

R 2464 GIFTED AND TALENTED PUPILS (M)**M**

[See **POLICY ALERT No. 164**]

**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 related to the programs and services offered by the district.
2. The Supervisor of Special Services will review the cumulative files of all Kindergarten through grade twelve pupils against the criteria for identifying gifted and talented pupils. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.
3. The Supervisor of Special Services will confer with past and present teachers of any pupil identified in the review of files and of any pupil recommended for screening by a teacher.
4. A committee comprised of the Supervisor of Special Services, the classroom teacher, and the school counselor will receive the recommendations of the Supervisor of Special Services and will select those pupils who should participate in the program for gifted and talented pupils.

**B. Selection Criteria**

Pupils will be considered for participation in the gifted and talented program when compared to their peers within the district. A pupil will be considered for participation in the program for gifted and talented pupils who

1. Has an I.Q. of 130 or higher;
2. Has standardized test scores in the 97th percentile in one (1) or more subject areas;
3. Has an I.Q. of 125 and is highly motivated to achieve academically;

4. Consistently demonstrates academic performance at least two (2) grade levels above his/her own;
5. Consistently demonstrates intellectual or creative ability of a nature not readily susceptible to testing; or
6. Displays an extraordinary artistic creative talent with a high degree of self-motivation.

C. Program

1. When a pupil has been identified as gifted or talented, the Supervisor of Special Services will:
  - a. Confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s) or legal guardian(s) cooperation and permission for the pupil's participation in the program,
  - b. Interview each selected pupil for additional information about the pupil and for guidance in establishing an enriched educational program for the pupil,
  - c. Confer with the pupil's teacher about a proposed educational program for the pupil, and
  - d. Prepare and present to the Principal for approval a written educational plan for the pupil.
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, products and learning environment.
3. Each pupil's program will seek to involve the pupil in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.

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,
  - b. Special classes in appropriate studies,
  - c. Out-of-class sessions with the enrichment teacher, and/or
  - d. 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. Presenting content material that is related to broad-based issues, themes, or problems,
  - 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.

## D. 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. Interviews with the pupil, the pupil's parent(s) or legal guardian(s), and teaching staff members educationally responsible for the pupil,
  - b. Review of the pupil's file, including relevant test results, and
  - c. Review of the pupil's work in the preceding school year.
2. The program will be revised as required to meet the pupil's needs and interests.
3. The pupil may be withdrawn from the gifted and talented program when:
  - a. The pupil's academic record indicates a decline in performance,
  - b. The pupil wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
  - c. The pupil's parent(s) or legal guardian(s) requests withdrawal.
4. A decision to withdraw a pupil from the gifted and talented program will be made by the pupil's classroom teacher, the Supervisor of Special Services, the Principal, the pupil's parent(s) or legal guardian(s), and, where appropriate, the pupil.