

**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 Superintendent/Curriculum – Dr. Rick Duff**

**Director of Curriculum – Theresa Gilliam**

**High School Principal – Karla Tarkington**

**Jr. High Principal – Art Bell**

**Middle School Principal – Tyler Reed**

**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 Facilitator

Kindergarten & 1<sup>st</sup> Grade Whole Group Enrichment  
[tammy.deaton@badger.12.ar.us](mailto:tammy.deaton@badger.12.ar.us)

### **ExCEL - /Gifted and Talented Specialists**

Rhonda McNeill  
2-4 GT Specialist  
Beebe Elementary  
[rhonda.mcneill@badger.k12.ar.us](mailto:rhonda.mcneill@badger.k12.ar.us)

Lydia Brumfield  
5-8 GT Facilitator  
Beebe Middle School & Jr. High  
[lydia.brumfield@badger.k12.ar.us](mailto:lydia.brumfield@badger.k12.ar.us)

**Beebe School District**  
**Pre Advanced Placement & Advanced Placement Staff Assignments**  
**2019-2020**

**Pre-Advanced Placement Courses**

5 <sup>th</sup> Grade Language Arts	Sarah Emfinger
6 <sup>th</sup> Grade Language Arts	Don Money
7 <sup>th</sup> Grade Language Arts	Greg Stinnett
8 <sup>th</sup> Grade Language Arts	Tammy Jackson
9 <sup>th</sup> Grade Language Arts	Amanda Wallace
10 <sup>th</sup> Grade Language Arts	Beth Hall & Brittani Schoonover
7 <sup>th</sup> Grade Mathematics	Michelle Jones
8 <sup>th</sup> Grade Algebra I	Robert Blot
9 <sup>th</sup> Grade Pre-AP Geometry	Jennifer Jones
10 <sup>th</sup> Grade Algebra II	Pam White
Pre-Calculus/Trigonometry	Pam White
5 <sup>th</sup> Grade Science	Johnny Belew
6 <sup>th</sup> Grade Science	Hannah Belew
7 <sup>th</sup> Grade Science	Melanie Gardner
8 <sup>th</sup> & 9 <sup>th</sup> Grade Physical Science	Julie Bridges
9 <sup>th</sup> /10 <sup>th</sup> Grade Biology	Ashley Robinson
Chemistry	Mona Tarkington
9 <sup>th</sup> Grade Civics (1/2 semester)	Ben Ford
United States History	Lindsay Sanders
Spanish Language	Nathan Totten

**Advanced Placement Courses**

Language and Composition	Beth Pond-Hall
Literature and Composition	Brittani Schoonover
Calculus and Trigonometry	Pam White
Statistics	David Griffith
Biology	Ashley Robinson
Chemistry	Mona Tarkington
Physics I	Jeff Wisdom
Physics II	Jeff Wisdom
United States History	Lindsay Sanders
US Government and Politics	Lindsay Sanders
World History	Matthew O'Connor
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 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, who, because of their superior abilities and/or potential of advanced achievement, need educational opportunities different from those available through the regular school program in order to realize their potential.

Beebe Public Schools is committed to an education program that recognizes the unique value, needs, and talents of the gifted and talented students. Our program is designed to provide appropriate materials to challenge their thinking and reasoning, and to stimulate these students to reach a higher level while allowing them to interact with their age peers during the majority of the school day. Our program is differentiated in content, process, and product.

### Mission Statement

---

The ExCEL Gifted and Talented program provides identified students the opportunity to interact with their intellectual peers as they experience a challenging and differentiated program designed to meet their cognitive and affective needs. This experience builds the ExCEL student's leadership, communication, critical thinking, academic, emotional intelligence, and creative skills. The ExCEL Gifted and Talented Program provides a unique learning experience and challenge to be internalized for application in the ExCEL Gifted and Talented student's evolving world.

# Program Goals

---



The goals of the ExCEL Gifted and Talented Program are based on the Arkansas approved State Board of Education, Gifted and Talented Rules and Regulations (2009). These goals provide students with support and structure for finding challenge in the school environment while encouraging students to achieve their maximum potential. Our goal is to provide varied types of opportunities appropriate to meet the needs of gifted students' cognitive and affective needs within the school. 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 that differs in content, process, product, and pace from the traditional 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.

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 and instruction necessary to challenge gifted students at their ability levels.
- provide training for staff regarding the characteristics and educational needs of gifted students.
- collaborate with regular education teachers in order to meet the cognitive needs, as well as the social-emotional needs, of gifted students in the classroom.
- effectively communicate with parents of gifted students concerning student progress and program options.



# Definition of Gifted and Talented



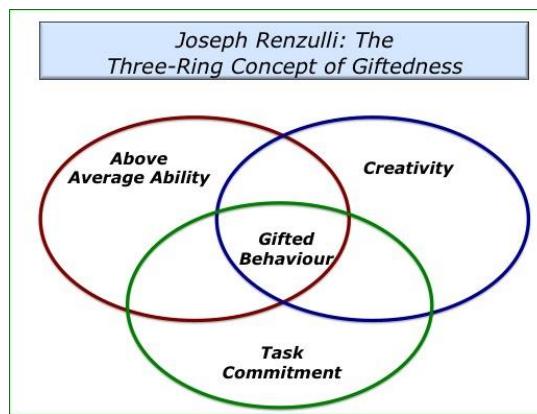
*"Gifted and talented children and youth are those high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services."*

*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 or 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

---

As with any program, the curriculum for gifted and talented students includes content, the processes to facilitate the learning, and the products that result from the learning. Because gifted and talented students possess learning characteristics and needs that differ from those of their chronological peers, their curriculum in the Beebe Public School District is differentiated from that of other students. Curriculum for gifted and talented students involves the use of content, methodology, and materials beyond those for the typical students at that grade level.

Differentiation of instruction is the overriding philosophical foundation for the inclusion of gifted services into every classroom. Specific principles for the differentiation of curriculum, identified through research, are put into practice throughout the Beebe Public School District. Differentiation of the curriculum so that it 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, as well as in the regular education program. Gifted specialists not only provide direct curriculum and instruction programs and services for gifted learners, but also support regular classroom teachers to enable them to meet the needs of these learners within the regular classroom.

As stated in Section 9.00 of the Gifted and Talented Rules and Regulations-Program Approval Standards, Arkansas Department of Education, (2009):

\*\*\*\*\*  
  
*“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)*

# 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. Identification of Special Talents**

Emphasis on identification of special talents and doing all that is possible to foster those special talents to the greatest degree possible.

### **6. Social/Emotional Needs**

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

### **7. 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)



# ExCEL-GT Program Service Descriptions

---



## **K-2 Whole Group Enrichment**

Students (K-1) attend the EC Science Lab weekly. **One week per month the GT Director and Science Lab Instructor team teach students for WHOLE GROUP ENRICHMENT.** Each week the students' instruction is guided by the **TALENTS UNLIMITED** model of instruction. Students are engaged in learning that is divergent/creative, convergent/analytical, visual/spatial, and evaluative/critical. During the weeks that the GT Director is not on the Early Childhood Campus, students receive additional enrichment in their classrooms from their classroom teacher. Second grade students receive WHOLE GROUP ENRICHMENT from the 2<sup>nd</sup> grade GT Specialist twice per month with science 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.

## **Grades 2-6 Send-Out Program**

The 2-4 GT program is a send-out program. First semester second grade, the entire 2<sup>nd</sup> grade receives GT Whole Group Enrichment weekly. Second grade students are identified for GT send-out at the end of the first semester. GT students meet for a minimum of 150 minutes per week with a certified GT Facilitator. When GT students meet, their curriculum is one of extension (of regular classroom curriculum), enrichment (individual interests 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 regular classroom curriculum is instrumental to their success. GT intervention/consultation provides the opportunity for regular curriculum compacting through acceleration and enrichment. GT students in grades 2-6 are involved in ancillary programs sponsored by the GT program such as Quiz Bowl, community guest speakers, in-state field trips, Beebe Market Place, and community projects. GT students in grades 4<sup>th</sup>-6th participate in Geography Bees, 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 Pre-AP (Advanced Placement) Program. Pre-AP courses are offered in English, math, and science. GT students in 7-8 grades may also choose to participate in four different units of student with a certified GT Facilitator. GT students are able to "sign up" for any or all of the units that are offered during second period each day. The units of study in years past have included (and some are offered each year) Y.E.S. (Youth Entrepreneur Showcase), Robotics, Heifer Global Challenge Program, Philosophy, Creativity, and Independent Study. Students are also able to participate in ancillary programs sponsored by the GT program such Quiz Bowl, Duke Talent Identification Program (TIP), and in and out of state field trips. Guest speakers from the community are also a part of curriculum for the 7-8 grade GT students.

## **Grades 9-12**

GT students in grades 9-12 are served (150 minutes per week) through the Pre-AP and AP Program. Pre-AP and AP courses are offered in English, math, science, social studies, art, and foreign language. Identified students may also receive services through the Advanced Seminar course (aimed at sophomores enrolled in Pre-AP or AP classes). This year long course (1 credit hour) is taught by a certified GT Facilitator and is designed to promote critical/creative thinking skills and strategies, help them to excel in Pre-AP & AP courses, and for taking high stakes exams such as the PSAT and ACT. Students in the Seminar course are also assisted in developing a college resume and have the opportunity to go on "college road trips". The road trip allows members of the class to visit several different university campuses (2-3 day trip), which gives them a bird's eye view of college life before high school graduation. The Advanced Seminar curriculum is based on the framework and curriculum developed by the Arkansas Department of Education for seminar courses. G/T students are given the opportunity to participate in ancillary activities (sponsored by the GT Program) such as Quiz Bowl, National Honor Society, a yearly GT reunion, and Arkansas Governor's School. Beebe is also participating in Arkansas AIMS (Advanced Initiative in Math and Science), which focuses on increased participation in Math, Science, and English AP courses. Beebe has been successful in increasing AP course offerings as well as increasing the percentage of students taking and achieving passing scores on AP exams. GT students may also take concurrent college courses (College English, College Algebra, and College Psychology –fee required) for HS and college credit. Students in the 9th grade are offered the possibility of participating in the ASU Vanguard program. Students take courses at ASU-Beebe during 9<sup>th</sup> -12<sup>th</sup> grades which will allow them HS credit and an Associate's Degree from ASU Beebe upon completion.



# **IDENTIFICATION OF GIFTEDNESS**

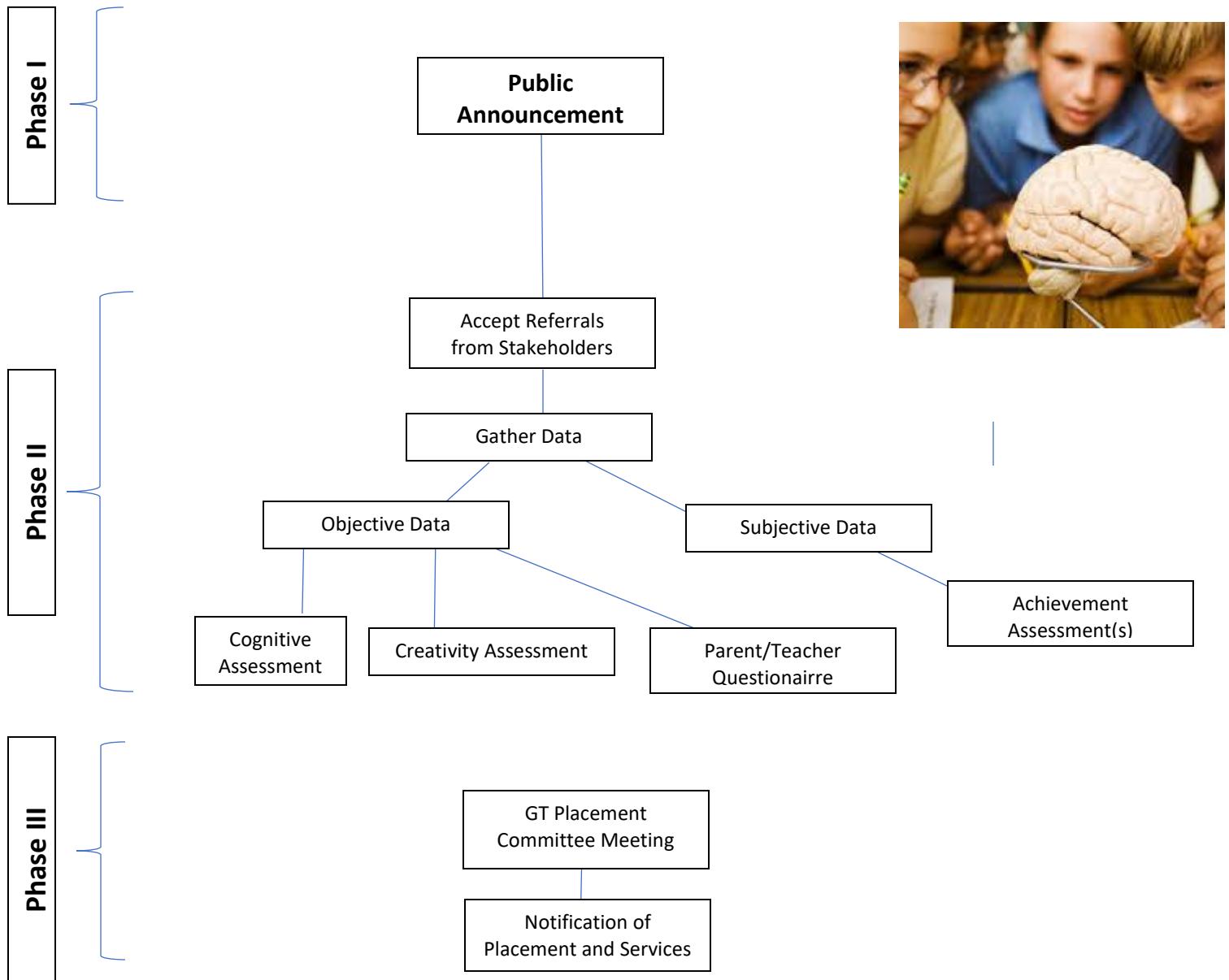
## **Beebe Public Schools**

### **ExCEL- Gifted and Talented Program**

Identification for placement in the Beebe ExCEL Gifted and Talented Program is an ongoing process.

The identification process consists of three phases

1. Referral
2. Screening
3. Placement



# 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*).

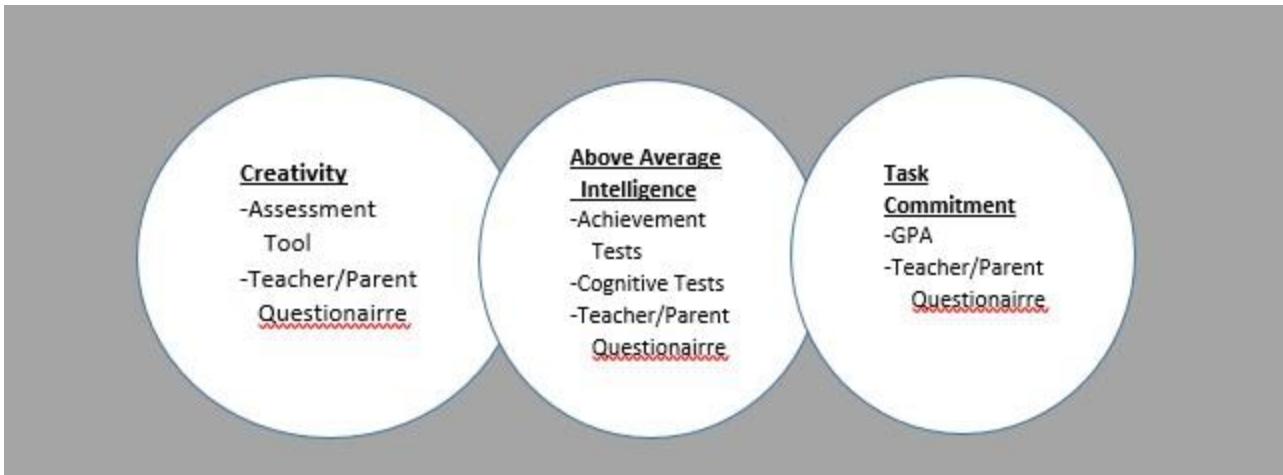
A comprehensive identification plan for the Beebe School District is based on the research and recommendations of experts in the field and the guidelines found in the Arkansas Gifted and Talented Program Approval Standards. The purpose of identification is to find and serve those students who need special 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, a public announcement is made notify stakeholders of the nomination 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 measures creativity).
- GPA
- Possible Observation
- Portfolio of Work

Once objective information is gathered from testing and subjective information has been quantified, the GT Placement Committee meets. The Placement Committee consists of at least five members that includes GT Specialist, administrator, counselor, regular classroom teacher, and GT Coordinator. Students are identified using a blind identification process (paperwork is identified by number only; no student names). 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 GT Placement

Committee’s decision. If the decision has been made to place a student in 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 continuation of services. Gifted and Talented student files remain on file for five years post-graduation.



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 with 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.

Regular Classroom guidelines for GT identified students (2-6 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 Pre-AP 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 (the GT Director checks all GT identified students' 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 regular 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 5<sup>th</sup>-8<sup>th</sup> grade levels are advised that it is their responsibility to meet with their classroom teachers to stay on top of 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 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. After one incomplete assignment the GT Facilitator will conference with the student. After the second incomplete assignment, a letter will be sent to the GT student's parent/guardian and GT Coordinator. Upon the third incomplete assignment, the GT Facilitator and Coordinator will conference with the student and their parent/guardian. The student's placement will be reevaluated to ensure the best possible placement for the student is still in place. All 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 Facilitator 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. The student will be asked to visit with the building counselor and their GT Facilitator to ensure the affective needs of the student are being addressed.

# 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 exit committee will 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 Coordinator 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 Director, building counselor, and classroom teacher(s).

Students were placed in the GT Program due to referral of possible needs beyond the regular 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                    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 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: October 1, 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:

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

#### **Referral:**

A student may be referred for acceleration for a parent, administrator, counselor, or teacher. The request should be made to the GT Director. If a request is being made at the end of a school year for acceleration for the following school year, the request should be made by April 1<sup>st</sup>.

#### **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:**

- 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 meet to discuss appropriate placement for the student. Parents of the student may request to address the committee members prior to the acceleration meeting.
- 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 building administration 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.

**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**

# 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 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. The committee will always meet at the beginning of the school year to make placement decisions based on the previous year’s nominations and testing results. During the meeting, the committee will also review the records of any student that has transferred into the district who was identified as gifted in his/her former school.

### **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, on occasion, it may be necessary for students to complete a classroom assignment (possibly in preparation for tests). 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 2-6) will send home information about activities/units of study that are taking place in GT classes. Students should receive a progress report (grades 2-6) 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](http://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.