



KINNELON PUBLIC SCHOOLS

TEL: (973)838-1881 Ext.2003
www.kinnelonpublicschools.org
Email: nlafergola@kinnelon.org

Noreen LaFergola
Stonybrook Assistant Principal

March 02, 2018

Dear Kindergarten Parents/Guardians,

The Kinnelon Public School District is committed to providing opportunities that promote the growth of the skills, knowledge, and understanding necessary for all learners to reach their full potential. Specific programs for the academically advanced can be viewed as a continuum from activities that can be arranged in regular classrooms to programs that are exclusively tailored to the needs of gifted students. We are in the process of identifying students who may best benefit from our **Kindergarten Enrichment Year Program (KEY)**. One component of this process is to provide parents and/or caregivers the opportunity to nominate children they believe should be in a pool of students for consideration.

While there is no universal definition of giftedness, the State of New Jersey Department of Education in its administrative code (*N.J.A.C. 6A:8-3.1*) defines gifted students as: *Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.* The code requires that school districts identify students as to their potential with respect to giftedness. The regulations require that *students be compared to their chronological peers in the local school district.* New Jersey does not have state-level criteria such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use *multiple measures to identify students who may benefit from this type of program.*

The Kindergarten Nomination Process:

- The nomination process is designed to identify a pool of candidates broad enough to include all students with demonstrated or potential giftedness.
- Nominations can be made by a parent/caregiver, a classroom teacher, or special area teacher.
****Note - nomination does not automatically qualify a student for entrance into the Kindergarten Enrichment Year program.**

The Kindergarten Screening Process:

- The screening process is designed to collect additional information about each student including but not limited to Kinnelon benchmark assessments (on-demand writing tasks, writing portfolio pieces, running records, math assessments), classroom grades, and nominations scales completed by the appropriate adult(s).

The Kindergarten Selection Process:

- During the selection process, a review committee determines which nominees qualify for Kindergarten Enrichment.
- The committee will review all collected information about each student.
- This selection is only for the current Kindergarten year.

Listed below are some differences to help you distinguish between a bright child, a gifted learner, and a creative child (Janice Szabos, *Challenge*). The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Performs at the top of the group	Is beyond the group	Is in own group
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades

Gifted children will do best in an environment that supports and stimulates them and fits well with their abilities and interests. **If you think that your child may fall into this category, please complete the attached form and return it to your child's school no later than March 23, 2018, to the attention of:**

Mrs. Sarah Reinmund
Teacher of GOAL and KEY Programs
Kiel and/or Stonybrook
ReinmundS@kinnelon.org

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ADAPTED FROM THE RENZULLI-HARTMAN SCALE

For Rating Behavioral Characteristics of Superior Students Parent/Guardian Form

Name _____ Date _____

School _____ Grade _____ Age (yrs/mos) _____ Teacher Name _____

Name of Person Completing Form _____ Relationship to child _____

Scale: 1 = Seldom or never 2= Occasionally 3= Almost Always**

** If *Almost Always* is selected for any characteristic, an example of the characteristic must be provided.

PART 1: LEARNING CHARACTERISTICS

- | | | | |
|---|---|---|---|
| 1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age). | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 3. Has quick mastery and recall of factual information. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick". | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 7. Reads a great deal on his/her own; usually prefers adult level books or books significantly above current grade level; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 9. Has a sophisticated sense of humor. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |
| 10. Initiates projects with ideas and action. | 1 | 2 | 3 |
| Example if <i>Almost Always</i> is selected: _____ | | | |

Total points _____

Please provide any additional information about your child that might be helpful to the committee:

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PART 2: MOTIVATIONAL CHARACTERISTICS

- | | | | |
|---|---|---|---|
| 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 2. Is easily bored with routine tasks.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 3. Needs little external motivation to follow through in work that initially excites him/her.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 4. Strives toward perfection; is self-critical; is not <u>easily</u> satisfied with his/her own speed or products.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 5. Prefers to work independently; requires little direction.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 6. Is interested in many "adult" issues such as religion, politics, and ethical issues – more than usual for age level.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 7. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 8. Likes to organize and bring structure to things, people and situations.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |
| 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.
Example if <i>Almost Always</i> is selected: _____ | 1 | 2 | 3 |

Total Points _____

Please provide any additional information about your child that might be helpful to the committee:

Parent/Guardian Signature _____

Please return this form no later than **March 23, 2018**, to your child's school to the attention of:

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