assistant Directors of Curriculum

Allison Shuttleworth (K-6) Amanda Lewis (7-12)

High School Principal – Dr. Karla Tarkington

Jr. High Principal – Dr. Tyler Reed

Middle School Principal – Paula Courson

Elementary Principal – Rob Rollins

Early Childhood Principal – Michelle Jenkins

Beebe School District **G/T Staff Assignments**

Tammy Deaton, Director

Gifted and Talented, Advanced Placement, & AAIMS Programs
9-12 GT Specialist

Kindergarten & 1st Grade Whole Group Enrichment

tdeaton@beebeschools.org

ExCEL - /Gifted and Talented Specialists

Brittney Bass

2-4 GT Specialist

Beebe Elementary

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Rhonda McNeill

5-8 GT Facilitator

Beebe Middle School & Jr. High

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Beebe School District
Honors & Advanced Placement Staff Assignments
2021-2022

Honors (formerly Pre-AP) Courses

7 th Grade Language Arts	Greg Stinnett
8 th Grade Language Arts	Tammy Jackson
9 th Grade Language Arts	Amanda Wallace
10 th Grade Language Arts	Beth Hall
7 th Grade Mathematics	Ashley Hancock
8 th Grade Algebra I	Robert Blot
9 th Grade Pre-AP Geometry	Jennifer Jones
10 th Grade Algebra II	Pam White
Pre-Calculus/Trigonometry	Pam White
7 th Grade Science	Melanie Gardner
8 th & 9 th Grade Physical Science	Julie Bridges
Biology	Ashley Robinson
Chemistry	Mona Tarkington
9 th Grade Civics (1/2 semester)	Sayward Poertner
United States History	Lindsay Sanders
Spanish Language	Jennifer Totten

Advanced Placement Courses

Language and Composition	Beth Hall
Literature and Composition	Brittani Schoonover
Calculus and Trigonometry	Pam White
Statistics	David Griffith
Biology	Ashley Robinson
Chemistry	Mona Tarkington
Physics I	Jeff Wisdom
United States History	Lindsay Sanders
US Government and Politics	Lindsay Sanders
World History	Sayward Poertner
Studio Art – 2D	Karen Jones
Studio Art – Drawing	Karen Jones
Environmental Science	Mona Tarkington
Computer Science Principles	Jeff Wisdom
Computer Science A	Jeff Wisdom
Spanish Language	Nathan Totten
Music Theory	Matthew Simpson

Beebe Public School District ExCEL-
Gifted and Talented Program
“Exceptional Challenge for Exceptional Learning”



Philosophy Statement

It is the philosophy of Beebe Public School District that all children and youth should be provided with an educational program which will allow them to develop to their maximum potential. We believe that gifted children and youth exist in all levels of society regardless of gender, age, socio-economic background, or ethnic population. Gifted students because of their advanced and/or potential of advanced achievement, need educational opportunities different from those available through the general school program in order to realize their potential.

Mission Statement

The ExCEI Gifted and Talented program is committed to providing identified students differentiated experiences designed to meet their cognitive and affective needs while building leadership, communication, and creative thinking skills.

Program Goals



The goals of the ExCEL Gifted and Talented Program are based on Arkansas approved State Board of Education (DESE), Gifted and Talented Rules and Regulations (2009). These goals encourage students to achieve their maximum potential by providing support and structure in the school environment. The ExCEL GT Program will:

- provide opportunities for students to pursue individual interests and develop talents.
- provide for the cognitive needs of gifted students through challenging instruction differentiated in content, process, product, and pace from the general classroom.
- provide for the social-emotional needs of gifted students through peer discussions and activities designed to develop self-awareness, a healthy self-concept, and an understanding of strengths, weaknesses, and potentials.
- provide opportunities for student to utilize a variety of technologies as appropriate.
- Effectively communicate with parents of gifted students concerning student progress and program option.

Our goal is also to serve as a resource for teachers to meet the needs of gifted students in their classroom. To achieve this goal, we will:

- provide staff development and support in the differentiation of curriculum.
- provide training for staff regarding the characteristics and educational needs of gifted students.
- collaborate with general education teachers in order to meet the cognitive and affective needs of gifted students.

Definition of Gifted and Talented



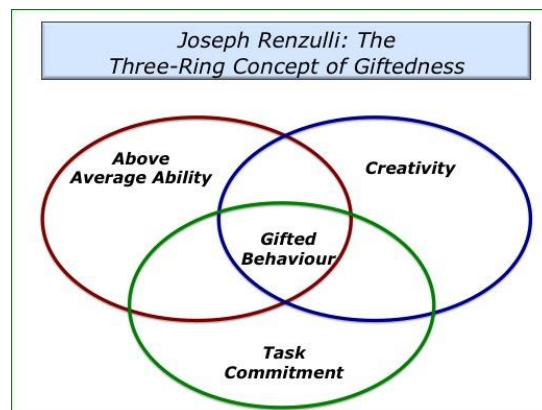
“Gifted and talented children and youth are those high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of the talents and gifts, or the potential for their development, will be evidenced through the interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

(Section 9.00 – Curriculum, Gifted and Talented Rules and Regulation: Program Approval Standards, Arkansas Department of Education, Programs for the Gifted and Talented, 2009).

Beebe School District

The Beebe School District uses the Renzulli three-ring conception of giftedness with multiple criteria. Gifted and talented children are those who possess high potential in terms of intellectual ability, task commitment, and creativity and by virtue of these capabilities require special services of activities not ordinarily provided in order to fully develop such capabilities.



RENZULLI's Three-Ring Model of Giftedness

Research on creative-productive people has consistently shown that although no single criterion can be used to determine giftedness, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of three interlocking clusters of traits. These clusters consist of above average, though not necessarily superior, ability, task commitment, and creativity (see above figure). It is important to point out that no single cluster “makes giftedness.” Rather, it is the interaction among the three clusters that research has shown to be the necessary ingredient for creative-productive accomplishment (Renzulli, 1978).



Major Characteristics of Each of Renzulli's Three Rings

Well Above Average Ability—

General Ability

- High levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency.
- Advanced vocabulary.
- Adaptation to and the shaping of novel situations encountered in the external environment.
- The automatization of information processing; rapid, accurate, and selective retrieval of information.

Specific Ability

- The application of various combinations of the above general abilities to one of more specialized areas of knowledge or areas of human performance (e.g., the arts, leadership, administration).
- The capacity for acquiring and making appropriate use of advanced amounts of formal knowledge, tacit knowledge, technique, logistics, and strategy in the pursuit of particular problems or the manifestation of specialized areas of performance.
- The capacity to sort out relevant and irrelevant information associated with a particular problem or area of study or performance.

Creativity

- Fluency, flexibility, and originality of thought (Many, varied, and unusual ideas)
- Openness to experience; receptive to that which is new and different in the thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and “mentally playful”; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act on and react to external stimulation and one's own ideas and feelings.

Task Commitment

- The capacity for high levels of interest, enthusiasm, fascination, and involvement in a particular problem, area of study, or form of human expression.
- The capacity of perseverance, endurance, determination, hard work, and dedicated practice. Self-confidence, a strong ego and belief in one's ability to carry out important work, freedom from inferiority feelings, drive to achieve.
- The ability to identify significant problems within specialized areas; the ability to tune in to major channels of communication and new developments within given fields.
- Setting high standards for one's work; maintaining an openness to self and external criticism; developing and aesthetic sense of taste, quality, and excellence about one's own work and the work of others.



Gifted and Talented Behavioral Characteristics

Common Characteristics

During preschool years, giftedness can be demonstrated by early physical development, early language development, and/or exceptional powers of observation and curiosity.

While it is rare for a gifted child to exhibit all characteristics listed below, it is common for a gifted child to manifest many of them:

Academic Ability

- Masters and recalls factual material quickly.
- Sees cause and effect relationships; wants to know “why” and “how”.
- Reads often; doesn’t shy away from difficult material; may read at an advanced level and/or prefer nonfiction.
- Has a highly-developed vocabulary and the ability to use verbal skills to solve conflicts, influence others, etc.
- Analyzes newly learned material easily.
- Understands relationships of numbers and concepts of time.
- Makes connections between prior knowledge and new information.

Motivational Characteristics

- Shows interest in adult issues (politics, religion, etc.).
- Asks questions; is curious
- Focuses on topics of interest.
- Is independent and self-assertive.
- Has a strong sense of justice.
- Can be self-critical; perfectionist.

Creativity Characteristics

- Is adventurous; a risk taker.
- Has a mature sense of humor.
- Is curious about a wide variety of topics.
- Expresses unique artistic perspectives.
- Recognizes other points of view.

(Adapted from the Renzulli Hartman Rating Scale)

Gifted Children Characteristics...



...and Possible Associated Problems

Queensland Association for Gifted and Talented Children, Inc.

Learn quickly and easily; have the ability to reason and understand abstract ideas; see relationships between ideas and events.		May become bored and frustrated; dislike repetition and shallow curriculum, hide abilities to gain acceptance; receive negative adult attitudes to smart attitude.
Exhibit verbal proficiency.		May dominate discussion; have difficulty with listening skills; exhibit manipulative behavior.
Have a high energy level.		May need less sleep; become frustrated with inactivity, lack of challenge or active inquiry.
Exhibit heightened curiosity.		May take on too many activities.
Be extremely persistent; concentrate on tasks of high interest for extended periods.		May disrupt class routine; feel stifled by restrictions; resist interruption or schedules; be perceived as stubborn, uncooperative.
Exhibit different learning styles—accelerated; desire depth of knowledge, experience, master, achievement, enrichment.		May become frustrated with absence of progress; be prone to being “overdriven” and/or not be motivated by results; be resistant to interruption; be seen as time wasting or preoccupied.
Exhibit unusual emotional depth and intensity.		May be unusually vulnerable; feel confused if thoughts and feelings are not taken seriously.
Be highly sensitive; be acutely perceptive.		May be perceived as immature; try to mask feelings to conform; be vulnerable to criticism.
Be concerned with adult/moral issues; be idealistic.		May attempt unrealistic reforms; feel frustrated, angry; develop a cynical attitude; receive intolerance from age peers.
Aim at perfection.		May set unrealistically high goals; feel inadequate; feel frustrated with others; fear failure, inhibiting attempts in new areas.
Exhibit independence, nonconformity.		May have tendency to challenge and question indiscreetly; have difficulty with rigid conformity; exhibit rebellious behavior
Have a keen sense of humor.		May use humor inappropriately or to attack others; feel confused when humor is not understood; feel rejected by others.
Have heightened self-awareness; feelings of being different.		May experience social isolation; regard own differences as bad, worthless, resulting in low self-esteem.
Possess unusual imagination.		May be seen as weird; feel stifled by lack of creative opportunities.
Responds and relate to older children and adults.		May experience social isolation; be seen as show off, odd, superior, critical; be rejected by older children



Curriculum Modification

“Curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid simply “more of the same.” It should be in place of rather than in addition to required classroom work. Students should not be penalized for being gifted by being given extra work. Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities.”
(*Gifted and Talented Program Approval Standards, p. 26*)

Gifted and talented students possess learning characteristics and needs that often differ from those of their chronological peers. The curriculum for gifted and talented students includes differentiated content, process, and/or product.

Differentiation that is appropriate for gifted and talented students implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. A differentiated curriculum is provided in gifted classes. Gifted specialists not only provide differentiated curriculum and instruction services for gifted learners, but also support general classroom teachers to enable them to meet the needs of these learners within the general classroom.



How do we meet the needs of the gifted learner?

Gifted and Talented students need special education services in:

1. Enrichment

Opportunities to study content that adds to or goes beyond that which is taught in the regular classroom.

2. Acceleration

Opportunities to study new material that is typically taught at a higher grade level than the one in which the child is currently enrolled.

3. Individualization

Presentation of new learning tasks at the next higher level of difficulty.

4. Remediation

In the context of gifted education, this approach is focused on building up a student's weak area while allowing them to "fly" in the area of their strength(s).

5. Social/Emotional Learning

A focus on the social-emotional needs of the gifted students because their giftedness may cause personal and/or academic problems.

6. Research

Students need to become familiar with skills of historical, descriptive and experimental research as tools for future learning and thinking.

Adapted from Feldhusen: Excellence in Educating the Gifted (1989)



BEEBE PUBLIC SCHOOLS
ExCEL-Gifted and Talented Program
Curriculum Strands



Strand One: Creative Thinking

Strand Two: Critical Thinking

Strand Three: Research/Independent
Learning

Strand Four: Communication

Strand Five: Affective Development

Strand Six: Technology Skills

ExCEL-GT Program Service Descriptions



K-2 Whole Group Enrichment

Students (K-1) Once per month, the GT Director Facilitates a K-1 WHOLE GROUP ENRICHMENT lesson. During the weeks the GT Director is not on the Early Childhood Campus, students receive additional enrichment in the Science Enrichment Lab and in their classrooms from their classroom teacher. Second-grade students receive WHOLE GROUP ENRICHMENT from the 2nd grade GT Specialist twice per month with science and higher level thinking skills as the focus. During the weeks the GT Specialist is not in the classrooms, students receive additional enrichment in their classrooms from their classroom teacher. At the end of the second semester of second grade, students may be referred for possible placement into the GT program.

Grades 2-6 Send-Out Program

The 3-6 GT program is a send-out program. GT students meet for a minimum of 150 minutes per week with a certified GT Specialist. When ST students meet, their curriculum is one of extension (of general classroom curriculum), enrichment (individual interest and group topics of study), and advisory (affective needs). An intervention/consultation Component is also in place to address the premise that GT students are gifted all day every day and that differentiation of their general classroom curriculum is instrumental to their success. GT intervention/consultation provides the opportunity for general curriculum compacting through acceleration and enrichment – should this be a need for a GT identified student. GT students are involved in ancillary programs sponsored by the GT program such as Quiz Bowl, chess, community guest speakers, in-state field trips, and community projects. GT students in grades 5-6 participate in a Geography Bee and in-and out-of-state field trips.

Jr. High GT Program – Grades 7-8

GT students in grades 7-8 are served through the Honors (formerly Pre-AP) Program. GT students are encouraged to take Honors courses are offered in English, math, and science. Students in the 8th grade may choose to take Honors Physical Science and Honors Algebra I. These classes are prerequisites to future Honors classes which lead to Advanced Placement (AP) classes in High School. The two 8th grade Honors courses do count toward HS credit and HS GPA. GT students in grades 7-8 may also choose to participate in a GT elective class that is facilitated by a certified GT Specialist. This option is offered first or second period at Jr. High – this does show up as an elective course on their daily schedule. Students are also encouraged to participate in ancillary programs sponsored by the GT program such as Quiz Bowl, field trips, and community projects. Guest speakers are also a part of the curriculum for 7-8 GT students.

Grades 9-12

GT students in grades 9-12 are served through the Honors and AP Program. Honors and AP courses are offered in English, math, science, social studies, the arts, and foreign language. GT students are given the opportunity to participate in ancillary activities that are sponsored by the GT Program such as Quiz Bowl, National Honor Society, and Arkansas Governor's School. Beebe is a member of Arkansas AIMS (Advanced Initiative in Math and Science) AR AIMS focuses on English, math, and science Honors and AP courses. This is an added resource to our teachers that enriches the curriculum they provide to our 9-12 students. Beebe has been successful in increasing AP course offerings as well as increasing the percentage of students receiving passing scores on AP exams. GT students also have the option of taking concurrent college courses (English, Algebra, Psychology – fee required) for HS and college credit. GT students in grades 9-12 may also choose to participate in out of state field trips every other school year.



ExCEL –Gifted and Talented Program Nomination, Identification, and Placement Guidelines

The Arkansas definition of Gifted and Talented students serves as a guide in providing services and opportunities for students identified as gifted and talented in Arkansas. This definition follows:

“Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs required qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment, and/or motivation and creative ability”
(Gifted and Talented Rules and Regulations: Program Approved Standards).

A comprehensive identification plan for the Beebe School District is based on the research and recommendations of experts in the field and the guidelines found in the Arkansas Gifted and Talented Program Approval Standards. The purpose of identification is to find and serve those students who need special programs to develop their exceptional abilities.

Identification of gifted and talented students in the Beebe School District is an ongoing process extending from grades K-12 serving at least 5% of the school's population. Written identification and placement procedures for the GT program are available to all stakeholders. Pursuant with state rules and regulations, an announcement is made notify stakeholders of the referral process. Referrals are accepted from stakeholders such as parents, school personnel, community members, or by self-nomination. After a referral has been made, a parent or guardian must sign a letter of consent before tests can be administered. Once written permission has been given, the screening process begins. All data is collected in a non-discriminatory manner. The following data is included in the screening process:

At least two objective and two subjective measures (one of which must assess creativity)

Once screening data has been gathered, the GT Placement Committee meets. The Placement Committee consists of at least five members that include the GT Director, Gt Specialist(s), building administration, building counselor(s), and general classroom teacher(s). No single criterion or cut-off score is used to include or exclude a student. Identification procedures are implemented uniformly across the district. Parents/guardians are notified of the placement decision by letter. Instructional staff and administration are also notified of the Placement Committee decision(s). If the decision has been made to place a referred student into the GT Program, a parent/guardian must give written permission before a student can be officially placed in the GT Program. A student review is completed at the end of each school year which provides documentation for the continuation of services.



IDENTIFICATION OF GIFTEDNESS

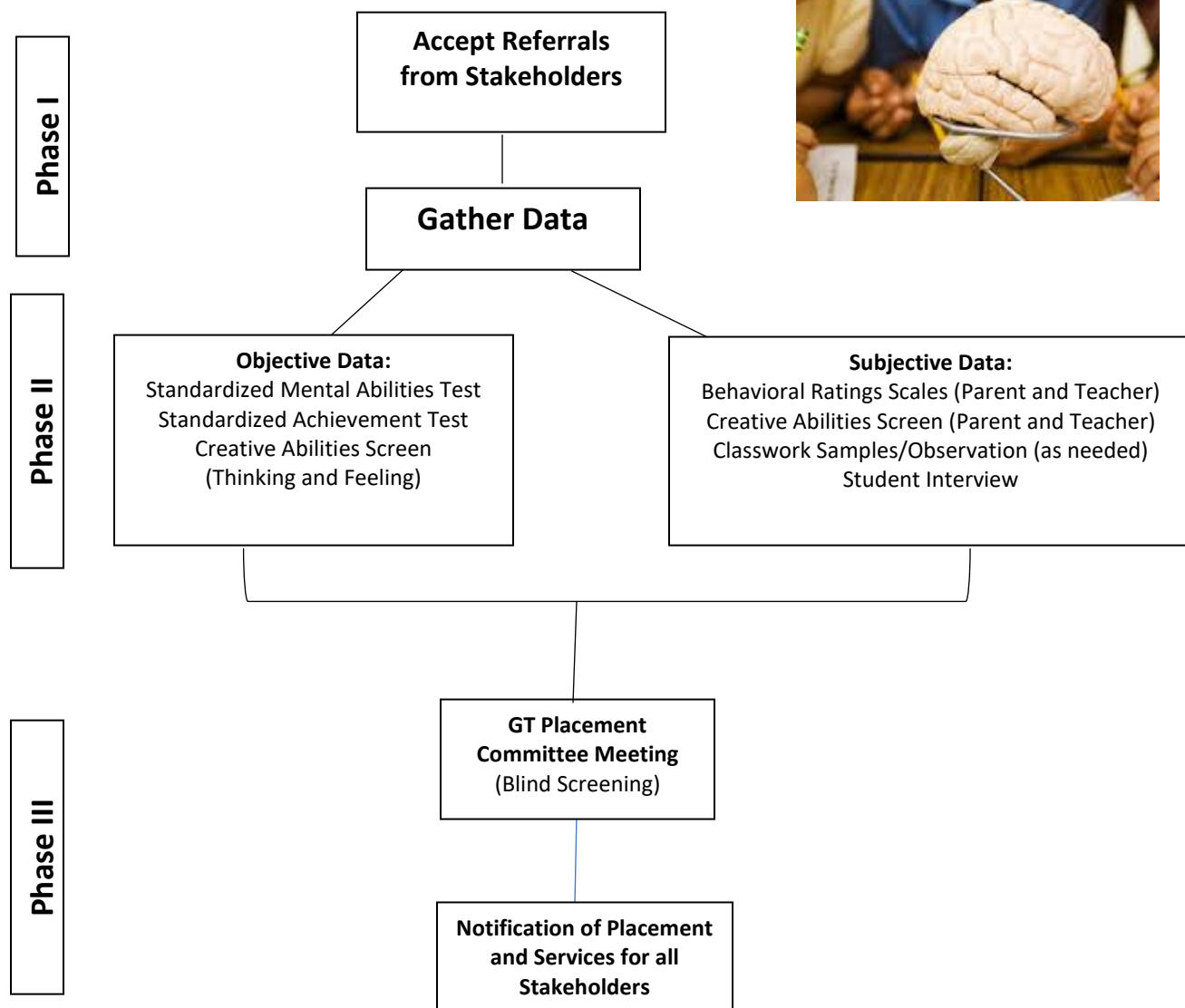
Beebe Public Schools

ExCEL- Gifted and Talented Program

Referral for possible placement into the Beebe ExCEL Gifted and Talented Program is an ongoing process.

There are three phases:

- Referral
- Screening
- Placement Committee Decision



A parent may appeal the decision of the placement committee or the annual review committee. The GT Coordinator, GT Specialist, and building administrator will hold a conference at the building level. If a parent files a formal appeal, the GT Placement committee will hear the appeal. The committee

Identification of Special Needs Population (K-12)

Students with special needs are screened in the same manner as the general population. Students with learning disabilities and/or other mentally handicapping conditions, who could be considered twice exceptional (gifted and LD), are placed when giftedness can be positively identified through objective/subjective data and motivation. Programming is based on the handicapped student's strength areas and the ability to meet the student's educational need in the least restrictive environment (facilities, equipment, and personnel).

BEEBE PUBLIC SCHOOLS

ExCEL - Gifted and Talented Program



Student Expectations in the Gifted and Talented Program--

Revised and Approved by GT Advisory Committee (November, 2010)

The Gifted and Talented Advisory committee recommends that the GT guidelines be explained to the students, parents, and faculty and enforced in pursuit of our goal to provide a successful program, which meets the needs of our students.

General Classroom guidelines for GT identified students (3-12 grades) are as follows:

Students that are GT identified are encouraged to maintain B or better grades in regular classes and C or better in Honors and AP classes. If a student does not achieve this in any nine-week grading period, the classroom teacher is to notify the GT Specialist in their building and/or the GT Director. It should be known that the GT Director checks all GT, Honors, and AP grades each nine weeks. A letter of alert will be sent to the parent/guardian of the student expressing concern with regard to the grade(s) and the GT Specialist will conference with the student. The Specialist will advise the parent/guardian that the student should strive to bring the grade(s) up to GT recommendations by the next nine week grading period. If the grade does not come up at the end of the next nine weeks, the student and their parent/guardian will be asked to attend a conference with the GT Specialist and/or GT Director to discuss possible further needs for the GT identified student. Every effort will be made to help the student academically and affectively during the time the grades are lower than suggested. IF a student has an IEP and is GT identified, modifications may be based on the recommendations of the IEP.

When a student is out of the general classroom for the purpose of attending the GT classroom, students are to be kept abreast of their regular work missed during this time. Students at the 3rd through 5th grade levels are advised that it is their responsibility to meet with their classroom teachers to stay on top of missed work. ADE's Gifted and Talented Rules and Regulations: Program Approval Standards state ***"It (GT Curriculum) should be coordinated with the districts' basic curriculum objectives, but must be in place of rather than in addition to required classroom work. Students should not be penalized for being identified as gifted by being given extra work." Students who have projects or tests in the general classroom are expected to be present when testing or presenting a project if so directed by the general classroom teacher(s).***

Students must attend GT class. The student does not have the option to attend at his/her discretion. Students must complete assignments given to them in their GT class. If students repeatedly make the decision to be absent from the GT classroom and/or turn in incomplete work or no work at all, the GT student's placement may be reevaluated to ensure the best possible educational placement for the student is still in place. All decisions made regarding any change of placement will be placed before the GT Placement Committee. GT identified students are evaluated at the end of each school year to determine if GT Placement is in the student's best interest.

Students are asked to conduct themselves in a satisfactory manner in the GT classroom. If the GT Specialist expresses concern for a student's conduct while in the GT classroom, the parent/guardian of the student will be notified and the student will be given an opportunity to rectify the situation. If corrections to the student's behavior are not made, the student may be asked to "sit-out" of the GT classroom for a set period of classes as deemed necessary by the GT Advisory Committee. Parents will be asked to attend a conference should this action be necessary. If a student does "sit-out" of GT for any period of time, the GT Specialist will monitor the student's academic and affective needs through weekly meetings.

BEEBE PUBLIC SCHOOLS

ExCEL - Gifted and Talented Program



Exit Policy and Procedure

Exit from the Beebe School District's ExCEL Gifted and Talented Program may be initiated by a GT Director, GT Specialist, classroom teacher, parent, or student. If a recommendation for discontinuation of gifted services arises, this must be based upon proper documentation of multiple criteria, which should include both subjective and objective information, that indicates a student would not be best served by continuation in the gifted program. This data may include: unsatisfactory annual reviews, lack of motivation and/or task commitment in the GT classroom, failure to work to full potential in the regular classroom, and other information as needed.

Before the exit procedure is initiated, a parent conference will be held in an effort to fully discuss the student's situation with the expectation of improving student performance. If the student performance continues with no improvement, a GT Placement committee may place the student on a "sit-out" period or exit the student from the program. The committee will consist of, but not be limited to, a GT Specialist, building administrator, GT Director, building counselor, and classroom teacher(s).

The final decision concerning removal of a student will be the responsibility of the GT Placement Committee. (If the parent and/or student is making the request for the GT Placement to end, the final decision for this request lies with the parent.) The Director will meet with the parent or guardian to relay the decision of the Placement Committee. If the decision has been made to remove the student, the parent and student will be informed of the reasons for such removal and of their right to appeal the decision. The appeal will be heard by a district exit committee consisting of, but not limited to, a GT Specialist, building administrator, GT/AP Director, building counselor, and classroom teacher(s).

Students were placed in the GT Program due to referral of possible needs beyond the general classroom. Data gathered gave the GT Placement Committee reason to believe that GT Placement was in the student's best interest. If a student is removed from the GT program, it should be viewed as the district's GT Placement committee making the best educational placement decision for the student's needs and not for punishment.

Revised 10/11/2011 GT Advisory Committee
Revised 1/20/2012 per ADE recommendation
Reviewed, Revised 03/14/18 GT Advisory Committee

BEEBE PUBLIC SCHOOLS

ExCEL - Gifted and Talented Program



Acceleration Policy

4.54 - STUDENT ACCELERATION

The Beebe School District believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Beebe School District understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parental request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program & Advanced Placement Director who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Beebe School District believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

Legal Reference: ADE Gifted and Talented Rules

Date adopted: May 13, 2013

Last Revised: May 13, 2013

Reviewed/Revised: April, 2019

BEEBE PUBLIC SCHOOLS

ExCEL - Gifted and Talented Program

Acceleration Procedure



Two broad categories of acceleration are content-based and grade-based with the primary difference being whether the accelerative intervention shortens the number of years that a student spends in the K-12 system. **Ideally**, a student will be assessed for acceleration in the spring, and, if recommended, participate in appropriate transition activities prior to placement in the advanced grade or content at the beginning of the next school year. (The needs of the student should dictate when acceleration decisions are considered.) The purposes of acceleration as a practice are: 1) to adjust the pace of instruction to the student's capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period for students to complete traditional schooling (NAGC, 2008).

Pre-Referral Qualifications:

Prior to an acceleration referral, a student should demonstrate achievement and ability in the following areas:

- High academic performance in core subject areas for the previous/current school year
- High intellectual ability on assessments administered through the gifted program.

Acceleration Referral:

A student may be referred for acceleration for a parent, administrator, counselor, or teacher. A written request stating the reason for the referral should be made to the building principal. The request should be made by May 1 in order for acceleration to be considered for the following school year.

Acceleration Committee:

Once a referral for acceleration is made to the building principal, he/she will contact the Director of Gifted Programs and a committee will be formed. The committee will include the following:

- Gifted and Talented/AP Program Director
- Building Principal and/or Assistant Principal
- GT Specialist
- Building Counselor
- Teachers

Factors Considered by the Acceleration Committee:

In reaching a decision, committee members shall consider the following:

- Teacher Recommendation
- Academic Ability
- Learning Aptitude
- Educational Achievement
- Interpersonal and Emotional Maturity
- Developmental Factors
- Review of student's graduation status should whole grade acceleration take place
- Parental/Guardian Support

Acceleration Procedures

- Upon referral, student data will be collected and reviewed by the Director of Gifted/AP Programs. The district reserves the right to conduct further testing if warranted. Parents will sign a 'permission to test' form prior to testing administered by the gifted program.
 - Parents and teachers may be asked to fill out a rating scale that deal with characteristics of giftedness.
 - The building counselor(s), G/T specialist, and/or Director of Gifted/AP Programs may consult with the student.
 - The GT Placement/Acceleration Committee will review records, grades, assessments, and written comments from parents. Committee members will meet to discuss appropriate placement for the student. Parents of the student may request to address the committee members prior to the acceleration meeting.
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- ☐ A decision will be made by the committee after review of all data collected. Committee decisions are subject to review by the Director of Gifted/AP Programs.
 - ☐ Parents will be notified of the placement committee decision by the GT/AP Director within fourteen (14) days of the committee meeting.
 - ☐ The placement decision may be appealed to the Director of Gifted Programs.
 - ☐ When the decision is made to accelerate a student, an evaluation of the implementation will be conducted each quarter (during the first year) and will continue subsequent years if warranted.



FREQUENTLY ASKED QUESTIONS

About the ExCEL-GT Program



Q: What does “ExCEL” stand for?

A: ExCEL is the name for Beebe’s Gifted and Talented Program. ExCEL is an acronym for:
Exceptional Challenge for Exceptional Learning

Q: How do I refer a child for the ExCEL-GT Program?

A: A person interested in referring a child for the GT Program should contact the GT Specialist in their child’s building or the district GT/AP Director.

Q: My child has been identified as gifted – now what do I do?

A: Parents should learn as much as possible about giftedness, the school’s gifted program, and ways in which they can be proactively involved in their child’s education.

Q: What if my child isn’t selected for the GT Program? Will he/she be considered at a later date?

A: A student who is not selected must be referred again in order to be considered for the program each year.

Q: How often does the district select students for the ExCEL-GT Program?

A: The Gifted and Talented Placement Committee (a committee comprised of teachers, counselors and administrators) convenes whenever there is a need.

Q: Is my child required to make-up work completed in the regular classroom while he/she was attending ExCEL-GT classes?

A: The Arkansas Gifted and Talented Rules and Regulations state *GT assignments should be in lieu of, not in addition to, regular classroom assignments*; however, it may be necessary for students to complete a classroom assignment (possibly in preparation for tests) or a class project. You may contact your child’s GT Specialist or Coordinator if this becomes an issue for your child.

Q: How can I monitor my child’s progress in the ExCEL-GT program?

A: GT Specialists (grades 3-6) will send home information about activities/units of study that are taking place in GT classes. Students should receive a progress report (grades 3-8) each 9 weeks. Although it will not reflect letter grades, it will reflect how your child is performing in class. In addition, each ExCEL-GT Specialist will have a web site that will reflect the activities and goals of the units in which the students are participating. If you do not receive a newsletter or progress report, please contact your child’s ExCEL-GT Specialist and one will be sent to you. Also, ask your child about what he/she is doing in ExCEL-GT class.

Q: How often will my child receive gifted services?

A: The Arkansas Department of Education’s Rules and Regulations for Gifted and Talented Education mandates that identified students receive a minimum of 150 minutes of GT services weekly.

Q: How do I know my child is receiving a “quality” gifted education?

A: Arkansas Standards for Accreditation require districts to evaluate the gifted and talented program annually. All stakeholders (students, parents, teachers, administrators, and members of the community) are encouraged to evaluate the program through surveys, interviews, and focus groups. The results of the data are compiled into an annual report that is submitted to the State Department of Education.



Please visit the ExCEL – Gifted and Talented web pages.
Go to www.beebebadgers.org which is Beebe District web page
and look at the buttons to the left side of the screen. Go to
“Programs” and then choose ExCEL - Gifted and Talented.

There are pages devoted to each grade level, as well as
many resources for you and your child.

