

## Program Outcomes

During the spring of 2019, LRSD Identified Gifted and Talented students, parents, LRSD staff, and community members were invited to provide feedback about the educational support provided as part of LRSD gifted programming. Over 900 students and over 200 parents responded. Students identified the following supports, enhancements, and benefits from participating in the program:

- 76% shared that their creative thinking skills were enhanced.
- 62% shared an enjoyment for the studies completed in the program option they participated in.
- 66% shared that their critical thinking and problem solving abilities were enhanced.
- 55% shared that they discovered new academic interests.
- 61% indicated that their social skills improved.

Parents identified the following benefits:

- Positive interaction with intellectual peers.
- Critical thinking and problem solving skills were enhanced.
- Creative thinking abilities were enhanced.
- New academic interests were discovered.
- Enjoyment of studies and activities offered by the program.

## Identification Process

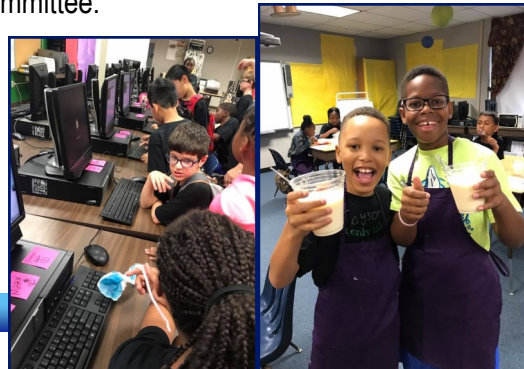
**NOMINATION-** Students are referred to the School-Based Committee for assessment. A referral form is completed for EACH student referred by the nominator. **Anyone may nominate a student for gifted program services.**

**ASSESSMENT-** Once nominated for service, objective and subjective data is collected for each student referred. The data is compiled and shared with a placement committee comprised of school personnel.

**SELECTION- Phase I:** The Placement Committee reviews each profile and makes a placement recommendation based upon the data collected.

**Phase II:** The LRSD Standards Committee reviews and verifies the recommendations of the School-Based Committee. The Standards Committee may approve, deny, or request more data before a placement decision is approved.

**Phase III:** A written notification is sent regarding the final placement decision. If the parent / guardian disagrees with the placement decision, an appeal may be submitted to the school based committee.



## Follow us on Social Media:



*LRSD Gifted Programs*



*LRSD Gifted Programs@giftedlrdsd*

## Additional resources:

- **Arkansans for Gifted and Talented Education–**  
[www.agatearkansas.org](http://www.agatearkansas.org)



- **National Association for Gifted Children–** [www.nagc.org](http://www.nagc.org)



## K-12 Gifted and Talented and Advanced Placement Programs



*"Empowering Great Minds to Exceed Expectations"*

## LRSD Gifted Programs Office

501-447-3390

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|--|--|
| Romona Cheneval  | Jennifer Thomas  |
| K-12 Director  | Secondary Coordinator  |
| <a href="mailto:romona.cheneval@lrdsd.org">romona.cheneval@lrdsd.org</a> | <a href="mailto:jennifer.thomas@lrdsd.org">jennifer.thomas@lrdsd.org</a> |
| 501-447-3392   | 501-447-3393   |

**Definition** 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.

**Philosophy** The Little Rock School District is committed to providing quality, equitable educational programs for students with a potential for giftedness. LRSD Gifted Programs are designed to challenge these students who have unique needs, abilities, and talents through a variety of learning approaches, including enrichment, qualitatively differentiated curricula, and acceleration.

**Equity** The Little Rock School District is committed to each child having an opportunity to participate in the Gifted and Talented Program regardless of race, color, creed, socioeconomic level, or handicapping condition. This commitment is guaranteed through equitable procedures for assessing gifted potential, program designs that are flexible and varied enough to be adaptable to individual student needs, and through curricula designed to nurture gifted potential.

## CHARACTERISTICS OF GIFTED STUDENTS

- Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.
- Grasps concepts quickly, easily, without much repetition.
- Bored with routine tasks and may refuse to do rote homework.
- Recognizes relationships and comprehends meanings; May make jokes or puns at inappropriate times.
- Has unusual insight into values and relationships; May perceive injustices and assertively oppose them.
- Asks more provocative questions about the causes and reasons for things; May refuse to accept authority and be non-conforming.
- Evaluates facts, arguments, and persons critically; May be self-critical, impatient or critical of self and others, including the teacher.
- Enthusiastically generates ideas or solutions to problems and questions; May dominate others because of abilities.
- Have intense, often diverse, self-directed interests; May be difficult to get involved in topics he/she is not interested in.
- Produces many and varied solutions to problems.
- Prefers to work independently; May be highly individualistic, non-conforming and stubborn.

## K-12 Gifted Programming Options

Identified students are provided 150 minutes of service per week. The delivery of these services may occur through the pull-out program, GT Seminar, GT Classes, Pre-AP and AP courses, or a combination of program options.

**Grades K-2:** All students in the LRSD are engaged in weekly enrichment lessons and activities provided by trained GT Specialists. GT Specialists exclusively deliver lessons and are trained to “talent spot,” observing students in the classroom, documenting observed GT characteristics, individual student responses, collecting student work samples, maintaining portfolios, and passing student data to the teacher in the next grade.

**Grades 3-5:** Identified students attend G/T classes each week. Special emphasis is placed upon higher order thinking, decision making, problem solving, forecasting, planning, research, and communication skills within these classes.

**Grades 6-8:** Identified students may enroll in one or more GT subject classes, GT Seminar, and/or Pre-AP coursework. Teachers at the middle school level have had special training to teach these classes.

## Other Program Options/Extracurricular-

Chess, Destination Imagination, Quiz Bowl, SPARK Summer GT Academy, and a variety of special program opportunities are provided throughout the school year.

## Programming Continued-

**Grades 9-12:** Identified students are placed in a choice of upper-level courses according to interests and abilities. Options available are Pre-Advanced Placement (Pre-AP) and Advanced Placement \*(AP) classes. Other options for students may include seminars, mentorships, concurrent credit, or independent study.

**\*College Board Endorsed Advanced Placement Courses are open to all students.** Any 9<sup>th</sup>-12<sup>th</sup> grade student with the desire for a more demanding curriculum, who is willing to devote more time and energy to the course work, is a good candidate for AP. AP courses are more challenging than most high school classes. AP classes expose high school students to college-level curriculum. At the culmination of the AP class, students are given the opportunity to show they have mastered the advanced coursework by taking AP Exams. Most institutions of higher education award hours of college credit for AP exam scores of three or better. (Check the Arkansas Advanced Placement Credit Policy for colleges within the state of Arkansas.)

For more information about the LRSD Gifted Program, visit our program link under Programs on the LRSD website:  
[www.lrsd.org](http://www.lrsd.org)