



Nomination and Selection Process

There are several nomination tools and processes used to identify a pool of potential candidates for entry into the Intellectually Gifted Program. This identification process ensures a fair and accurate pool of candidates.

Students are given scores for several nomination tools that have been proven to provide an accurate reflection of giftedness within high school students. Students are/can be nominated by the following individuals: building principal, Intellectually Gifted teacher(s), classroom/specialist teacher(s), Child Study Team, parents, peers, or self.

Nomination Instruments:

1. NWEA MAP Scores
2. NJSLA Scores of 750 or higher
3. Standardized tests
4. Report Card Grades
5. AP Potential Report
6. Nominations (from the forms below):
 - a. Teacher Nomination
 - i. Renzulli Form
 - ii. Anecdotal Information
 - b. Peer/Self Nomination
 - c. Parent Nomination
7. Guilford Assessment (as needed)

Phase Two of the selection process includes the results of the Teacher Nomination Form (Renzulli based form,) the Parent Nomination Form, weighted academic grades, and the

Peer/Student Nomination results.

Final Nomination (if required) Process:

The Guilford Assessment is the testing instrument utilized to finalize the selection process. This test is designed to assess students from diverse populations. This assessment is an alternative-uses creativity test that has the examinee list as many possible uses for common items. Scores are compiled based on originality, fluency, flexibility, and elaboration. Higher scores indicate creativity, which in turn is an important indicator of divergent thinking. Creativity is an important facet of giftedness. Creativity is, however, very difficult to define and measure. Divergent thinking tests are often used, though of course they really just *estimate* the *potential* for creative thought. The questions on the assessment link intelligence to IQ scores.

Selection Criteria:

If the student meets the requirements, he/she is then placed permanently in the program. All ninth grade students are placed provisionally. Any student who participates provisionally must undergo the more rigorous selection process for grades 10 and beyond.

Procedure for Provisional Placement of Ninth Grade Students

For Ninth Grade Placement:

During the end of Spring (May/June) of the student's 8th grade year, the Intellectually Gifted (I.G.) teacher in the building and the classroom teacher determine a pool of possible candidates for the ninth grade I. G. Program by seeking nominations from classroom teachers. An 8th checklist is then given to the student's present 8th grade teacher. The teacher completes the form and returns it to the I.G. teacher in the building. If the student receives 12 positive responses out of a possible 15, that student is then placed *provisionally* in the I. G. Program for the ensuing school year.

At the end of ninth grade the student undergoes the selection process for *permanent* placement in the program. This includes teacher input, parental input, student/peer nominations, and student grades. If the student meets the requirements, he/she is then placed officially in the Intellectually Gifted Program. All ninth grade placements are provisional. Students who participate provisionally in the Intellectually Gifted Program undergo a more rigorous selection process for permanent placement at the beginning of the tenth grade year.

Participation Guidelines

Acceptance

Upon acceptance into the Intellectually Gifted Program, parents are notified via an acceptance letter. A student profile is completed and placed in the student's cumulative folder. Principals and participating classroom teachers will receive a list of students placed in the program. Students are scheduled into the program in October of each school year by the assigned Intellectually Gifted teacher .

Students who do not meet the criteria for participation **may be** re-tested two years after the first nomination/testing experience. Students may be audited and provisionally placed the following year if they are re-nominated by their teacher during the June nomination process.

Provisional

A provisional acceptance into the program is based on the selection criteria. Students who are provisionally accepted will participate in the program for one year. A review of the

student's progress and performance is conducted by the Intellectually Gifted teacher. Successful completion of the contracted program goals will establish the student's full acceptance status for the following school years.

Administrative

In the event a student has not met the necessary criteria to be placed into the Intellectually Gifted program an appeal may be filed with the Office of Curriculum and Instruction by the student's parent(s). The appeal will be reviewed and a decision made accordingly. Notification will then be given to all appropriate parties.

Withdrawal

Students may be withdrawn from the program by their parents, the Intellectually Gifted teacher, or by themselves (**with** parental approval). Parents must send in a written request for withdrawal from the program, stating reason(s) for withdrawal, to the Gifted teacher. A copy will be submitted to the building principal, Office of Curriculum and Instruction and placed in the student's cumulative folder.

Termination

A student may be terminated from the program when his/her classroom grades fall below average for two consecutive quarters, if their classroom requirements have not been met or if he/she fails to meet their Gifted student contractual obligations (see student administrative forms). The classroom teacher must notify the teacher via conference or letter as to his/her concerns. The classroom teacher and Intellectually Gifted teacher will then meet with students to discuss their concerns and the Intellectually Gifted teacher will then explain the probation procedures to both the teacher and student. A *Probationary letter* (see bottom Probation) will then be mailed to the parent and a copy given to the classroom teacher(s).

The teacher may request a conference (in writing) with the student and their parent/guardian when he/she meets any of the above mentioned criteria. The student will then offer suggestions and options to remedy the problem and a new contract will be established, agreed upon, and signed by all parties in attendance. The student has six weeks to show improvement. Permanent termination will then occur, if the contract is not met again.

Probation

Students are placed on probation for two nine week periods when they are not showing progress with all of their contractual obligations. Parents, classroom teachers, and building principals are notified of the student's probationary status via the *Probationary Letter* form. Students will then be permanently terminated from the Intellectually Gifted Program, if they fail to meet their probationary contract, and will have to wait two years before being considered for the program once again.