

# *Gifted and Talented*



# **Handbook**

*Swedesboro-Woolwich School District  
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# Swedesboro-Woolwich School District

## Gifted and Talented Education and Students

State regulations (*N.J.A.C. 6A:8-3.1*) define gifted and talented students as follows:

*Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

The Swedesboro-Woolwich School District recognizes gifted and talented as those students, whose abilities, talents, and potential for accomplishment, are so outstanding that they require a variety of special provisions to meet their educational needs. We also recognize students identified as gifted and talented come from all races, socioeconomic groups, and geographic locales/environments with no regard to learning disability.

Approximately five percent of the student population shall be eligible through the use of multiple standardized test scores and identified as the gifted population of the Swedesboro-Woolwich School District. We recognize these students require educational experiences beyond those normally provided by the regular school curriculum.

Our mission is to provide optimal development of the gifted student's intellectual, emotional, and social abilities, and to honor the diversity among all students through a differentiated and challenging curriculum.

### Gifted and Talented Program Services

- **Kindergarten-Second Grade**
  - Curriculum Differentiation within the Classroom
- **Third-Sixth Grade**
  - Gifted and Talented Program Focused on STEAM concepts

## The Qualities of a Student Who is Bright, Gifted, or Creative

Bright	Gifted	Creative
<ul style="list-style-type: none"> <li>● Enjoys school</li> <li>● Is never finished with possibilities</li> <li>● Answers the questions</li> <li>● Is interested</li> <li>● Is attentive</li> <li>● Generates advanced ideas</li> <li>● Absorbs information</li> <li>● Memorizes well</li> <li>● Learns with ease</li> <li>● Questions the need for mastery</li> <li>● Completes assignments on time</li> <li>● Performs at the top of the group</li> <li>● Grasps the meaning</li> <li>● Gets 3s and 4s</li> <li>● May not be motivated by grades</li> <li>● Enjoys the company of age peers</li> <li>● Understands complex abstract humor</li> </ul>	<ul style="list-style-type: none"> <li>● Enjoys learning</li> <li>● Is self-critical</li> <li>● Questions the answers</li> <li>● Is curious</li> <li>● Is selectively mentally engaged</li> <li>● Generates complex, abstract ideas</li> <li>● Manipulates information</li> <li>● Guesses and infers well</li> <li>● Already knows</li> <li>● Needs 1 to 3 repetitions to master</li> <li>● Initiates projects and extensions of assignments</li> <li>● Is beyond the group</li> <li>● Infers and connects concepts</li> <li>● May not be motivated by grades</li> <li>● Prefers the company of intellectual peers</li> <li>● Creates complex abstract humor</li> </ul>	<ul style="list-style-type: none"> <li>● Enjoys possibilities</li> <li>● Is pleased with own learning</li> <li>● Sees exceptions</li> <li>● Wonders: What if...</li> <li>● Daydreams; may seem off task</li> <li>● Overflows with ideas, many of which will never be developed</li> <li>● Improvises</li> <li>● Creates and brainstorms well</li> <li>● Plays with ideas and concepts</li> <li>● Needs 5 or 6 repetitions to master</li> <li>● Initiates more projects that will ever be completed Is in own group</li> <li>● Makes mental leaps: Aha!</li> <li>● May not be motivated by grades</li> <li>● Prefers the company of creative peers, but often works alone</li> <li>● Relishes wild, off the wall humor</li> </ul>

\*Adapted from (Szabos,1989) & (Kingore,2004)

# CHARACTERISTICS OF STUDENTS WITH GIFTS AND TALENTS

## *General Intelligence*

- Recalls facts easily
- Is very well informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory

## *Intelligence in a Specific Academic Area*

- Exhibits extended attention span in a particular content area
- Displays a passion for a topic of interest
- Makes independent contact with or carries on correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence
- Manages to change a topic under discussion to the discipline of his/her interest (e.g., a discussion on today's weather soon becomes focused on meteorology or global warming)

## *Creativity*

- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty and an individual way of solving problems
- Asks many and unusual questions
- Often has several projects going at once
- Resists external controls, tests and challenges limits

## *Leadership*

- Relates to and motivates other people
- Organizes others for activities
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or listens to and debates the opinions of others)

## *Visual/Performing Arts*

- Shows very high ability in the visual arts, i.e., painting, sculpting, and/or arranging media in a unique way
- Possesses unusual ability to create, perform, or describe music
- Possesses unusual talent in drama or dance
- Uses artistic ability to express or evoke feelings

# Strengthening Gifted and Talented Programs

***In January, 2020, the State of New Jersey Passed a new law (CHAPTER 338) governing Gifted and Talented Education.***

An Act concerning gifted and talented students and supplementing chapter 35 Title 18A of the New Jersey Statutes.

Be It Enacted *by the Senate and General Assembly of the State of New Jersey:*

C.18A:35-34 Short title.

1. This act shall be known and may be cited as the “Strengthening Gifted and Talented Education Act.”

C.18A:35-35 Definitions relative to gifted and talented students.

2. As used in this act:

"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.

"Instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

C.18A:35-36 Instructional adaptations, educational services for gifted and talented students.

3. a. A board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.
4. A board of education shall:
  - (1) ensure that appropriate instructional adaptations are designed for students who are gifted and talented;
  - (2) make provisions for an ongoing kindergarten through grade 12 identification process for gifted and talented students that includes multiple measures in order to identify student

strengths in intellectual ability, creativity, or a specific academic area. School districts shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans;

(3) develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist;

(4) take into consideration the Gifted Programming Standards, Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students;

(5) provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student; and

(6) actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.

C.18A:35-37 Coordinator for gifted and talented services.

4. a. The Commissioner of Education shall appoint a coordinator for gifted and talented services. The coordinator shall have teaching experience and specialized knowledge in gifted and talented education. The coordinator shall be responsible for providing support by identifying and sharing research and resources to school districts as they develop, implement, and review their local gifted and talented services. The coordinator shall be responsible for reviewing the information about gifted and talented services provided by each school district to support implementation of the provisions of this act.
5. Each school district shall file with the coordinator a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum review pursuant to section 11 of P.L.1975, c.212 (C.18A:7A-11). The report shall include, but not be limited to:

(1) the gifted and talented continuum of services, policies, and procedures implemented in the school district;

(2) the total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;

(3) the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and

(4) the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.

C.18A:35-38 [Complaint for noncompliance.](#)

5. a. An individual who believes that a school district has not complied with the provisions of this act may file a complaint with the board of education. The right to file a complaint shall be set forth in the board's policy on gifted and talented education. The policy shall be linked to the homepage of the board's Internet website. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.
6. The individual may then file a petition of appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.18A:6-9 and the procedures set forth in State Board of Education regulations.

C.18A:35-39 Information available on website.

7. A school district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.
8. This act shall take effect in the 2020-2021 school year.



# Swedesboro-Woolwich School District

## Gifted and Talented Program Services Overview

Students in Grades K-2, who are identified as intellectually gifted, are enriched within the classroom through curriculum differentiation. The aim is to remove the ceiling on what is learned and promote creativity and higher level cognitive skills. Such extended learning opportunities are designed to support individual learning needs and are identified and provided through collaboration between the classroom teacher, the building principals, and the Instructional Facilitator.

Students in Grades 3-6, who are identified as intellectually gifted, are enriched through a Gifted and Talented program. G&T programs run in conjunction with the six-day cycle (Days A-F) for the calendar year. Classes are usually held one to two periods per week.

The G&T Program enhances the regular curriculum through special projects and/or activities based on the NJ Student Learning Standards including:

- [Next Gen Science Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Computer Science & Design Thinking](#)
- [National Gifted Program Standards of the National Association for Gifted Children](#)

Students will be pulled for G&T during their allotted Comet Time. This time is dedicated to interventions and other enrichment opportunities for students. Students within the program are expected to follow classroom expectations, academically and behaviorally. Failure to maintain classroom expectations may result in a program furlough or an exit from the program.



*“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.” – John F. Kennedy*

## **Grades K-2 Screening, Identification, and Programming Implementation Process**

Children enter school with wide variations in skills, abilities, interests, and experiential backgrounds that help foster readiness to learn. Children are not bound by age from possessing or displaying a variety of talents. At early ages, it is often very difficult to denote how much precocious behavior can be attributed to an enriched home environment versus actual intellectual ability.

Identification of academically gifted students is far more reliable beyond the early grades. The first three primary years are critical for gifted children—as they are for all children— because, at this time, children are developing educational patterns and attitudes that last a lifetime and may affect later school performance. Recognizing and rewarding giftedness in young children helps develop their confidence, self-esteem, and enthusiasm for learning. A young child who is provided with appropriately challenging, stimulating schoolwork can show substantial gains in achievement, motivation, and self-concept.

Although the Swedesboro-Woolwich School District does not offer a supplemental Gifted and Talented program for children in Grades K-2, the district supports the classroom teachers to informally evaluate these young students, as potentially gifted, and believes in its responsibility to provide a learning environment that will address each child’s instructional needs.

Any K-2 student, who functions at a consistently exceptional level in general intellectual ability, specific academic aptitude, creativity, leadership, or visual and performing arts, will be provided additional enrichment opportunities within the classroom curriculum. Assessments used to determine giftedness in our younger grades includes, DIAL, DIBELS, iReady, OLSAT, and Classroom Teacher’s Evidence.

Classroom teachers will collect evidence of students’ advanced abilities through conversations, observations, anecdotal records, portfolios, and/or behavioral checklists. The process of identification is continuous. Classroom teachers regularly review student progress and performance, and student data is gathered each year as a reference for the following school year. To this end, classroom teachers work to develop and implement appropriate programming for more able learners.

Identified K-2 students are served within the regular classroom with age-appropriate curriculum differentiation strategies. The curriculum for identified K-2 students will be differentiated from the regular curriculum in the areas of content, process, and product. Differentiated instructional strategies may include the following:

- Student Centered Classroom
- Cooperative Environment
- Questioning Techniques
- Critical, Creative, Evaluative, and Interpersonal Skills
- Learning Centers
- Flexible Grouping
- STEAM opportunities

### **Roles and Responsibilities in Differentiated Programming**

Differentiation recognizes that every student is unique. It also acknowledges that special learning experiences to nurture high potential must extend beyond the classroom into the home and community. As such, the G&T Coordinator, teachers, students, and parents/guardians are partners in the implementation of a total development program.

### **Building Principals & Curriculum Office Administrators**

The Building Principals & the Curriculum Office advocate for the needs of academically talented learners by:

- collaborating with classroom teachers regarding identification, curriculum differentiation, and instructional strategies and techniques;
- conferencing with district elementary school principals to ensure procedures and modifications are implemented in every K-2 classroom; and
- communicating with parents/guardians and staff regarding programming and opportunities for advanced learning experiences.

## **Classroom Teachers**

Teachers are the key players in providing challenging and interesting differentiated learning opportunities for their advanced learners. As part of lesson planning for effective differentiation, they consider the following:

- Assessment of Student Needs
- Student Grouping
- Availability of Suitable Materials
- Appropriate Use of Technology
- Effective Instructional Models
- Effective Instructional Strategies
- Effective Questioning Techniques
- Assessment of Student Understanding

## **Students**

Students, too, are partners in shaping their classroom experiences and this can be achieved by:

- developing an awareness of their giftedness and understanding it comes with responsibility;
- being conscientious and accountable during the learning process;
- learning to achieve high standards and make choices to enhance the learning experience;
- working together with teachers and other students collaboratively; and
- demonstrating a sense that high achievement is valuable.

## **Parents/Guardians**

Parents/guardians also play an essential role in the enrichment of their child's education. They can encourage appropriate differentiation by:

- communicating information to school staff on their child's strengths, talents, and interests;
- developing an understanding of differentiation and its place in gifted and talented education;
- understanding that teachers cannot and should not differentiate all assignments and materials every day;
- securing enrichment materials for use at home, and providing meaningful advanced learning experiences outside the classroom.
- supporting the teachers by completing the Parent Observation Inventory (Appendix A)

## **Grades 3-6 Identification and Programming Implementation Process**

Identification of academically gifted students is far more reliable beyond the early grades. As they mature, children in Grades 3-6 may exhibit wide variations in skills, abilities, interests, and experiential backgrounds that help foster inquiry and creative thinking. Children are not bound by age from possessing or displaying a variety of talents; therefore, even though a child may have not been recognized as gifted in the early years, he/she may begin to exhibit academic expertise beyond the regular classroom curriculum.

Recognizing and rewarding giftedness in children helps develop their confidence, self-esteem, and enthusiasm for learning. Children who are provided with appropriately challenging, stimulating school work outside the regular education classroom can show substantial gains in achievement, motivation, and self-concept.

### **Identification Matrix**

The district identifies students in Grades 3-6 for Gifted and Talented using iReady Reading, iReady Math, and teacher feedback. Other assessments that could be taken into consideration include OLSAT scores, grade level benchmark assessments, teacher observation forms, and NJSLA scores in Reading and Math. *Identification Matrices* are completed for students who may be eligible for G&T through any or all of the above listed assessments. This matrix will be utilized in considering students for final identification and placement.

### **Matrix Development**

During the summer months, eligibility analyses are performed to determine who may be identified as G&T students. The criteria used to determine eligibility is in compliance with NJ State regulations for Gifted and Talented programs. The eligibility criteria is based upon the creation of a yearly matrix, where students' scores may be compared to their current grade level peers. *A student who was in G&T one academic year, may or may not meet the eligibility criteria for the next academic year.* Once analyses are finished, an *Identification Matrix* is completed to confirm eligibility for G&T. The top three to five percent of students in each grade level (Grades 3-6) are eligible for G&T.

## **Roles and Responsibilities in G&T Programming**

Differentiation recognizes that every student is unique. It also acknowledges that special learning experiences to nurture high potential must extend beyond the classroom into the home and community. As such, the G&T Coordinator, teachers, students, and parents/guardians are partners in the implementation of a total development program.

### **Building Principals & Curriculum Office Administrators**

The Building Principals and Curriculum Office advocate for the needs of academically talented learners by:

- collaborating with G&T teachers regarding identification, curriculum, and instructional strategies and techniques;
- conferencing with district elementary school principals to ensure G&T programming is appropriate; and
- communicating with parents/guardians, when necessary, to enhance their understanding of the unique academic G&T learning experiences.

### **G&T Teachers**

G&T teachers are the key players in providing challenging and interesting learning opportunities for students who have been identified as gifted and talented. As part of their specialized programs, they consider the following:

- Assessment of Student Needs
- Student Grouping
- Availability of Suitable Materials
- Appropriate Use of Technology
- Effective Instructional Models
- Effective Instructional Strategies
- Effective Questioning Techniques
- Assessment of Student Understanding

## **Students**

Students, too, are partners in shaping their classroom experiences, which can be achieved by:

- developing awareness of their strengths, interests, and learning styles;
- assuming ownership of, and being conscientious, accountable, and responsible during, the learning process;
- setting high standards for themselves and others;
- making choices to enhance their learning and promote growth;
- working together with teachers and other students in setting goals, monitoring progress, and analyzing successes and setbacks; and
- demonstrating scholarly behaviors and understanding high achievement is valuable.

## **Parents/Guardians**

Parents/guardians also play an essential role in the enrichment of their child's education. They can encourage appropriate differentiation by:

- encouraging students to let teachers know when assignments are a good fit and when they are not; and
- securing enrichment materials for use at home, and providing meaningful advanced learning experiences outside the classroom.



### **G&T Program Start/End Dates**

G&T programs for grades 4-6 starts in October and grade 3 starts in January. This allows time for eligibility analyses to be conducted, matrices to be completed, and identification of students to be finalized. The programs end sometime mid- to late May, depending on the closing stages of each project.

### **Notification of Student Placement**

Once students have been officially identified for G&T, administration, teachers, and families will be notified of student placement. ( Family notification may be in late August or early September for grades 4-6 and in late November or early December for grade 3).

All reasonable inquiries concerning the identification of Gifted and Talented students will be addressed in order to ensure the most reliable and valid information on individual students.

### **G&T Transfer Students**

In accordance with NJ State regulations for Gifted and Talented students, a previously identified G&T student transferring into a New Jersey school district, from another district in New Jersey or another state, *is not required* to be automatically placed in the receiving district's Gifted and Talented Program.

A new student, identified as G&T, will only be placed in the Swedesboro-Woolwich G&T Program *after* the Building Principal and the Curriculum Office has determined that: (1) the transferred student's prior identification meets district criterion, **or** (2) Swedesboro-Woolwich district assessments must be completed in order to identify the student as meeting comparable standards of peers in the specific grade level.

Parents/guardians of G&T students transferring out of the Swedesboro-Woolwich School District may request to have a letter, including a copy of their child's Identification Matrix, forwarded to the receiving school district verifying identification and participation in the G&T program.

### *Exits and Furloughs*

- If a parent/guardian, teacher, administrator, and/or Curriculum Office personnel has evidence a student is not profiting fully from his/her Gifted and Talented educational program, the G&T teacher should be notified. At that time, a determination of continued participation in the program will be made by the G&T Coordinator, in conjunction with the G&T teacher.
- A furlough may be an option for a student who may be struggling with success in the program because of outside interferences that may be beyond his/her control. A parent/guardian may request a furlough for his/her child by contacting the G&T teacher. At that time, a determination will be made by the building principal or the Curriculum office, in conjunction with the G&T teacher.
- Upon seeking a return to the program, the parent/guardian of the student must notify the G&T teacher. At that time, a determination as to whether the student is ready to return to the program will be made by the building principal or the Instructional Facilitator, in conjunction with the G&T teacher.
- If, at any time, a G&T student is failing to maintain the expectations of G&T, and/or the regular education classroom, the parent/guardian will be contacted by the G&T teacher via letter. If warranted, a conference will be scheduled with the student, G&T teacher, and the parent/guardian to determine the best course of action. The building principal or the Curriculum office will make the final determination as to whether the student is exited from the program, furloughed, or remains in the program.

## Expectations

The following are just a few of the general expectations of the G&T Program. Each teacher will have his/her own classroom/program expectations.

- Motivation is Key
- Behavior MUST be Excellent
- Attendance is Vital
- Participation is Required
- Responsibility is Essential

## GIFTED AND TALENTED

### Topics of Study

#### Gifted & Talented - Grades 3-6

##### ***“What Makes a Good Problem?”***

Problem solving and reasoning are processes students go through as they apply what they know and are able to do when solving a particular problem. A good math problem:

- engages and appeals to the reader;
- lends itself to a variety of problem-solving solution strategies;
- involves the understanding or use of a math concept or skill;
- has multiple solutions;
- provides opportunities for extension and critical thinking.

Students in Grades 3 through 6, who are considered “*Beyond*” or Gifted & Talented, will use ***Real-World Problem Solving*** skills, [STEAM Concepts](#), and/or ***Project Based Learning*** that will involve them in real-world problem solving activities.

***Real-World Problem Solving*** skills combine different content areas in an interdisciplinary approach for students numerous opportunities for them to read and solve problems, including problems at the higher levels of the Depths of Knowledge.

***Project Based Learning*** activities will incorporate the grade level [NJ Student Learning Standards](#), [Next Gen Science Standards](#), [Career Readiness, Life Literacies, and Key Skills](#), [Computer Science & Design Thinking](#), and [National Gifted Program Standards of the National Association for Gifted Children](#)

*The Depths of Knowledge include:*

Level 1	Recall the Basics
Level 2	Use Basic Concepts and Procedures
Level 3	Reason and Communicate Understanding
Level 4	Evaluate, Extend, and Generalize

Students will be involved in creating and implementing new projects that promote the standards and concepts discussed in class.

## **Frequently Asked Questions about Gifted and Talented Services in New Jersey**

### **How does New Jersey Administrative Code define a gifted and talented student?**

The regulations (*N.J.A.C. 6A:8-3.1*) define gifted and talented students as: *Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

### **What services are required?**

All public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

### **When should districts identify students for giftedness?**

*N.J.A.C. 6A:8-3.1(a)5 ii* requires district boards of education to provide appropriate K-12 educational services for gifted and talented students. Therefore, the identification process and appropriate educational challenges must begin in kindergarten or upon entrance to the school or district. There is a misconception that schools are not required to identify students prior to grade three or that students who are new to a district must complete a state-mandated waiting period before they can be evaluated. That information is inaccurate. Additionally, local school districts are not obligated to identify students prior to their enrollment in the public school (e.g., three-year olds, students enrolled in community early childhood programs or private kindergartens). Local school districts are not obligated to identify students attending nonpublic schools.

### **What types of instructional accommodations must be made for students identified as gifted and talented?**

The regulations require that district boards of education provide appropriate K-12 services for gifted and talented students. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the *PreK-Grade 12 National Gifted Program Standards* of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards was sent to every chief school administrator and is available at [www.nagc.org](http://www.nagc.org). In addition, each curriculum framework developed by the NJDOE provides general, as well as content specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at: <http://www.nj.gov/njded/frameworks/> or at [www.nj.gov/njded/aps/cccs](http://www.nj.gov/njded/aps/cccs).

### **How should students be identified?**

The regulations require that students be compared to their chronological peers in the local school district. New Jersey does not have state-level criteria, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify gifted students.

### **Once students are identified in Grades 3-6 as being Gifted and Talented, can they be removed from the program?**

Students who meet the SWSD Criteria for the G&T program, will still be evaluated each year against their grade level peers. A student may be accepted or exited from the program yearly depending on their percentile in the matrix.

### **What does the state mean by “multiple measures?”**

District boards of education must make provisions for an ongoing K-12 identification process for gifted and talented students. Multiple measures include, but are not limited to, achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. Local school districts should ensure that the identification methodology is developmentally appropriate, nondiscriminatory, and related to the programs and services offered (e.g., using math achievement to identify students for a math program).

### **Does the state require a specific program or model for elementary or middle-level students?**

No. The state does not endorse a particular program or model. Program models might include, but are not limited to, pull-out programs, classroom-based differentiated instruction, acceleration, flexible pacing, compacted curricula, distance learning, advanced classes, or individualized programs.

### **Are local school districts obligated to accept the evaluation of a student’s giftedness from another state, school district, or independent service?**

No. The district board of education establishes the identification criteria, and students are compared to their chronological peers within the district; therefore, the district is not obligated to accept an out-of-district evaluation. However, new students, particularly those who have been identified as gifted in another state or district, should be evaluated by the district, as appropriate.

**I am moving to New Jersey from another state. How can I find out which New Jersey schools have the best gifted and talented programs? How can I find out what programs are offered in certain schools?**

All New Jersey public school districts are required to identify gifted and talented students and provide services. The types of services may differ from district to district. New Jersey does not rank, or otherwise evaluate, specific gifted programs.

For information on programs and services available in a particular district, contact the district or check its website. Contact information on schools and districts is available at <http://www.state.nj.us/education/directory/>. You can also find out more about gifted education in New Jersey by going to [www.njagc.org](http://www.njagc.org) and [www.njping.net](http://www.njping.net).

**Does the *Every Student Succeeds Act (ESSA)* address the gifted child?**

The federal government does not prescribe programs and services for gifted students (unlike special education). ESSA focuses on improving student achievement with particular emphasis on students in high-need schools. Gifted students are not a subgroup population examined under ESSA testing parameters.

**What state or national organizations support the needs of gifted students? How can I contact them?**

The New Jersey Association for Gifted Children (NJAGC) assists schools, teachers, parents and students. For more information on New Jersey programs, consult the NJAGC Website at [www.njagc.org](http://www.njagc.org). Additionally, the Gifted Child Society is a nonprofit organization that was founded in 1957 by parents of New Jersey to further the cause of gifted children. More information is available on its Website at [www.gifted.org](http://www.gifted.org).

At the national level, the National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, other professionals, and community leaders, who unite to address the unique needs of children and youth with demonstrated gifts and talents, as well as those children who may be able to develop their talent potential with appropriate educational experiences. For further information on national efforts on behalf of gifted children, go to <http://www.nagc.org/index.aspx?id=585&al>.

## **Contact Information**

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\*Your building principals are also available to answer questions regarding G&T and Enrichment opportunities available within each building.



# **APPENDIX A**

## ***Enrichment Program***

Parent/Teacher Observation Inventory  
Grades K - 2



**SWEDESBORO-WOOLWICH SCHOOL DISTRICT  
ENRICHMENT OPPORTUNITIES  
KINDERGARTEN-SECOND GRADE**

**PARENT/TEACHER OBSERVATION INVENTORY**

**Name of Child:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

In order for us to know more about your child, please complete the following inventory using the number scale to describe your child:

- 3**    ***Observed to a Great Degree***
- 2**    ***Observed Somewhat***
- 1**    ***Observed to a Small Degree***
- 0**    ***Not Observed***

**Note:** This list is not all inclusive, but general in nature. Filling out this form does not automatically identify your child as gifted, but constitutes permission for the district to use this information in making professional determinations regarding your child.

<b>Characteristic</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>1</b>	<b><i>My child is mature beyond his/her years.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>2</b>	<b><i>My child has many different ways of approaching problems.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>3</b>	<b><i>My child has interests similar to those of older children or adults in games and reading.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				

	<b>Characteristic</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>4</b>	<b><i>My child is observant.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>5</b>	<b><i>My child is aware of problems others often do not see.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>6</b>	<b><i>My child wants to know how and why.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>7</b>	<b><i>My child asks many questions about a variety of topics.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>8</b>	<b><i>My child is able to plan and organize.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>9</b>	<b><i>My child sticks to a task once it is begun.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>10</b>	<b><i>My child reads books independently.</i></b> <i>Please give an example of how your child shows this characteristic.</i>				

<b>Characteristic</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>11</b>	<b>My child sets high standards for himself/herself.</b> <i>Please give an example of how your child shows this characteristic.</i>				
<b>12</b>	<b>My child likes to solve difficult problems.</b> <i>Please give an example of how your child shows this characteristic.</i>				

**When you compare your child with others the same age, do you believe he/she is:**

- \_\_\_\_\_ *About Average*
- \_\_\_\_\_ *Somewhat Above Average*
- \_\_\_\_\_ *Considerably Above Average*

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Teacher's Name (Please Print)

\_\_\_\_\_  
Teacher's Signature

**Please return to:**

*Dr. Jennifer Garcia-Griffin at 1815 Kings Hwy. Swedesboro, NJ 08085 or email a scanned copy to [jgarcia-griffin@swsdk6.com](mailto:jgarcia-griffin@swsdk6.com)*