

## **PROCEDURES**

### **GIFTED AND TALENTED**

#### **Policies and Procedures for Identification and Selection**

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented students. The identification method 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. Students will be identified for Gifted and Talented using various data sources. These data sources include;
  - a. NJSLA scores - students in grade 4-8 exceeding grade level expectations (Level 5) in English Language Arts and Mathematics.
  - b. Quarterly Benchmark scores - English and Language Arts scores falling within the advanced proficient performance band.
  - c. Marking period report cards - achieving 95% or higher each marking period in English Language Arts and Mathematics. Students in grade K-5, using a standards based report card are also exceeding grade level expectations and score a 4 on the grade level standards assessed.
  - d. Teacher recommendations

#### **Continuum of Services**

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.

3. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
4. 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.
5. 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,
  - 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-educationpractices/curriculum-compacting>
  - l. Use of problem-based learning activities
  - m. Presenting content material that is related to broad-based issues, themes, or problems.

### **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. 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.