

REGULATION

MENDHAM TOWNSHIP BOARD OF EDUCATION

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GIFTED AND TALENTED PUPILS (M)

R 2464 GIFTED AND TALENTED PUPILS (M)

M

All Mendham Township students should be exposed to enriching learning experiences. Whole class enrichment will be offered in grades Kindergarten through second. Quest, a gifted and talented pullout enrichment program, will be offered to qualifying students in grades three through eight. Gateways, a personalized gifted and talented instructional program will be offered to qualifying students in grades Kindergarten through eight.

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, nondiscriminatory, and related to the programs and services offered by the district.
2. The Gifted and Talented Coordinator and/or teacher will review the cumulative files of all Kindergarten through grade eight students against the criteria identifying gifted and talented students. The review may include examination of classroom achievements, a body of work in the related arts, the results of standardized testing (a cognitive abilities test and achievement test), other relative measures, and teaching staff member observation reports.
3. The Gifted and Talented Coordinator and/or teacher will confer with past and present teachers of any students identified in the review of files and of any student recommended for screening by a teacher.
4. The Gifted and Talented Committee comprised of the Coordinator, the Gifted and Talented teacher, and at least one regular education teacher will receive the recommendations of the teachers/staff and will identify those students who should receive services through the Gifted and Talented Program.

B. Identification Criteria

Students will be considered for participation in the gifted and talented program when compared to their peers nationally and within the district as identified by the



district matrix. A student will be considered for participation in the Quest and/or Gateways programs who demonstrates:

Quest

1. Is highly motivated to achieve academically and seeks additional challenge;
2. Consistently demonstrates excellent academic performance (report cards, academic products);
3. Is identified by teachers and other staff members as possessing advanced capabilities and high motivation;
4. Consistently demonstrates intellectual or creative ability of a nature not readily susceptible to testing;
5. Displays an extraordinary artistic creative talent, through a body of work, with a high degree of self-motivation; or
6. Receives a qualifying score on the district matrix for participation in Quest.

Gateways

1. Has high levels of standardized test scores, 9th Stanine or 98th percentile, in specific academic areas as compared to peers nationally and within the district;
2. Is identified by teachers and other staff members as possessing exceptional academic aptitude in a specific area;
3. Consistently demonstrates intellectual or creative ability of a nature readily susceptible to testing.

C. Program

1. When a student has been identified for participation in Quest and/or Gateways, the coordinator and/or Gifted & Talented teacher will:



- a. Inform the student's parent or legal guardian on the goals of the program and secure the parent or legal guardian's cooperation and permission for the student's participation in the program.

Gateways only:

- b. Interview each student identified for Gateways to obtain 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. The Gifted and Talented Coordinator shall prepare and present to the Principal for approval a written educational plan for the student which will be evaluated annually.
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 and talented 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. Students are responsible for completing the regular curricular assignments only superseded by a replacement program.
 5. The enriched educational program for a gifted or talented student may consist of:
 - a. Additional classroom projects and assignments;
 - b. Special classes in appropriate academic areas;



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- c. Out-of-class sessions with the Gifted and Talented teacher, and/or related arts teacher;
 - d. Independent projects in after-school sessions supervised by the Gifted and Talented teacher;
 - 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 participating in Gateways will be assessed annually for the continuing appropriateness of his/her enriched program. Assessment will include:



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- a. Interviews with the student and teaching staff members educationally responsible for the student, collection of parent supplementary information through discussion or written response.
 - b. Review of the student's file, including relevant test results and progress.
 - c. Review of the student's work in the preceding school year.
2. The program will be revised as required to meet the student's needs and interests.
3. The student may be withdrawn from Quest when:
 - a. The student's academic record indicates a decline in performance;
 - b. The student's behavior affects personal and peer progress in Quest;
 - c. The student wishes to withdraw and his/her parent or legal guardian consents to withdrawal.
4. The student may be withdrawn from Gateways when:
 - a. The student and his/her parent or legal guardian and Gateways Committee have met and the parents or legal guardians consent to withdrawal.

The Mendham Township Elementary School offers a variety of programs through Gifted & Talented-Services to meet the needs of academically advanced students. Programs include Quest, M3 (Mentoring Mathematical Minds), Enrichment 3-4, and Gateways (Math and Social Studies).

Quest

Quest is a Renzulli model enrichment program to enhance 21st Century Skills; collaboration, communication, creativity, and critical thinking. All students in grades Kindergarten through two receive push-in weekly instruction from the Gifted and Talented Teacher. In grades three through four, Quest is a pull-out program for students who have demonstrated evidence of high ability, achievement, motivation, creativity and



critical thinking. The quest class meets weekly during the Enrichment period. Students are screened for the program every two years. Eligibility for Quest in grades three and five is determined through the following process.

1. Stage 1 - Screening

The Cognitive Abilities Test (CogAT) is administered to students in grades two and four in the spring. Based upon the results, students may be asked to complete an additional assessment to determine eligibility for enrichment services through the Gifted and Talented program. If a student receives an ability (CogAT) Composite Standard Age Score of 130 or above, he or she will be given the Sages-2 Aptitude Assessment (Screening Assessment for Gifted Elementary and Middle School Students).

A standard Age Score of 130 represents scores in the 9th stanine and the 98th percentile of national scores.

2. Stage 2 - Identification

Route 1

Students who receive a Standard Age Score of 130 or higher on the Composite section of the CogAT and a Sages-2 aptitude score of 125 or higher (on either section) will receive services through Quest. Eligibility will remain for two years.

A Standard Age Score of 125 represents scores in the 8th stanine and 94th percentile of national scores. A standard Age Score of 130 represents scores in the 9th stanine and the 98th percentile of national scores.

Route 2

Students who receive a Standard Age Score of 125 or above, in the Non Verbal and/or Composite section of the CogAT, will then move to teacher recommendation. Two teachers will complete the Renzulli-Hartman Checklist for each student in Route 2. Students must receive at least 68 out of 72 points on one or both of the Checklists.



A score of 68 out of 72 indicates the student consistently demonstrates 95% of the critical and creative behaviors listed on the Renzulli-Hartman Checklist.

Alternative Pathways/Appeal

If a child does not meet the entrance requirements for Quest services indicated in Routes 1 & 2, a parent or teacher can request the child be re-evaluated through an appeal process. All appeals must be filed by June 30th for consideration for the following school year. New students may request consideration upon registration. The child must have demonstrated above local average ability or aptitude on the CogAT and the Sages-2 for the appeal to be considered. The average Composite Standard Age Score necessary is 115 or above.

The appeal will consist of administration of the SAGES-2 test (if not already taken) and a provided opportunity for the student to demonstrate critical and creative thinking skills in a given performance task. The students will be able to select from either a linguistic (language based) or mathematical/spatial performance task. The students will complete the task in a small group setting, and be assessed on the Creative and Critical Thinking rubric. The student must receive a score 27 on the rubric for the student to receive services through the Quest program.

Mentoring Mathematical Minds (M3) is a math enrichment offered to students who are progressing above grade level standard and are recommended by their classroom teacher. M3 participation is determined quarterly based upon unit pretest scores and class participation.

Gateways

Gateways offers content specific accelerated or advanced academic experiences through Math and Social Studies. A student at a readiness level of 2-3 grade levels above his or her peers will be considered for Gateways. An end of year math assessment and individual Key Math assessment is administered to students recommended by their teachers for consideration for Gateways Math. Eligibility for Gateways Social Studies is determined through DRA reading level and writing prompt score. A student must have a DRA level of 40 (nonfiction) at the end of 2nd grade and a writing score of 3 on the 4th grade writing prompt to be considered for 3rd grade Gateways Social Studies. A student must have a DRA level of 70 (nonfiction) at the end of 3rd grade and a writing prompt score of 3 on the 5th grade writing prompt to be considered for 4th Grade Gateways Social Studies.



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Enrichment 3-4 offers a variety of topics that students will self-select based upon interest and readiness level. Students will select new topics of study every 6-8 weeks. The class will be taken during the designated enrichment period.

Issued: 17 December 2013

