

Ringwood Public Schools Schoolwide Enrichment Program

Classroom enrichment, focused enrichment, gifted and talented



“The Ringwood Board of Education is dedicated to creating life-long learners by providing students with the educational programs, life experiences, and appropriate facilities necessary for success in the world of today and the world of tomorrow.”

Ringwood BOE Mission Statement

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I. Regulations and Policies

"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who requires modifications of their educational program if they are to achieve in accordance with their capabilities. (N.J.A.C. 6A:8-3.1)

"Instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level. (N.J.A.C. 6A:8-3.1)

II. Mission Statement

The Board of Education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 8 to enable them to participate in, benefit from, and demonstrate knowledge, and application of the New Jersey Student Learning Standards at the Instructional level of the student. (BOE Policy 6171.2)

III. Philosophy

The philosophy of the Schoolwide Enrichment Program is that all children have potential for learning. Ringwood's Schoolwide Enrichment Program will cultivate this potential so that all children achieve success in their school experiences. An appropriate education for all students is the foundation on which this belief is established.

The major goal of the Schoolwide Enrichment Model is the application of gifted education pedagogy to total school improvement. This model provides enrichment learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests.

IV. Overview

The Schoolwide Enrichment Model focuses on enrichment for all students through levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interest, learning styles, and preferred modes of expression. This model applies the know-how of gifted education to a systematic plan for total school improvement. Based on the belief that "a rising tide lifts all boats," our goal is to elevate the student experience and increase challenge levels for all students. This will promote an atmosphere of excellence and creativity in which the work of our highest performing students is appreciated and valued.

The enrichment teachers will help to develop appropriate curricular and instructional modifications students within the classroom. These recommended interventions may include but are not limited to; differentiation, learning centers, flexible grouping, tiered assignments, learning menus, curriculum compacting, independent studies, acceleration, STEAM, and/or enrichment.

While the push-in model provides advanced support for all students, we recognize that some students benefit from additional services. These students will also participate in the pull-out portion of the enrichment program. Specific criteria used to identify students for this program can be found in section 8 of this handbook.

A description of the district-wide enrichment and gifted & talented programs can be found below.

| Service | Supports Provided | Details |
|---------|-------------------|---|
| Aim K-1 | Classroom Push-in | Enrichment periods occur every week for half the year. The enrichment teacher will come into the classroom and engage in interesting literature-based enrichment projects and activities designed to meet the student's interests. These periods will supplement the enrichment currently offered by your child's classroom teacher and will not be graded. |
| Aim 2-3 | Enrichment Class | All students attend the programs with each of the special area teachers once per week and engage in interesting enrichment projects and activities designed to meet the student's interests and abilities that go beyond the typical special area curriculum. |

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| Aim 2-3 | Small Group Pull-out | Students will meet with the enrichment teacher once a week based on their domain of giftedness. We work with students that have qualified based on their intellectual or academic specific (in Math and English Language Arts) giftedness. |
| Aspire 4-5 | Classroom Push-in | Following the Renzulli Schoolwide Enrichment Model, the enrichment teacher joins each class on a rotational schedule to support the classroom teacher with differentiating instruction to meet the advanced needs of gifted and high-achieving learners. This allows for more focused instruction in core subjects as needed. All students receive in-classroom supports, which include but are not limited to: differentiation, learning centers, flexible grouping, tiered assignments, learning menus, curriculum compacting, independent studies, STEAM, and/or enrichment opportunities. |
| Aspire 4-5 | Small Group Pull-out | Students who demonstrate the academic and/or creative need for advanced programming also participate in a weekly pull-out program. In doing so, students engage in enrichment activities that strengthen critical thinking, problem solving, logical reasoning, and creativity, while also supporting social and emotional needs and academic growth. Students complete activities that challenge them, relate to the real world, and promote a wide exploration of skills and topics. Additionally, students enjoy guest speakers, competitions, and field trips that further enrich their learning experiences. |
| Achieve 6-8 | Classroom Push-in | Following the Renzulli Schoolwide Enrichment Model, the enrichment teacher joins each class on a rotational schedule to support the classroom teacher with differentiating instruction to meet the advanced needs of gifted and high-achieving learners. This allows for more focused instruction in core subjects as needed. All students receive in-classroom supports, which include but are not limited to: differentiation, learning centers, flexible grouping, tiered assignments, learning menus, |

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|-------------|----------------------|---|
| | | curriculum compacting, independent studies, STEAM, and/or enrichment opportunities. |
| Achieve 6-8 | Small Group Pull-out | Students who demonstrate the academic and/or creative need for advanced programming also participate in a weekly pull-out program. In doing so, students engage in enrichment activities that strengthen critical thinking, problem solving, logical reasoning, and creativity, while also supporting social and emotional needs and academic growth. Students complete activities that challenge them, relate to the real world, and promote a wide exploration of skills and topics. Additionally, students enjoy guest speakers, competitions, and field trips that further enrich their learning experiences. |

V. Goals and Objectives

- Promote critical thinking and reasoning skills
- Develop and expand thinking skills
- Utilize differentiated strategies for learning
- Build/extend cognitive language skills
- Facilitate opportunities for learning
- Provide opportunities for students at their instructional level

Additionally, information about outside opportunities and resources will be supplied to parents on a needed basis. This will allow parents to further enhance their child's education needs.

VI. New Jersey Student Learning Standards

The New Jersey Student Learning Standards and the National Association for Gifted Children are infused throughout the program. These standards are found at:

<https://www.nj.gov/education/cccs/>

<https://www.nagc.org/sites/default/files/standards/Intro%202019%20Programming%20Standards%281%29.pdf>

VII. Characteristics of Gifted Students

Children are gifted when their ability is significantly above the norm for their age (asynchronous development). They represent about ten percent of the student population. Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity.

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share.

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age.
- Advanced comprehension of work nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts-daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

VIII. Identification Process

Ringwood School District participates in universal screening in the spring of first and third grade (and those who are new to the district) through the CogAT assessment. The purpose of universal screening is to establish a pool of students who may qualify for gifted services. Screenings prior to the spring of first grade are administered by request and/or nomination.

Areas of cognitive development, academic achievement, and creative ability are all considered. Multiple measures are used to determine academic and/or creative need for the pull-out program. Such measures include CogAT assessment scores, NJSLA and/or STAR scores, teacher recommendations, parent rating scales, enrichment coordinator/teacher observations, and student work portfolios.

Based upon recommendations from the National Association of Gifted Children, the New Jersey Department of Education, and the New Jersey Association of Gifted Children, local scores are utilized to determine placement into the program. Local norms provide a greater insight into analysis of tight clusters of scores. Therefore, in order to find the gifted students in Ringwood, local scores are used to compare our students to one another.

The identification process is ongoing to ensure we are always meeting the needs of our students. Final selection is made by a district-wide selection committee composed of classroom teachers, special subject teachers, Child Study Team members, the enrichment coordinator, and enrichment teacher.

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. The complaint shall be submitted in writing to the board office in accordance with law (N.J.S.A. 18A:6-9) and the procedures set forth in State Board of Education regulations.

IX. Exit Policy and Procedures

Students participating in the Gifted and Talented Enrichment pull-out program are expected to continue to meet the criteria set for inclusion. The following criteria must be maintained for continued participation:

1. New Jersey State testing and/or district-wide STAR testing should not fall below “met expectations” in any one content area.
2. Students need to achieve a cumulative grade of 90% or better in all core subjects.
3. Students should not have failing grades in any of their subject areas.
4. Students should be willing to be challenged and therefore complete assignments pursued.
5. Students need to be engaged and prepared to work while working with the classroom teacher and/or enrichment teacher on their modifications and activities.
6. Students should complete any required missed classwork or assignments from their classroom teacher.
7. Students need to show respect for the program, each other, and the materials.

Failure to meet any of the above requirements will result in probation and parents will be notified.

Continued or multiple offenses will result in removal from the programming options offered. Any student dismissed from the program may have the opportunity to be reviewed for possible re-admission, during the following academic year. Students that decide to remove themselves from program offerings are asked to advise the Enrichment Coordinator in writing, with a parent or guardian's signature.

X. Program Definitions

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.

A learning center is typically a designated area within the classroom that provides students with exciting and interesting experiences to practice, enrich, reteach, and enhance their learning. These types of centers are filled with manipulatives, art materials, books, and other instructional tools. Students visit the centers to complete an assignment or learn through different activities.

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month. It's not permanent, but it is a temporary way for students to work together in a variety of ways and configurations depending upon activity and learning outcomes.

Tiered assignments are a method that varies the level of assignments, so all students have a chance to find success and make progress. Teachers tier learning so students are working at different levels of the same task, some more difficult and challenging than others. All students work on, explore, investigate, and learn the same basic material but on differing levels, or tiers

Learning menus are forms of differentiated learning that give students a *choice* in how they learn. Each choice on the Menu encourages students to engage in an activity that requires actively reading, re-reading, and then summarizing important textbook content. After a student has completed an activity on the Menu, the teacher immediately assesses his or her work before she or he can move on. Learning Menus come in various forms and can include tic-tac-toe boards, restaurant-like menus, matrices, and multiple-choice grids. For example, students can be given a Learning Menu structured like that of a dinner menu with the headings "Appetizer," "Entrée," and "Dessert" and be instructed to follow the order of the menu just as they would in a restaurant. Within each "course" students choose from a list of activities. The assignment sheet includes a **Well-defined Description** for how to complete a chosen activity, the **Possible Points** one can earn for it, and the textbook **Section** it covers. At least one task must be completed for each book section, although students are always free to choose their own tasks from the menu choices. After the completion of each "course," the teacher assesses the result in **Points Earned** before the student moves to the next one.

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered

the material to be learned, replacing content students know with new content, enrichment options, or other activities.

Independent study and or research projects are a practical way for students to have curriculum enhanced. Independent study helps students to establish purpose and direction for the pursuit of individual interests under the supervision of the gifted or subject area teacher. This type of project involves community resources, classrooms, laboratory, and media center.

This type of study develops higher cognitive skills through a format which places emphasis on the assimilation of content, the acquisition of information and the processing of data. Products which represent the study are a concrete expression of what is learned. Finally, by capitalizing on individual interests, student involvement is effectively channeled.

Acceleration of learning is available to those students showing high levels of performance in a content area, by their respective teachers. Teachers take into consideration the student's achievement test scores, class performance, recommendations, and grade-level ability, in order to determine the need for placement in a higher grade level, flexible pacing or cluster grouping.

STEAM is an **educational** approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

Renzulli Learning System is a software tool to make it easier for teachers to differentiate for students. It is designed based on Renzulli's work in the Schoolwide Enrichment Model and tailored specifically to each student based on their individual profile.

XI. Parent Resources

- 1) IDTech Camp
<https://www.idtech.com/>
- 2) Lavner Camps
<https://www.lavnercampsandprograms.com/>
- 3) The Gifted Child Society
<http://www.gifted.org/>
- 4) HEROS Academy
<https://www.njgifted.org/>
- 5) Johns Hopkins CTY
<https://cty.jhu.edu/>
- 6) Davidson Young Scholars
<https://www.davidsongifted.org/Young-Scholars>
- 7) Outschool
<https://outschool.com/>
- 8) Supporting Emotional Needs of the Gifted (SENG)
<https://www.sengifted.org/>
- 9) New Jersey Association for Gifted Children
<https://www.njagc.org/>
- 10) National Association for Gifted Children
<https://www.nagc.org/>