

GIFTED PROGRAM GUIDE

West Orange Public Schools

2018-2019

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GIFTED PROGRAM GUIDE

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I. Introduction

The West Orange Public Schools recognizes and challenges the unique needs, talents and abilities of each child as an individual learner, to help them develop to their fullest potential. Accordingly, we are committed to providing educational opportunities for those students who are exceptionally gifted and have established a program that provides gifted learners the opportunity to go beyond the foundations already created in classroom settings. The Gifted program assists classroom teachers' efforts to provide:

1. Gifted students with the opportunity to interact and collaborate with peers of like ability;
2. Differentiated learning experiences appropriate with students' level of ability;
3. Gifted students with opportunities to explore concepts, ideas and topics that extend beyond the traditional grade level curricula;
4. Challenging and stimulating projects that encourage the growth of creative critical thinking and problem solving abilities; and
5. Gifted students with opportunities to develop task commitment through decision making and the self-evaluation of their own product and progress.

II. Gifted Program Philosophy Statement

The West Orange Public Schools is committed to addressing the educational needs of its students and the identification of its gifted learners. We believe in the philosophy of gifted education and recognize that students' unique and exceptional abilities are to be nurtured in order to ensure they reach their potential. Gifted individuals are those who demonstrate outstanding levels of aptitude, competence and task commitment. Giftedness occurs in different disciplines, in cultures and in all socioeconomic levels.

Through a research-based curriculum, gifted students are provided with advanced academic experiences that are challenging, hands-on, relevant to real-world problems and encourage students to develop projects that are innovative. It encourages the development of higher level thinking processes, research, problem solving and communication skills that utilize technology and creativity in *English Language Arts, Math and STEM*.

The Identification of gifted students is based on multiple measures of success, including aptitude and achievement assessments, teacher / parent referrals, and student portfolios.

The guiding principles that influence the *Gifted Program* in its design, development, and implementation ensure that gifted students are provided educational services commensurate with their exceptional abilities and achievement.

III. Definition of Giftedness

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (demonstrated performance or achievement in top 5%) in one or more domains. Domains include: Mathematics, Language Arts and STEM.

IV. Screening & Identification

The *National Association for Gifted Children* estimates that 6% - 10% of a local student population is gifted. While there is no single measure which can be used to identify, with certainty, that all gifted and talented students are selected for special programming, an identification strategy that includes multiple measures is the best way to ensure no gifted learner is overlooked. The measures, both objective and subjective, occur over time, and provide multiple opportunities for gifted learners that exhibit gifts. As such, careful observation and a wide variety of assessment tools help build a detailed body of evidence for any student being nominated and are grounded in all three (3) elements of Renzulli's conceptions of giftedness. These are: *Aptitude, Competence and Task Commitment*.

- A. The selection of gifted students is based on multiple measures with no one assessment acting as a gatekeeper. It is well researched that giftedness can be masked by underachievement, language, and cultural diversity and/or special needs. Great care has been taken to cast a wide inclusive net in selecting students with unique learning needs.
- B. Students are assessed annually throughout the course of the school-year. Those, meeting or exceeding the pre-established criteria, are nominated for the *Gifted Program* by their classroom teacher(s). Student performance and recommendations will be evaluated for admission into the Gifted Program twice a year in August and January.
- C. A family of a student new to the district may request a nomination be completed for the Gifted Program by asking the student's current/previous classroom teacher to complete a Teacher Referral. The student's most recent performance data will be collected and reviewed by the school's Gifted Program Committee. If a student needs further evaluation the Committee will administer the assessments in less than 30 days. *See Appendix B: Teacher Inventory of Characteristics of Giftedness.*
- D. Each school will have a *Gifted Placement Committee*, comprised of the building principal, classroom teacher(s), *Gifted Program* teacher, and school counselor. Parents requesting for their child to be reconsidered for admission into the Gifted Program may submit an Appeal Form and supporting documents to the school principal by September 15th. The committee will review the body of evidence gathered on each potential candidate, and make the final determination as to the student's need for gifted programming. *See Appendix F: Appeal Form.*
- E. In order to qualify for participation in the gifted program, students must meet or exceed the pre-established criteria in the following three areas: *Aptitude, Competence, and Task Commitment*. In elementary school, students will be identified as potential candidates for gifted services in multiple ways. Additional qualitative measures, resulting in teacher nominations, include student interviews and classroom observations will be considered. *See Appendix A: Description of Screening Tools.*
 - a. **Aptitude:** Observation (K-1)
InView: National Percentile Grade 95th percentile (Gr. 2)
Naglieri Ability Index 95th percentile (Gr. 3-5)
 - b. **Competence:** MAP Assessment 95th percentile (K-5) and
PARCC - Exceeds Level 5 (Gr. 3-5) *See Appendix I: Entrance / Appeal Criteria*
 - c. **Task Commitment:** Inventories and Student Portfolio (K-5)
- F. A student enrolled in the *Gifted Program*, who is experiencing difficulty in gifted / mainstream courses and/or no longer meets the pre-established criteria, may be exited from the gifted program. Annually, each student will be reassessed during the fourth marking period. Students being considered for exiting the gifted program will be reviewed by the *Gifted Placement Committee*.

V. Program Components

To accomplish its philosophy, the *West Orange Public Schools' Gifted Program* will provide a continuum of services for the exceptional learner, designed to address specific needs and levels of giftedness from Kindergarten through grade 12. Gifted programming options are provided during the regular school schedule.

A. Kindergarten through Grade 1

Students identified as gifted learners in the primary grades will receive *enrichment programming* in the general education classroom with a Gifted Program teacher offering extensions to the classroom curriculum. Extensions will include adjustments to the curriculum for students who have already mastered grade level material that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning.

B. Grade 2

Students in second grade will receive *enrichment programming* in the general education classroom with a Gifted Program teacher for six weeks through December. Enrichment programming will include critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning. Students identified as gifted learners will meet once a week for a half-day of accelerated instruction with peers of like ability beginning in January.

C. Grade 3-5

Students identified as gifted learners in the elementary grades will meet once a week for a half-day of *accelerated instruction* with peers of like abilities. Learners will have the opportunity to experience myriad non-graded learning environments, both traditional and virtual, that offer differentiated curricula that incorporates advanced, conceptually challenging, in-depth, distinctive and complex content for students with gifts.

D. Grades 6-8

Students identified as advanced learners in the middle grades will receive academic instruction at the *honors level* in all four major content areas: English Language Arts, Math, Science and Social Studies. The honors program provides an acceleration of curriculum and instructional pacing to those who have already mastered grade level content, as well as the opportunity to enroll in advanced courses earlier in their middle school career. In honors courses, the level and complexity of the curriculum is matched with readiness and motivation of the advanced learner.

E. Grades 9-12

Students identified as advanced learners in secondary grades will receive academic instruction at the *honors and/or advanced placement* level in all major content areas and in specialized courses as identified in the *West Orange High School Program of Study*. Advanced coursework affords students the opportunity to master accelerated curriculum as well as earn college credits through dual enrollment.

F. Differentiated Instruction

Effective differentiated instruction will be available in the general education classroom to ensure that all students meet their highest potential. Differentiation will consist of carefully planned, coordinated learning experiences in ELA, Math, Social Studies, and Science that extend the core curriculum, combine the curricular strategies of enrichment and integrate instructional strategies that engage learners at appropriate levels of challenge. In addition, in ELA, diagnostic assessments are used to determine student readiness for reading. Content-area instruction is supported with carefully leveled texts that cover essential content at the "just right" reading level for each student. The guided reading program ensures success in reading, writing, and comprehension and helps move students toward independent reading.

VI. School / Home Connection

- A. *Gifted Program Guidelines* will be reviewed annually with parents, teachers, students, and committee members. This open house forum in September, will provide an opportunity to:
- Learn about the Gifted Program
 - Preview Program Expectations
 - Overview of Units of Study and the Virtual Classroom
 - Ask and answer questions
 - Provide valuable feedback

Guidelines will also be posted on the district's website for easy access.

- B. A variety of opportunities are available for parents to stay informed about their child's progress and development in the *Gifted Program*. Among these are the following:
- A classroom visit to view a *Demonstration of Learning* may be arranged by the school principal for the parents of new gifted learners upon request.
 - Parent / Teacher conferences are held once a year. Parents are invited to contact the *Gifted Program* teachers, as needed, to discuss their child's progress or when a question or concern arises.

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- Periodic notices are sent home to highlight *Gifted Program* activities and special events.
- As needed, parents and other community members with special expertise may be recruited to assist students and teachers with specific projects.

VII. Social and Emotional Needs of Gifted Learners

The social and emotional challenges that gifted learners may encounter often are assumed to be the result of dissonance between their cognitive abilities and their emotional capacity. The responsibility for helping students reconcile some of these differences rests with educators, counselors, parents, and other professionals.

- A. Gifted learners have a variety of social and emotional learning needs that must be met to support their learning and to help them maximize their potential. The academic and social/emotional development of students identified as gifted will be monitored by the school counselor and classroom teacher(s).
- B. A variety of approaches are required to address the social and emotional needs of gifted learners. Classroom teacher(s) can use strategies such as surveys, journals, one-one conferences and carefully selected small-group projects that can foster the process of self-reflection.
- C. Gifted students will be clustered to accommodate the need for collaboration with like ability peers. Much of a healthy self-concept is tied in with the appropriate and challenging curriculum that is a good fit in pace, depth and concept.
- D. Counseling services may be provided for students' academic and emotional support as well as guidance for accomplishment of long-term goals. Counselors will help gifted learners learn how to understand situations from another's perspective, how to defuse anger, how to make needs known in a productive manner, and other similar considerations that can promote positive relationships.

VIII. Professional Development

Ongoing professional learning opportunities will be provided for staff who support the Gifted Program in order to address specific characteristics, needs, and strategies required for gifted learners.

- A. Teachers will differentiate and compact their instruction through ongoing professional development.
- B. Gifted Program Teachers will provide training at their respective schools for faculty members on the characteristics of gifted learners and how to address their instructional needs in the general education classroom.

IX. Exit Criteria

A student enrolled in the *Gifted Program*, who is experiencing difficulty in gifted / mainstream courses and/or no longer meets the pre-established criteria, may be exited from the gifted program. The ongoing assessment of each student will be used to monitor his/her progress and ability to maintain the rigor of the program. Progress reports will be used to record a student's growth toward meeting expectations and/or communicate concerns twice a semester. The final re-evaluation of each student will take place at the conclusion of each semester, in January and June.

Students being considered for exiting the gifted program will be reviewed by the *Gifted Placement Committee*. A conference will be held with the parent and members of the committee to discuss student placement. The evaluation and exit process is in compliance with *New Jersey Department of Education Requirements for Gifted and Talented Programs*. See *Appendix G: Exit Criteria*.

X. Appeals Process

Parents requesting for their child to be reconsidered for admission into the Gifted Program may submit an *Appeal Form* and supporting documents to the school principal by September 15. See *Appendix F: Appeal Form*.

- A. Appeals will be reviewed by the school's *Gifted Program Committee* and convened by the building principal.
- B. Parents/guardians will be informed, in writing, of the committee's decision within 10 days of the appeal.

XI. Annual Evaluation of the Program

Students, teachers, parents, and administrators will annually evaluate the Gifted Program. The evaluation process will focus on the appropriateness of educational programming provided for gifted students. The evaluation process assesses each component of gifted educational programming, including:

- A. Identification
- B. Curriculum & Instruction
- C. Programming Components
- D. Professional Development
- E. Evaluation
- F. Parent Involvement and Education

XII. District Goals

Goal 2: Readiness for Future Success

Increase student achievement to ensure that all students are challenged and engaged in quality instructional programs that prepare them for competitive college and career opportunities and future success.

Objective 7:

Evaluate and redesign a K-12 Gifted and Talented program that offers a variety of pathways aligned to our gifted learners' specific abilities.

XIII. Appendixes

Appendix A: Description of Screening Tools

Appendix B: Teacher Inventory of Characteristics of Giftedness

Appendix C: Parent Inventory of Child's Traits

Appendix D: Teacher Nomination Form

Appendix E: Identification Profile Form

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Appendix H: Parent Letters

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- Response to Appeal (Non-Acceptance Letter)

Appendix I: Entrance / Appeal Criteria

Appendix J: Gifted Programming Standards

Appendix A: Description of Screening Tools

Teacher Nominations: Teacher nominations help cast a wide net for identifying as many students as possible who might qualify for gifted services. Nominations will include a summary of student performance against Gifted Program criteria and a teacher recommendation with supporting evidence. Careful observation and a wide variety of assessment tools help build a detailed body of evidence for any student being nominated and are grounded in all three (3) elements of Renzulli's conceptions of giftedness. These are: *Aptitude, Competence and Task Commitment.*

APTITUDE

NNAT - The Naglieri Nonverbal Ability Test (NNAT), is a nonverbal abilities assessment often used to determine whether a child qualifies for admission to a gifted program. Specifically, it measures nonverbal reasoning and general problem-solving. The test is administered to students from Third through 5th grade and students' scoring in the 95th percentile are closely evaluated for gifted programming.

COMPETENCE

MAP - Measures of Academic Progress (MAP) are K-12 computer-based interim assessments that measure each student's mastery of skills and student growth over time. MAP creates a personalized assessment experience in ELA and Math that is grade independent and adapts to each student's instructional level. Student's scoring in the 95th percentile, as compared to their peers, demonstrate they are well prepared for advanced learning.

PARCC - The Partnership for Assessment of Readiness for College and Careers (PARCC), is the State assessment program for New Jersey. The assessments are aligned to the State's learning standards and are used as a primary measure of how well students' have learned grade level material in ELA, Literacy and Mathematics. Students' scoring within Performance Level 5, demonstrate they are exceeding state expectations for their grade level.

TASK COMMITMENT

Teacher Inventory for Characteristics of Giftedness: The *Teacher Inventory* is comprised of characteristics of giftedness that can be used to support the identification/ recommendation of students. An unlimited combination of factors and talent provide various characteristics that define the gifted student. Researchers have identified sets of characteristics that are categorized within each of the areas of the federal definition: Intellectual, Creative, Affective and Behavioral.

Parent Inventory: The Parent Inventory is a tool that will assist teachers in confirming the selected students are correctly placed within the Gifted Program.

Student Portfolios and Performance: Portfolios or work that is collected over time should include most recent student grades, an ELA Writing Sample, Math Writing Sample, Project Sample and reflections of their products and/ or performances.

Appendix B: Teacher Inventory of Characteristics of Giftedness

Teacher Inventory of Characteristics of Giftedness

<i>Intellectual</i>	
<i>Please indicate how often you observe the following behaviors.</i>	
Seldom or Never (0) Sometimes (1) Regularly (2) Almost Always (3)	
<input type="checkbox"/>	Rapid learner, puts thoughts together quickly
<input type="checkbox"/>	Advanced comprehension of word nuances, metaphors and abstract ideas
<input type="checkbox"/>	Grasps cause and effect relationships with ease; understands complex concepts
<input type="checkbox"/>	Asks analytical questions (as distinct from informational or factual questions)
<input type="checkbox"/>	Has quick and relevant mastery and recall of factual information
<input type="checkbox"/>	Determines what information or resources are necessary for accomplishing a task
<input type="checkbox"/>	Synthesizes ideas and materials in order to create appropriate products and is able to evaluate results
<input type="checkbox"/>	Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc., than others
<input type="checkbox"/>	Interest in problem-solving and applying concepts
<input type="checkbox"/>	Often self-taught reading and writing skills
<input type="checkbox"/>	Voracious and early reader
<input type="checkbox"/>	Unusually large vocabulary and complex sentence structure for age
<input type="checkbox"/>	Highly developed intellectual curiosity
<input type="checkbox"/>	Recognizes problems and is curious about discovering how and why things work
<input type="checkbox"/>	Power of skepticism and self-criticism
<input type="checkbox"/>	Analyzes specific information critically to reach logical conclusions
<input type="checkbox"/>	Persistent, goal-directed behavior
<input type="checkbox"/>	Independence in work and study with minimal direction
<input type="checkbox"/>	Possesses a large and diverse storehouse of information about a variety of topics beyond the usual interests of others this age
<input type="checkbox"/>	Thinking is abstract, complex, logical and insightful
<input type="checkbox"/>	Learn basic skills quickly with little practice
<i>Creative</i>	
<input type="checkbox"/>	Generates unusually clever or unique ideas or solutions to problems and questions
<input type="checkbox"/>	Interest in experimenting and doing things differently
<input type="checkbox"/>	Keen or unusual sense of humor
<input type="checkbox"/>	Intuitiveness
<input type="checkbox"/>	Flexibility
<input type="checkbox"/>	Independence in attitude and social behavior
<input type="checkbox"/>	Self-acceptance and unconcern for social norms
<input type="checkbox"/>	Aesthetic and moral commitment to self-selected work
<input type="checkbox"/>	Vivid imaginations
<i>Affective</i>	
<input type="checkbox"/>	Deep, intense feelings and reactions
<input type="checkbox"/>	Highly sensitive / high empathy to the feelings of others
<input type="checkbox"/>	High expectations of self and others, often leading to feelings of frustration
<input type="checkbox"/>	Heightened self-awareness, accompanied by feelings of being different
<input type="checkbox"/>	Need for consistency between abstract values and personal actions
<input type="checkbox"/>	Advanced levels of moral judgment
<input type="checkbox"/>	Idealism and sense of justice
<input type="checkbox"/>	Heightened sensitivity, especially related to perceptions of failure
<i>Behavioral</i>	
<input type="checkbox"/>	Accepts difficult challenges with a positive attitude
<input type="checkbox"/>	Highly self-motivated; is a self-starter
<input type="checkbox"/>	Intensely focused on passions—resists changing activities when engrossed in own interests
<input type="checkbox"/>	Longer attention span and intense concentration
<input type="checkbox"/>	Constantly questions and/or asks probing questions
<input type="checkbox"/>	Insatiable curiosity
<input type="checkbox"/>	Impulsive, eager and spirited
<input type="checkbox"/>	Perseverance—strong determination in areas of importance
<input type="checkbox"/>	High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
<input type="checkbox"/>	Non-stop talking/chattering
<input type="checkbox"/>	Desire to organize people / things through games or complex schemas
<i>Academic</i>	
Specific Academic Ability is evidenced by superior ability in mastering skills and concepts in one or more curriculum areas.	

Appendix C: Parent Inventory of Child's Traits

Parent Inventory of Child's Traits

I believe my child is or may be gifted and would like to have him/her considered for participation in the school/district gifted education program.

Please indicate how often you observe the following behaviors.
Seldom or Never (0) Sometimes (1) Regularly (2) Almost Always (3)

Intellectual

- Learns quickly and applies knowledge easily.
- Is curious – wants to know how and why, asking lots of questions about a variety of subjects.
- Uses many different ways of solving problems.
- Solves problems in unusual ways.
- Shows uneven development – may be “super smart” in some areas while age-appropriate or even somewhat delayed in others. (Example: An eight-year-old who understands and can avidly explain the role of chlorophyll in the process of photosynthesis, but struggles with reading all the words in a picture book.)
- Has an amazing memory.
- Sees patterns and connections that others don't see, even among things that are apparently unrelated.
- Talked early and in complex ways.
- Has an extremely large vocabulary.
- Talks or thinks like an adult.
- Discusses or elaborates on ideas in complex, unusual ways.
- Likes to discuss abstract ideas like God, love, justice, and equality.

Creative

- Likes to pretend and has a vivid imagination or makes up stories and has unique ideas.
- Invents games, toys, and other devices.
- Has a wide range of interests, has many unusual hobbies or interests
- Has a long attention span for things that interest her/him, sticks to a project once it is started.

Affective

- Is sensitive; responds intensely to noise, pain, or frustration.
- Empathizes with others' feelings, worries about their troubles.
- Expresses concern about world problems (endangered animals, racism, pollution, war, and poverty, etc.)
- Is aware of problems others often do not see.
- Has a high activity level.
- Shows intuitive sensitivity to spiritual values and beliefs; ponders philosophical issues.

Behavioral (typical characteristics of gifted learners)

- Questions rules.
- Tends to rebel against what is routine or predictable.
- Chooses difficult problems over simple ones.
- Has a well-developed sense of humor.
- Is extremely focused and intense.
- Gets others to do what she/he wants.
- Sets high standards for himself / herself, is frustrated with imperfection in others and herself/himself.
- Is strong willed.
- Shows leadership in organizing games and activities and in resolving disputes.

****Please provide a narrative describing your child, as well as other factors you feel are important in understanding your child's abilities. You are encouraged to attach an additional page.**

Parent/Guardian Signature _____ Date _____ Phone _____

Appendix D: Teacher Nomination Form

Gifted Program Teacher Nomination Form

The West Orange Public Schools recognizes and challenges the unique needs, talents and abilities of each child as an individual learner, to help them develop to their fullest potential. Accordingly, we are committed to providing educational opportunities for those students who are exceptionally gifted and have established a program that provides gifted learners the opportunity to go beyond the foundations already created in classroom settings.

Please complete and return this form to the main office by June 2018. Do not discuss your nomination with students or parents. This nomination is merely an aspect in the identification process.

Definition of Giftedness

Gifted Individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (demonstrated performance or achievement in top 5%) in one or more domains. Domains include: Mathematics, Language Arts and STEM.

Student Name: _____ Grade: _____ School: _____

1. Teacher Inventory of Characteristics of Giftedness (page 2 of this document):

The Teacher Inventory is comprised of characteristics of giftedness that can be used to support the identification of students. Using the definition of *giftedness*, please complete the teacher inventory on page 2 of this document by indicating how often you observe the listed behaviors. Transfer the final scores to the section below:

Characteristics	Total Points	Comments (optional)
Intellectual		
Creative		
Affective		
Behavioral		

2. Characteristics of Task Commitment

Students demonstrating task commitment often show evidence of the following characteristics:

- 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 for perseverance, endurance, determination, hard work, and dedicated practice.
- Self-confidence, a strong ego and a 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 reason.
- 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 open-ness to self and external criticism.
- Developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Based on a careful review of student work and performance, use the characteristics of *Task Commitment* as a guide to rate the student in the areas of ELA and Math.

ACADEMIC		3	2	1	Total Points
Performance Portfolio - Portfolios - Writing samples - Grades - Completion of assignments - Independence	ELA	Superior ability in mastering skills and concepts as demonstrated by student work/task commitment.	Advanced ability in mastering skills and concept as demonstrated by student work/task commitment.	Average ability in mastering skills and concept as demonstrated by student work/task commitment.	
	Math				

3. Teacher Nomination

Based on the definition of Giftedness, Characteristics of Giftedness observed in my classroom and Characteristics of Task Commitment as evidenced by student work:

I recommend / do not recommend this student for the Gifted & Talented Program, 2018-2019.

Date

Teacher Name

Appendix E: Identification Profile Form

**Gifted Program
Identification Profile Form**

Student:		Date:		
Grade:		DOB:		
Gifted Program Criteria	Student Score or Range	Notes	Criteria Met Y/N	
APTITUDE				
InView: NPG (Gr. 2)	95 th Percentile			
Naglieri (NNAT) (Gr. 3-5)	95 th Percentile			
ACHIEVEMENT				
MAP	95 th Percentile			
ELA				
Mathematics				
PARCC	Exceeds Level 5			
ELA				
Mathematics				
TASK COMMITMENT				
Teacher Inventory				
Parent Inventory				
Performance Portfolio				

Appendix F: Appeal Form

West Orange Public Schools Gifted Program PARENTAL APPEAL

Student Name: _____ Homeroom Teacher: _____ Grade: _____

My child has met the Criteria for Appeal for the Gifted Program. I have listed his/her scores below.

Gifted Program Criteria for Appeal		List student score / recommendation
Aptitude	InView: NPG (Gr. 2) 92 nd – 94 th percentile NNAT (Gr. 3-5) 92 nd – 94 th percentile	
Achievement	MAP 95 th percentile PARCC Exceeds Level 5 <i>(See Appendix I: Entrance / Appeal Criteria)</i>	
Task Commitment	Teacher Recommendation based on Inventory and Student Portfolio	<input type="checkbox"/> My child's teacher recommended him/her for the Gifted Program. Teacher Name: _____

I hereby request that my son/daughter, _____ be reconsidered for admission into the *Gifted Program*. I wish to submit further information about my child's potential, accomplishments, or learning experiences for review by the *Gifted Program Committee*, which might be significant to the consideration of his/her candidacy. I understand I will be informed in writing of the committee's decision by September 25th.

Attachments:

-
-
-

Parent or Guardian Signature

Date

PLEASE RETURN THIS FORM TO THE SCHOOL OFFICE BY SEPTEMBER 15TH.

Appendix G: Exit Criteria

A student will be exited from the Gifted Program if a student no longer meets 2 of the 3 needed criteria. Please see the reference chart below.

Aptitude	Competence	Task Commitment	Program Eligibility
Meets criteria	Meets criteria	Meets criteria	Continues in program
Meets criteria	Meets one of two	Meets criteria	Continues in program
Meets criteria	None of two	Performance Review	TBD by Gifted Program teacher
Does not meet criteria	Meets criteria	Meets criteria	Continues in program
Does not meet criteria	Meets one of two	Performance Review	TBD by Gifted Program teacher
Does not meet criteria	None of two	Review for Enrichment	Exit from program
Does not meet criteria	None of two	Does not demonstrate commitment	Exit from program
Meets criteria	Meets criteria	Does not demonstrate commitment	Performance Review TBD by Gifted Program Teacher

West Orange Public Schools

Gifted Program
PERMISSION FORM

Students Entering Grades 3-5

Transportation is provided by the Board of Education to the Gifted Program site at the Administration Building and back to the home school.

Please check one:

My child will use transportation provided by the Board of Education to the Gifted Program classes.

I will be responsible for transporting my child to the Gifted Program.

Sessions extend from 9:15 a.m. – 12:00 noon for grades 3-5

I hereby grant permission for my child _____ to participate in the 2018- 2019 Gifted Program at the Administration Building. He/she is in grade _____ at _____ school.

Parent or Guardian Signature

Date

West Orange Public Schools
 Gifted Program
 NON-ACCEPTANCE LETTER

August X, 2018

Dear Parent(s) or Guardian(s):

Your child was nominated for consideration into the Gifted Program for the 2018-2019 school year. Upon review of the nomination, the Gifted Placement Committee determined that your child does not meet the criteria established by the district for placement into the Gifted Program at this time, as indicated below.

Gifted Program Entrance Criteria		Student Score / Notes	Criteria for Appeal
Aptitude	InView: NPG (Gr. 2) 95 th Percentile		92 nd – 94 th
	NNAT (Gr. 3-5) 95 th percentile		92 nd – 94 th percentile
Achievement	MAP 95 th percentile; and PARCC Exceeds Level 5		92 nd – 94 th percentile Exceeds Level 5 (See Appendix I: Entrance / Appeal Criteria)
Task Commitment	Teacher Inventory Student Portfolio		Teacher Nomination

Our general education curriculum is exemplary and effective differentiated instruction will be available in the classroom to ensure that your child continues to meet his/her highest potential. Differentiation will consist of carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and integrate instructional strategies that engage learners at appropriate levels of challenge.

Additionally, your child may participate in curriculum enrichment opportunities that offer extensions to the classroom curriculum. Extensions for students who have already mastered grade level material will include adjustments to the curriculum that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning that promotes higher-level thinking and creativity.

Based on your child's performance and the criteria listed above:

- You are eligible to appeal this decision by completing and submitting the enclosed *Gifted Program Parent Appeal Form* to the school office by September 15th.
- You are not eligible to appeal this decision. This, however, does not preclude your child from being considered for future placement in the Gifted Program.

Sincerely,

Principal

West Orange Public Schools

Gifted Program
RESPONSE TO APPEAL
NON-ACCEPTANCE LETTER

Dear Parent(s) or Guardian(s):

The Gifted Placement Committee in your child's school has carefully reviewed the additional information you provided on the behalf of your child _____ in the Parent Appeal. It remains the view of this committee that the placement of your child in the Gifted Program is not appropriate at this time. This decision, however, does not preclude your child from being considered for future placement in the program.

Our general education curriculum is exemplary, and effective differentiated instruction will be available in the classroom to ensure that your child continues to meet his/her highest potential. Differentiation will consist of carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and integrate instructional strategies that engage learners at appropriate levels of challenge.

Additionally, your child may participate in curriculum enrichment opportunities that offer extensions to the classroom curriculum. Extensions for students who have already mastered grade level material will include adjustments to the curriculum that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning that promotes higher-level thinking and creativity.

Thank you for your interest and collaboration.

Sincerely,

The Gifted Placement Program Committee

Appendix I: Entrance / Appeal Criteria

APTITUDE: InView / NNAT

Aptitude Assessment	Grade Level	Gifted Entrance Criteria	Appeal Criteria
InView: NPG	2	95th Percentile	92nd -94th percentile
NNAT	3-5	95th Percentile	92nd Percentile

COMPETENCE: MAP ASSESSMENT (Grades K-5)

Reading / Language Usage / Mathematics		
Grades K-5	Gifted Entrance Criteria	Appeal Criteria (Spring)
	95 th Percentile	92 nd Percentile

COMPETENCE: PARCC ASSESSMENTS (Grades 3-5)

ENGLISH LANGUAGE ARTS			
Grade	Gifted Entrance Criteria	Gifted Appeal Criteria	PARCC Level 5 Range
Grade 3	824	817	810-850
Grade 4	810	800	790-850
Grade 5	815	807	799-850

MATHEMATICS			
Grade	Gifted Entrance Criteria	Gifted Appeal Criteria	PARCC Level 5 Range
Grade 3	810	800	790-850
Grade 4	814	805	796-850
Grade 5	810	800	790-850

TASK COMMITMENT

For students to be evaluated in the area of Task Commitment, they must first meet the entrance criteria for the Gifted Program in the areas of Aptitude and Competence, as identified in the charts above.

Teachers of students meeting the criteria for the Aptitude and Competence components will complete the (a) *Teacher Inventory* and compile a (b) *Student Portfolio* consisting of the most recent student grades, an ELA writing sample, a Math writing sample, a project sample, and student's reflections of their products and/or performances. Additional qualitative measures, resulting in teacher nominations, will include: student interviews and classroom observations.