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Adopted: July 2013

Revised:

R2464 GIFTED AND TALENTED STUDENTS

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

**A. Identification and Selection**

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented students and will be alert to students 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 Chief School Administrator and faculty will review the cumulative files of all Kindergarten through grade eight students against the criteria for identifying gifted and talented students. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.
3. The Chief School Administrator will confer with past and present teachers of any student identified in the review of files and of any student recommended for screening by a teacher.
4. A committee comprised of the Chief School Administrator, the classroom teachers, the gifted and talented teachers, and the school social worker will receive the recommendations of the classroom teachers and will select those students who should participate in the program for gifted and talented students.

**B. Selection Criteria**

Students will be considered for participation in the gifted and talented program when compared to their peers within the district. A student will be considered for participation in the program for gifted and talented students who:

1. Has an I.Q. of 125 or higher;
2. Has standardized test scores in the 90<sup>th</sup> percentile in one or more subject areas;
3. Has an I.Q. of 125 and is highly motivated to achieve academically;

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4. Consistently demonstrates academic performance at least two 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 student has been identified as gifted or talented, the \_Gifted & Talented teachers will:
  - a. Confer with the student's parent(s) or legal guardian(s) on the goals of the student's program and secure the parent(s) or legal guardian(s) cooperation and permission for the student's participation in the program,
  - b. Interview each selected student for additional information about the student and for guidance in establishing an enriched educational program for the student,
  - c. Confer with the student's teacher about a proposed educational program for the student, and
  - d. Prepare and present to the Chief School Administrator for approval a written educational plan for the student.
2. The enrichment needs of gifted and talented students can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted students and the program will address appropriate content, process, products and learning environment.
3. Each student's program will seek to involve the student 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 student's grade level.
5. The enriched educational program for a gifted and talented student may consist of:
  - a. Additional classroom studies and assignments,
  - b. Special classes in appropriate studies,

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- c. Out-of-class sessions with the Gifted & Talented teachers,
  - d. Independent projects in after-school sessions supervised by the Gifted & Talented teachers, and/or
  - e. 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 students 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 student within the study area,
  - d. Developing the student'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 student 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 student, the student's parent(s) or legal guardian(s), and teaching staff members educationally responsible for the student,
    - b. Review of the student's file, including relevant test results, and
    - c. Review of the student's work in the preceding school year.

Bloomsbury School District Board of Education  
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2. The program will be revised as required to meet the student's needs and interests.
3. The student may be withdrawn from the gifted and talented program when:
  - a. The student's academic record indicates a decline in performance,
  - b. The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
  - c. The student's parent(s) or legal guardian(s) requests withdrawal.
4. A decision to withdraw a student from the gifted and talented program will be made by the student's classroom teacher, the school social worker, the Gifted & Talented teachers, the Chief School Administrator, the student's parent(s) or legal guardian(s), and, where appropriate, the student.

Issued: