

PROCEDURES

GIFTED AND TALENTED PUPILS

A. Identification and Selection

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and aimed at identifying students who possess or demonstrate high levels of ability in English Language Arts and Mathematics.
2. The identification methodology aligns to the gifted and talented programs and services offered by the school in English Language Arts and Mathematics.
3. The identification methodology will include the following data points for English language arts in grades K-8:
 - a. Reading level 2 years above grade level on a nationally normed reading scale.
 - b. Writing levels at the top score point on a standards based rubric aligned to the NJSLs.
 - c. Scoring within the top 5th percentile on state assessments of English Language Arts.
 - d. Scoring within the top 5th percentile on a nationally validated scale of giftedness in the English Language Arts.
 - e. Teacher recommendation.
 - f. Scoring within the top 5th percentile on the kindergarten screen tool for incoming kindergarten.
 - g. Have a 95% attendance rate in school.
4. The identification methodology will include the following data points for mathematics in grades K-8:
 - a. Scoring at the top 5% on mathematics benchmark assessments.
 - b. Scoring at the top 5% on the mathematics Topics Tests.
 - c. Scoring within the top 5th percentile on state assessments of mathematics.
 - d. Scoring within the top 5th percentile on the kindergarten screen tool for incoming kindergarten.
 - e. Having a 95% attendance rate in school.

6171.2**PROCEDURES, CONT.**

5. A committee comprised of the Principal, grade level teachers, and our Supervisor of Curriculum and Instruction will review the data on each student to identify those students who meet or exceed the entrance criteria defined by the Gifted and Talented Committee at each school.

B. Program

1. When a pupil has been identified as gifted or talented, the Principal will:
 - a. Provide the pupil's parent(s) or legal guardian(s) a letter with the goals of the gifted and talented program and secure the parent(s) or legal guardian(s) permission for the pupil's participation in the program,
 - b. Confer with the pupil's teacher about a proposed educational program for the pupil, and
 - c. Ensure that the gifted and talented programming is implemented with the identified students.
2. The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted pupils and the program will address appropriate content, process, product, and learning environment.
4. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
5. The enriched educational program for a gifted and talented pupil may consist of:
 - a. Additional classroom studies and assignments differentiated based on the student's abilities as identified by the committee.
 - b. Special projects
 - c. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.
6. A classroom teacher may provide for the needs of gifted and talented pupils by:
 - a. Utilizing district approved resources,
 - b. Integrating multiple disciplines into the study area,

6171.2**PROCEDURES, CONT.**

- c. Allowing for in-depth learning of a topic selected by the pupil within the study area,
- d. Developing the pupil's independent and self-directed study skills,
- e. Developing research skills and methods,
- f. Integrating higher level thinking skills into the curriculum,
- g. Focusing on open-ended tasks,
- h. Using new techniques, materials, and forms,
- i. Encouraging the development of self-understanding, and
- j. Encouraging self-appraisal and evaluation.
- k. Curriculum compacting:
see National Association of Gifted Children
<https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting>
- l. use of problem-based learning activities
- m. Presenting content material that is related to broad-based issues, themes, or problems.

C. Exit Procedures

- 1. Each pupil identified as gifted and talented will be assessed annually for the continuing appropriateness of his/her enriched program. Assessment will include:
 - a. Review of the pupil's file, including relevant test results, the approved gifted and talented identification criteria, and other data collected by the district.
 - b. Review of the pupil's work in the preceding school year.
- 2. The pupil may be withdrawn by the Principal from the gifted and talented program when:
 - a. The pupil's academic and/or attendance records indicate a decline in performance.
 - b. The pupil's parent(s) or legal guardian(s) requests withdrawal.
- 3. A student identified for withdrawal will be given the option to remain in the program the following school year, on a probationary basis. Failure to improve within the school year will result in the student being withdrawn from the program for a year and eligible for review the following year. All students are reviewed on a yearly basis according to N.J.A.C. 6A:8-1.3.

Adopted: 16 October 2019