

1. What will happen to my child in the classroom all day long?

There will be no change in the experience of children in their classroom setting, except that they will not be pulled out of their classroom to receive APOP services next school year. These services will be offered outside of regular school hours.

2. How can you guarantee my child is being taught at his level in the classroom?

Our goal is to have classroom teachers differentiate instruction so that each child's needs are being met at his / her appropriate instructional level.

3. How will you guarantee that my child will get instruction above their grade level to continue to advance?

There are many ways for teachers to differentiate instruction to meet students' needs. In cases where it is appropriate, students may be exposed to material that is beyond their grade level in order to meet their instructional needs.

4. Does the district have funds available to pay for outside gifted programs that are not part of the school day?

The Board of Education has set aside funds to subsidize the delivery of gifted / enrichment services to our students for the upcoming year.

5. Why do special education students get instruction at their level during the school day and our children have to get it after school?

By law, Special Education students must receive a certain number of minutes to support their growth and development, as dictated by their Individualized Education Plan (IEP). There are no legal provisions in Illinois regarding the timing and delivery of services to Gifted and Talented students.

6. Why does my child have to choose APOP as an after school program?

Our school district cannot afford to run the APOP program as it is currently designed. Due to the severe fiscal issues we face, we did not want to eliminate enrichment opportunities for Gifted and Talented students, so the decision was made to offer these opportunities outside of the regular school day.

7. What are children who have IMSA, sports, choir and book club supposed to do?

With regard to scheduling, every effort will be made to try and ensure that there is a minimum of conflict between after school activities. However, there is a possibility that students and families may have to make choices, based upon their priorities, regarding the extracurricular programs in which they choose to participate.

8. Who will the gifted teachers be for extend day APOP – are they qualified to teach APOP or do they just have one class?

Our hope is that our current APOP teachers will be willing / able to teach students in an after school setting. If this is not possible, every effort will be made to find individuals who have a background and understanding of the needs of Gifted and Talented children to staff the program.

9. My child's gifted teacher knows my child's needs – who will be able to provide for these needs?

While APOP teachers are certainly aware of the needs of the students on their respective caseloads, it is also important to remember that the classroom teacher, who spends a great deal more time with students, should also be very familiar with the needs of each child and should differentiate instruction according to those needs.

10. How will my child learn technology not just PowerPoint and Excel that the Gifted teacher has taught my child?

Our district is in the process of integrating more technology into the curriculum in order for students to develop "21st Century Skills" that will be needed for future success. Our intention is that students will have ample opportunities to develop proficiency in the area of technology. This, of course, would be applicable to all of our students, not just those identified as gifted and talented.

11. Who will provide my child the experience to attend PMSA or other college preparation programs?

Classroom teachers are largely responsible for providing instruction that provides students with the foundation to succeed in the areas of math and science. It should be noted that of the 96 students accepted to the Proviso Math and Science Academy this year from District 89, only 22% of those students were enrolled in the APOP program. Since over 75% of the students selected for PMSA were not APOP students, it would be misleading to assert that enrollment in the APOP program is the only way to prepare students for the rigors of high school.

12. Will the gifted program for next year, have the 17 requirements as set forth in the school code?

With regard to the 17 requirements set forth in the school code (105 ILCS 5/14A-15), they apply to school districts seeking state funding for gifted services, provided that such funding is available. At this time, the ISBE does not have money allotted for gifted services and since we are funding our program with local funds, these provisions do not apply at this time. However, these suggestions are practical guidelines that will certainly be taken into consideration when designing the programming for gifted and talented students. For more information on this issue please click the following link:

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0410&print=true>

13. Security of students walking to and from school.

While student safety is our primary concern, we will not schedule our program in such a way that it is unsafe for students to travel to and from school. Please note that we have many after school and extracurricular programs from which our students walk to and from school in order to attend.

14. Legislation

- *House bill 4581 – for more information on this bill, please click the following link:*

<http://ilga.gov/legislation/BillStatus.asp?DocNum=4581&GAID=10&DocTypeID=HB%20&LegID=39885&SessionID=76&GA=96>

- *You can also find information regarding HB 4044, which deals specifically with gifted funding at:*

<http://www.iagcgifted.org/09600HB4044lv.pdf>

For information on the status of this bill go to:

<http://www.ilga.gov/legislation/BillStatus.asp?DocNum=4044&GAID=10&DocTypeID=HB&LegID=46892&SessionID=76&SpecSess=0&Session=0&GA=96>