

All students Kindergarten through second grade have weekly 30-minute GT enrichment lessons. A GT teacher instructs a lesson according to Gifted and talented frameworks.

### Grades 3-5

ADE Gifted Standard 8 for Pull-Out (Resource):

A. Resource room: Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent. Instruction is delivered by approved teachers of the gifted. An instructional space proportionately sized based on the number of identified gifted students served at any one time must be provided. (ELEMENTARY/SECONDARY) Recommended class size is 10-12.

Each student meets with GT teacher for 150 minutes per week.

### Grade 6: ADE Gifted Standard 8 Special Classes

- Pre-Advanced Placement: Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course (ELEMENTARY/SECONDARY). Class size should be consistent with state standards.

### Grades 7-8: ADE Gifted Standard 8 Special Classes

- Honors and advanced classes: Students of high ability, though not necessarily identified as gifted, are placed in a class in which the curriculum focuses on higher levels of thinking and complexity therefore avoiding “more of the same.” (SECONDARY). Class size should be consistent with state standards.
- Pre-Advanced Placement: Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course

(ELEMENTARY/SECONDARY). Class size should be consistent with state standards.

#### Grades 9-12: ADE Gifted Standard 8 Special Classes

- Honors and advanced classes: Students of high ability, though not necessarily identified as gifted, are placed in a class in which the curriculum focuses on higher levels of thinking and complexity therefore avoiding “more of the same.” (SECONDARY). Class size should be consistent with state standards.
- Pre-Advanced Placement: Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course (ELEMENTARY/SECONDARY). Class size should be consistent with state standards.
- College Board Advanced Placement: Students have the opportunity to pursue college-level studies while still in secondary school through a high school preparatory course for a College Board Advanced Placement test that incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board Agency # 005.15 ADE 080-24 and Educational Testing Service. Students may earn weighted credit under conditions specified in the AP/IB Rules (SECONDARY). Recommended class size is 17-20.

Parents,

Welcome to the Fouke School District Gifted and Talented Program! I am very excited about working with your child this year. I will do my best to make it a year filled with interesting units while also working on individual skills in reading, writing, math, science, and social studies. Your student will attend class once a week for a total of 150 minutes (2 ½ hours). The GT classroom is in the cafeteria on the stage. Students will attend GT from 8:10-10:50. 3<sup>rd</sup> & 4<sup>th</sup> graders attend on Wednesday of each week and 5<sup>th</sup> grade on Friday of each week.

We will do several units of study this year all based around cooperation and Science, Technology, Engineering, Arts, and Mathematics (STEAM). We will be competing in quiz bowl, Chess, and computer science competitions(robotics), Battle of the Books, and Reading Fair this year. I try to make sure the students have ample time to complete all work in the class, but on occasion students may bring items home to finish. The GT department provides all basic supplies for the classroom, but from time to time we may ask for items from home. These items are usually common recyclable items like cardboard, water bottles, paper towel rolls, etc.

Since our class time is limited, it is essential that all children come to class ready, respectful and responsible. In order to make the best of our time, we expect all children to be on their best behavior and come to class ready to work.

Finally, I will use the Remind app for communication. Please join the Remind group and the Classroom grade level remind groups. I also post information, pictures, and videos on Fouke Gifted & Talented Facebook page.

If you have any questions please do not hesitate to ask. The best way to reach me is by email. Looking forward to a GREAT year!

Sincerely,

Tricia Hudson  
Gifted & Talented Coordinator  
[tricia.hudson@foukepanthers.org](mailto:tricia.hudson@foukepanthers.org)

## **8.01 Program systematically developed**

GATE

Destination Imagination

Quiz Bowl

Robotics: Computer Science

Chess Club

Battle of the Books

Reading Fair

VLOG Competition

### Pre-Advanced Placement Courses offered:

PAP English 6

PAP English 7

PAP Science 7

PAP Math 7

PAP English 8

### High School Credit:

Pre-AP Chemistry

Pre-AP Algebra I

Pre Cal/Trig

Pre-AP Biology

Pre-AP Geometry

Pre-AP English II

Pre-AP Algebra II

Pre-AP English I

AP Music Theory

AP US History

AP World History

AP Physics

AP English Language

AP Statistics

Fouke School District  
2018-2019

School Board

Superintendent

Elementary Principal

MS Principal

HS Principal

GT Coordinator

3<sup>rd</sup> Grade

4<sup>th</sup> Grade

5<sup>th</sup> Grade

6<sup>th</sup> – 12<sup>th</sup> Grade

### **Battle of the Books**

Deadline for registration: February 15, 2019

1<sup>st</sup> & 2<sup>nd</sup> grade: March 2

3<sup>rd</sup> & 4<sup>th</sup> grade: March 5

5<sup>th</sup> & 6<sup>th</sup> grade: March 6

7<sup>th</sup> & 8<sup>th</sup> grade: March 7

9<sup>th</sup>-12<sup>th</sup> grade: March 8

### **Reading Fair**

1<sup>st</sup> -5<sup>th</sup> grades: January 30, 2019

6<sup>th</sup>-12<sup>th</sup> grades: January 31, 2019

### **VLOG competition**

Deadline: November 26-30

Competition: December 18

### **Blevins Chess Tournament**

7<sup>th</sup> & 8<sup>th</sup> grade: November 16

3<sup>rd</sup>-6<sup>th</sup> grade: November 30

### **Coding Computer Science**

5<sup>th</sup> & 6<sup>th</sup> grade: March 12

7<sup>th</sup> & 8<sup>th</sup> grade: March 13

9<sup>th</sup> - 12<sup>th</sup> grade: January 18

The purpose of careful and comprehensive identification procedures is to find and serve as many students as possible who need special programs to develop their exceptional abilities. It is important to identify students with potential for outstanding achievement. The emphasis in identification should be on student need for qualitatively differentiated educational services beyond what is provided through the classroom curriculum.

Procedures:

- First students are referred by teachers, parents, community members or students. Referral does not mean students are placed in the program; it is the beginning of the process.
- Next, we test. We use objective and subjective methods of testing such as standardized achievement tests, a creativity test, and rating scales.
- Each referred student is assigned a number, and a profile sheet is created including anecdotal data.
- An identification committee meets and views the information. No student names are revealed. Members of the committee place students whose scores reflect a need for qualitatively differentiated educational experiences and services.
- After all identification procedures are followed, names may be revealed. Letters are sent requesting permission to place students in the program.

**To: Parents of ALL Students in Grades 2 – 11** Referrals will be taken for students in grades 2 –11 who would like to be

evaluated for **possible** placement in the 2019-20 classes for gifted.

Referrals may be made by the school faculty or parents.

A parent wishing to refer a student must contact their child's classroom teacher and/or GT Coordinator **before April 1,2019** to review the student's past grades, test scores and classroom performance to determine advisability of testing.

## Arkansas Definition of Giftedness:

*" Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require 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."*

## Our Philosophy

The program for gifted learners is committed to the intellectual and creative development of students to their fullest potential. It is recognized that gifted learners need a learning environment which will provide them continuous opportunities to discover, to develop and to expand their perceptual, cognitive, and creative skills in a variety of areas at all academic levels. To achieve this, the curriculum is designed with an emphasis on awakening and fostering creativity, and providing divergent thinking opportunities through creative problem solving, demonstration of leadership skills, increased awareness of current happenings, and development of creative thinking skills.

## Our Goals

- To present alternative curricular and programmatic strategies to integrate the gifted learner's learning experiences and environment into a comprehensive educational program.
- To explore ways to establish a positive relationship, bridging the Program for gifted learners and the existing regular classroom program.
- To provide an opportunity for gifted students to maximize their potential, to utilize their unique abilities in program options tailored not only to their needs, but interest areas as well and to enable the gifted learners to be creators and producers of ideas and solutions rather than just consumers of knowledge.

## Program Expectations

1. GT students are expected to attend ALL assigned GT class meetings.
2. Upon returning to class from GT, it is the student's responsibility to check with teachers about missed assignments.
3. Discipline issues are handled in GT classes according to district policy per handbook.
4. If at any time temporary removal is requested, a conference will be held with all concerned parties and appropriate action will be determined.
5. GT students' progress will periodically be evaluated to determine if placement in the GT Program remains appropriate.
6. A rigorous course of study must be pursued by identified GT students in grades 6-12.

## Important Documents/Links- (click on the links)

State Rules and Regulations -[Arkansas Dept of Education Program Standards](#)

[ADE Program Evaluation](#)

[Arkansas Dept. of Education FAQs](#)



# Fouke School District

differentiation  
does not mean  
more... it means  
different

## Gifted & Talented

# Fouke Gifted & Talented



## 5.01

### Staff development:

Understand that meeting the needs of gifted & talented student, staff must differentiate instruction, know what it means to be gifted versus bright, and have rigorous instruction.

- Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
- The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

2017: School wide meeting – Elementary, MS, HS staff

2018: Meet with teachers during conference period or in lead teacher meetings.

Meet with staff on differentiation, being gifted versus being bright, test dates, referrals, clubs and competitions. Meet with teachers on any academic interventions, concerns, or support. Meet with Pre-AP & AP teachers to support them in any way to help students be successful. Work with 6<sup>th</sup> – 8<sup>th</sup> grade Pre-AP classes on special projects with classroom teachers.

## 5.02

### **Opportunities to increase knowledge of gifted and talented students:**

Attend school board meetings to share special projects, report to principal on projects to share with school board and community.

Fouke Gifted & Talented Facebook Page: share information, pictures, and videos with parents, teachers, and community.