

EA MISSION STATEMENT & PHILOSOPHY

The mission of our exceptional learners program is to identify those students who need challenges beyond the regular program offered due to their exceptionality including students who would be considered twice exceptional (2E). The program must be inclusive of all students who meet the identification criteria. It is recognized that a continuum of services that is flexible is needed to meet various needs since there are different levels of exceptionality. Our program must partner with the community to include both in-school programs provided by the district and out-of-school activities provided by parents as appropriate.

The philosophy of the Exceptionally Able Program (EAP) is to:

- Strengthen students' abilities to create original ideas and formulate sound decisions independently in all areas of their lives.
- Enable students to feel confident in making and sharing original ideas.
- Provide students with tools (strategies) to use when solving problems.

Bear Tavern Elementary School

1162 Bear Tavern Road
Titusville, NJ 08560
609.737-4005

Hopewell Elementary School

35 Princeton Avenue
Hopewell, NJ 08525
609.737.4007

Stony Brook Elementary School

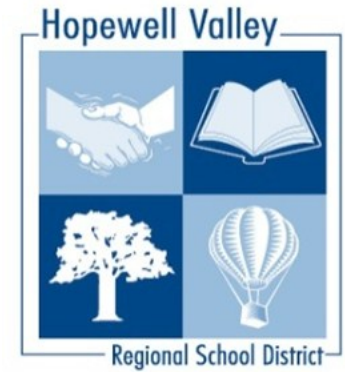
20 Stephenson Road
Pennington, NJ 08534
609.737.4006

Toll Gate Grammar School

275 South Main Street
Pennington, NJ 08534
609.737.4008

For Further Information: Curriculum and Instruction

425 South Main Street
Pennington, NJ 08534
609.737.4002



EXCEPTIONALLY ABLE PROGRAM K-5

*A brief description
of the EA Program*



**HOPWELL VALLEY REGIONAL
SCHOOL DISTRICT**

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THE EXCEPTIONALLY ABLE PROGRAM

Exceptional learners are youth with outstanding abilities who are compelled to perform or who have the potential for performing at extraordinarily high levels of accomplishment and who demonstrate gifted behaviors when compared with others of their age, experience, or environment. This includes students who are identified as twice exceptional, classified as having a learning disability as well as being identified as an exceptionally-abled learner, and are recognized in this program as possibly needing modifications specified in their IEP to perform in the EAP.

Participation in the EA program will consist of Advanced Level Math (ALM) and Advanced Level Reading (ALR) in grades 3, 4, and 5. Some students will also qualify for additional support in the morning WIN period with an EA teacher.



Please see the District Math and Language Arts websites for more information on ALM and ALR.

Starting in 1st grade, all students will benefit from the collaboration of the EA teacher and the classroom teacher in a push-in environment. EA teachers will begin utilizing running records and assist with the creation of student portfolios for enrichment work.

In the spring of 2nd grade, all students will take the Cognitive Abilities Test (CogAT). Those earning a score of 115 or above in either the Quantitative Reasoning or the Verbal section will automatically be considered for the EA program. Multiple measures will be used to place students into the Advanced Level courses, including teacher input and course-specific assessments.

Based on the CogAT score, some students will get the additional support of the EA teacher during the elementary morning WIN period. A concentrated studies contract will be created by the student and teacher, and will outline project objectives, a plan to meet those objectives, a timeline, and a means for self-evaluation.

Parents who wish to appeal may do so one time between 3rd and 5th grade. All appeals are due to the ALM or ALR supervisor by June 1st.

Parents wishing to nominate their child for the EA program in the areas of music or art must complete a nomination form in April, which can be found on the District website under

Academics> Exceptionally-Able > Documents.

In order to help parents consider their child's needs and abilities, below is a comparison developed by Janice Szabos. It is also available online at:

<http://www.ccsd.net/schools/lummis/Hybarger/brightkids.htm>

<u>A BRIGHT CHILD</u>	<u>A GIFTED LEARNER</u>
Knows the answers	Asks the questions.
Is interested.	Is highly curious.
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feeling and opinions.
Learns with ease.	Already knows.
Six to eight repetitions for mastery.	One to two repetitions for mastery.
Understands ideas.	Constructs bstractions.
Enjoys peers	Prefers adults.
Grasps the meaning..	Draws inferences.
Completes assignments..	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straightforward sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning	Is highly self-critical.