



Gloucester County Vocational-
Technical School District
Gifted and Talented Program

September 2023

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Introduction

The Gloucester County Institute of Technology is student centered. Our institute believes that all students should have the opportunity for the best instructional program possible. With this in mind, and with such a large group of diverse learners, the district offers a variety of educational courses designed to provide necessary skills and knowledge to those students identified as “Gifted and Talented.”

The mission of the gifted program of the Gloucester County Institute of Technology is to enhance and challenge those students who possess or demonstrate high performance capability as defined by the State of New Jersey Department of Education.

Background

On January 13, 2020, Governor Phil Murphy signed into law A4710, the **Strengthening Gifted and Talented Education Act**. The legislation is to ensure appropriate instructional adaptations are in place for identified students. School districts are to implement an ongoing K-12 identification process using multiple measures for intellectual ability, creativity, or a specific subject area, while ensuring equitable access for identification. In identifying and serving students, districts must consider National Association for Gifted Children (**NAGC**) standards. Districts are required to maintain a list of students receiving services, and development and document the plans that are in place. Districts must also provide time and resources to support services and support professional development for staff linking to policy 2464-Gifted and Talented Pupils (M).

New Jersey State Mandate for Gifted and Talented

The New Jersey Department of Education requires that each school district provide services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (N.J.A.C.6A:8-.3.1).

Pre-K to Grade 12 Gifted Education Programming Standards Statutes and Regulations N.J.A.C. 6A:8-1.3

“Gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

“Instructional adaptation” means an adjustment or modification to instruction enabling students with disabilities, ELLs, or students in alternative education programs or who are gifted and talented to participate in benefit from, and/or demonstrate knowledge and application of the NJSLs.

6A:8—3.1(a) Curriculum and Instruction

District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSL and shall ensure that appropriate instructional adaptations are designed and delivered for student with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

6A:8.3.1(a)(5)

District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

- i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.
- ii. District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.
- iii. District boards of education shall develop appropriate curricular and instructional modification used for gifted and talented students indicating content, process, products, and learning environment.
- iv. District boards of education shall take into consideration the Pre-K-Grade 12 Gifted Programming Standards of the National Association for gifted Children in developing programs for gifted and talented students.

6A:8-3.1(c)

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modification to the NJSLs, according to N.J.A.C. 6A:8-2

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills.
3. District boards of education shall provide the time and resources to develop, review, and enhance inter-disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills

The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students

6A:13-2.1(a) Standards-based instruction

All school districts shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students and students with disabilities, that is content-rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLS). The curriculum shall guide instruction to ensure that every student master the NJSLS. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall include:

1. Interdisciplinary connections throughout;
2. Integration of 21 century skills;
3. A pacing guide;
4. A list of instructional materials, including various levels of text at each grade;
5. Benchmark assessments; and
6. Modifications for special education students, for English language learners in accordance with N.J.A.C. 6A:15 and for gifted students.

POLICY

Gloucester County Voc-Tech/Special Services **Board of Education**

Program
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2464 GIFTED AND TALENTED PUPILS (M)

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

For the purpose of this Policy, “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.

The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade twelve 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. The district 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.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited

to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will 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

The district will 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.

The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.

The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted **and** talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34et seq. may file a complaint with the Board of Education. This policy for filing a complaint 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. 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.A. 18A:6-9and the procedures set forth in State Board of Education regulations.

The 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.

N.J.S.A. 18A:61A-2; 18A:35-4.16; 18A:35-34 through 39
N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5
P.L. 108-382, Sec. 10201 et seq.

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Revised: 10 May 2017
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Section: Program

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Date Created: August 2009

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R 2464 GIFTED AND TALENTED PUPILS (M)

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 Director of Curriculum and Instruction or designee 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 Director of Curriculum and Instruction or designee 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 Principal, the Director of Guidance, the Supervisor of Assessment, and the Program Director will receive the recommendations of the committee 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 compared to their peers within the district. A pupil will be considered for participation in the program for gifted and talented pupils who **meet at least 3 of the criteria listed below:**

1. Has standardized test scores in the ninety fifth percentile in Language Arts Literacy and Mathematics. Has a minimum Lexile Score (reading score) for the following grade levels:

- a. 9th Grade - 1265
 - b. 10th Grade – 1340
 - c. 11th and 12th Grade – 1390
2. Has a most recent Grades 9 or 10 Start Strong assessment score in the advanced proficient range:

Start Strong	Advanced Proficient Range
ELA 09 or ELA 10	14-20
Math 09	17-25
Math 10	19-28

OR,

A state assessment score in Math or ELA in the advanced proficient range (Level 5: 785-850), and is highly motivated to achieve academically; for incoming freshmen (for 2022-2023) – attainment of an “Exceeding” score in the LinkIt Grade 8 Form C ELA and Math test. LinkIt “Exceeding” scores ranges are as follows:

LinkIt Test Name	“Exceeding” Score Range
Grade 8 ELA Form C	84% and higher
Grade 8 Math Form C	98% and higher

- 3. Consistently demonstrates academic performance with an overall unweighted average GPA of 95 or higher.
- 4. Displays an extraordinary artistic creative talent **or creative ability** with a high degree of self-motivation.

C. Program

- 1. When a pupil has been identified as gifted or talented, the Director of Guidance or designee 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
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. 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 Director of Guidance, the Principal, the pupil's parent(s) or legal guardian(s), and, where appropriate, the pupil.

Issued: 19 August 2009

Gifted and Talented Identification Process

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 Director of Curriculum and Instruction 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 Director of Curriculum and Instruction 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 Principal, the Director of Guidance, the Supervisor of Assessment, and the Director of Curriculum and Instruction will receive the recommendations of the committee and will select those pupils who should participate in the program for gifted and talented pupils.

Gifted and Talented Selection Criteria

Pupils will be considered for participation in the gifted and talented program compared to their peers within the district. A pupil will be considered for participation in the program for gifted and talented pupils who **meet at least three of the four criteria listed below**:

1. Has standardized test scores in the ninety fifth percentile in Language Arts Literacy and Mathematics. Has a minimum Lexile Score (reading score) for the following grade levels:
 - a. 9th Grade - 1265
 - b. 10th Grade – 1340
 - c. 11th and 12th Grade – 1390
2. Has a most recent Grades 9 or 10 Start Strong assessment score in the advanced proficient range:

Start Strong	Advanced Proficient Range
ELA 09 or ELA 10	14-20
Math 09	17-25
Math 10	19-28

OR,

A state assessment score in Math or ELA in the advanced proficient range (Level 5: 785-850) and is highly motivated to achieve academically; for incoming freshmen (for 2022-2023) – attainment of an “Exceeding” score in the LinkIt Grade 8 Form C ELA and Math test. LinkIt “Exceeding” scores ranges are as follows:

3. Consistently demonstrates academic performance with an overall unweighted average GPA or 95 or higher
For incoming freshman- attainment of an “Exceeding” score in the LinkIt Grade 8 Form C ELA and Math test. LinkIt “Exceeding” score ranges are as follows:

LinkIt Test Name	“Exceeding” score range
Grade 8 ELA Form C	84% and higher
Grade 8 Math Form C	98% and higher

4. Displays an extraordinary artistic creative talent **or creative ability** with a high degree of self-motivation.

Program

1. When a pupil has been identified as gifted or talented; the Director of Guidance or designee 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
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.

Gifted and Talented Continuum of Services

1. 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. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.

2. 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.

Gifted and Talented 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 Director of Guidance, the Principal, the pupil's Parent(s) or legal guardian(s), and where appropriate, the pupil.

Gifted and Talented Complaint Process

An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint 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. 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.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

The 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 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.

Modifications and Differentiation

1. CURRICULUM COMPACTING (Hardest First)
 - a. Curriculum compacting is easily implemented in math, where students complete the 10 hardest examples (to demonstrate competency) and then move on to enrichment or more challenging work.
 - b. This can also be implemented in other subject areas, with students demonstrating competency on the most challenging tasks, or on one of each task, before being able to move on to the enrichment activities.

2. DIFFERENTIATION
 - a. Differentiated tasks can be provided in all subject areas, but may not always be appropriate. Some tasks simply need to be completed by the whole class in a standard manner.
 - b. When practical, students may be offered one of three varied assessment tasks:
 - i. The first assessment task would be a GRADE LEVEL and marked accordingly.
 - ii. The second task would be an ENRICHMENT task, with one additional level of marking criteria across the rubric. This additional marking criteria would be typical of expectations one grade level higher.
 - iii. The third task would be a CHALLENGE task and would include two levels of additional marking criteria across the rubric. The additional markings criteria would be typical of expectations two grade levels higher.
 - c. In line with the district's access and equity policy, students would be free to choose any of the three differentiated tasks.
 - d. Assessments based on extended rubrics may indicate higher levels of achievement, but would still be recorded as grade level scores (e.g. the student may receive an A+, with comments indicating evidence of higher levels of achievement).

3. MODIFIED ASSIGNMENTS
 - a. In situations where students have demonstrated competency at grade level, they may be provided with a modified assignment. This assignment may be modified in any of the following ways:
 - i. The teacher may provide the student with a more challenging novel, or with two novels to compare and contrast, whilst still using the same class-based questions and prompts.
 - ii. The teacher may provide the student with a more challenging novel, and a set of more challenging questions, focusing on higher order thinking skills such as analysis, synthesis and evaluation.
 - iii. The teacher may invite the student to choose their own novel and use this with class-based questions and prompts.

- iv. The teacher may substitute one or two of the easier questions with more challenging questions requiring greater depth of thought or greater investigation. This may apply in science, social studies, language arts or foreign language.
- v. The teacher may invite the student to substitute one or two questions with questions of their own, that extend their thinking and investigation.
- vi. The teacher may invite the student to extend an assignment by addition another element to the question, or by adding additional tasks that may be of interest to the student.
- vii. The student may make a request to modify an assignment in a way that will continue to demonstrate competency, but at the same time, challenge and interest the student (Student Initiated Modification – SIM)

4. OPEN-ENDED TASKS

- a. In many situations, teachers may provide the whole class with an open-ended assignment that allows for great challenge, choice and creativity.
- b. As long as the set criteria and requirements are followed and met, students can enjoy a great deal of creative freedom and scope for enrichment and extension when they are working with open-ended tasks.

5. INDIVIDUAL RESEARCH PROJECTS

- a. For students who consistently finish classwork early (meeting all high-level assessment criteria), an individual research project can provide an interesting and challenging opportunity to explore an area of interest and to demonstrate knowledge or skills.
- b. The research project needs to be of interest to the STUDENT. It must be something the student is passionate about.
- c. Students can select their own topic and use the research project template as a guide in undertaking their research and deciding how to present their information.
- d. Students would generally work on a project over 4 – 6 weeks, keeping their information on a shelf or somewhere accessible, for the moments in class when they have finished early. In this way, they can simply go on with their research until the class is ready to move on to the next activity.
- e. Although these tasks are not graded, students generally enjoy an opportunity to share their finished products with their class.

6. HIGH SCHOOL CLUBS/CAREER TECHNICAL SCHOOL ORGANIZATIONS
 - a. Students demonstrating a particular interest or passion in an area such as writing, chess, music, math, science, geography, etc. may enjoy the opportunity to meet with a high school teacher who shares the same passion or interest.

7. INDIVIDUAL RESEARCH ASSIGNMENTS
 - a. Students with a particular passion or strength may enjoy undertaking an individual assignment in the classroom, in their own time.
 - b. A small section of the display board can be set aside for students to display their information for other class members to enjoy. Students can display/present findings to class/school.

SETTING UP A GIFTED ACTION PLAN (GAP)

1. Student is identified as an outlier and a Gifted Action Plan (GAP) is recommended or requested.
 - a. Teachers may identify obvious outliers in their class, and recommend a GAP
 - b. Parents may consider their child to be an obvious outlier, and request a GAP
2. Students' eligibility for a GAP is determined, based on any of the following criteria:
 - a. Has standardized test scores in the ninety fifth percentile in Language Arts Literacy and Mathematics. Has a minimum Lexile Score (reading score) for the following grade levels:
 - i. 9th Grade - 1265
 - ii. 10th Grade – 1340
 - iii. 11th and 12th Grade – 1390
 - b. Has state assessment scores in the advanced proficient range and is highly motivated to achieve academically;
 - c. Consistently demonstrates academic performance at least three grade levels above his/her own;
 - d. Consistently demonstrates intellectual or creative ability of a nature not readily susceptible to testing; or
 - e. Displays an extraordinary artistic creative talent with a high degree of self-motivation.
3. If a student is not considered eligible for a GAP, arrangements for in-class differentiation and enrichment are considered/discussed with classroom teacher, and student is encouraged to work on enrichment activities outside of school.
4. For students eligible for a GAP, a meeting is arranged to discuss and document. The meeting includes the following people:
 - a. Parents/Student
 - b. Class teacher/teachers
 - c. Principal or designee
 - d. Other support people if necessary (e.g. Counselor, social worker, subject specialist)
5. During the meeting, the following issues are discussed and documented:
 - a. Student's areas of exceptional strength
 - b. Student's areas of weakness or need
 - c. Recommended strategies and modification (using district samples)
 - d. Contact people / review dates

6. By October 15th of each year, Principals or designees in every school contact assigned guidance counselors who have students with a GAP. These counselors are asked to make a PHONE CALL REVIEW to ensure that all strategies on the GAP have been implemented and are working effectively.
 - a. Principal or designee asks assigned counselor with GAP students to make a phone call review
 - b. Teachers call the parents and discuss each strategy on the GAP
 - i. If all strategies are working effectively, a review note is made on the GAP
 - ii. If strategies need to be modified or implemented, these changes are made
 - c. The GAP document is updated as “reviewed” in October and an updated copy sent to the Guidance Office.

7. In May of each year, Principals or designees in every school contact assigned counselors who have students with a GAP. These teachers are asked to arrange a GAP REVIEW MEETING with parents, to review the effectiveness of the GAP over the current school year and to make recommendations for continuation or change of strategies for the following school year.
 - a. The GAP REVIEW MEETING is held with teacher/s, parents and Principal or designee
 - b. An updated GAP is written for the following school year and passed on to the teachers/school when the new school year begins
 - c. An updated GAP is sent to the Guidance Office to keep on file

GLOUCESTER COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT
 1340 Tanyard Road
 Sewell, New Jersey 08080
 Phone: 856-468-1445

GIFTED INDIVIDUALIZED EDUCATION PLAN (GIEP)

GIEP Team Meeting Date:		Implementation Date:	
Student Name:		School Year:	
ID:		Date of Birth:	
Age:		Email:	
Parent Name:		Grade:	
Address:			
Phone: (H):		Phone: (W)	
+		Email: (W)	
School District:			
Other Information:			

GIEP Team Participants

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student’s program and placement. Required members of the GIEP team are: the student’s parent(s), the student (if appropriate), one or more of the student’s current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted.

Name (typed or printed)	Position	Signature
	Parent/Guardian	
	Student*	
	Teacher of	
	Teacher of	
	Teacher of	
	Teacher of	
	School District Representation (Chairperson)**	

* The student may participate if the parents choose to have the student participate.

** The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (CURRENT)

- A. Academic/Cognitive Strengths:

- B. Achievement Results (aligned to grade/course level standards to indicate instructional level):

- C. Progress on Goals (for annual review only):

- D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

- E. Grades/Classroom Performance as indicated by Subject Area Teachers:

II. GOALS, OUTCOMES & INSTRUCTIONS

ANNUAL GOAL #1

Reference from

Short term learning outcomes are required for students who are gifted. The short-term learning outcomes related to the student’s gifted program may be listed under Goals or Short Term Objectives.

The goal of the Gifted and Talented Program of the Gloucester County Institute of Technology is to enhance and challenge those students who possess or demonstrate high performance capability as defined by the State of New Jersey Department of Education.

SHORT-TERM LEARNING OUTCOMES FOR GOAL #1

Short Term Objective	Objective Criteria	Assessment Procedures	Timeline

SPECIALLY DESIGNED INSTRUCTION FOR GOAL #1

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

III. SUPPORT SERVICES

Support Service Description	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration	Service Provider
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CONTACTS AND RESOURCES

STATE ORGANIZATION

New Jersey Association for Gifted Children (NJAGC)

P.O. Box 667

Mt. Laurel, NJ 08054

(856) 273-7530 (856) 829-5074 (fax)

www.njagc.org

njagcmail@gmail.com

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

www.nagc.org

NORTHERN NJ MENSA

gcp@nnjmensa.org

SUMMER INSTITUTE FOR THE GIFTED (SIG)

Summer camps and programs for students

www.giftedstudy.com

(203) 399-5021

MONTCLAIR STATE UNIVERSITY (973) 655-7158

Weekend gifted workshops for students

www.montclair.edu/gifted

JOHN HOPKINS UNIVERSITY

www.cty.jhu.edu

HEROES (For Exceptional Scholars)

Rita Ostrager, Founder and President

(732) 590-7991

www.HEROESgifted.com

GIFTED CHILD SOCIETY, INC.

190 Rock Road

Glen Rock, NJ 07452-1736

(201) 444-6530

GLOUCESTER COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT

www.gcit.org

Brian Shakespeare, Assistant Superintendent of Curriculum & Assessment

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GLOUCESTER COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT
(continued)

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Sybil Girard, Principal
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sgirard@gcecnj.org