

North Arlington Public School District

Gifted and Talented/ Twice-Exceptional Manual

Gifted and Talented (G&T) and Twice Exceptional (2E) programming are highlighted throughout this manual.



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District Overview

The North Arlington Public School District's Gifted and Talented/ Twice Exceptional program is designed to identify students who demonstrate high levels of ability in one or more content area(s) and to provide them with appropriate instructional adaptations and services. Curricular and instructional modifications used for gifted and talented students, indicating content, process, products, and learning environments, will be implemented throughout the course of each school year. Gifted and Talented assignments may be integrated into day-to-day student learning or framed as extension activities. The primary goal of this program is to provide students with the opportunity to expand their academic growth in a flexible, differentiated framework. The district will strive to implement Gifted and Talented services tailored to each individual student while fostering collaboration, social-emotional development, and global citizenship.

Gifted and Talented Program Act

In January 2020, Governor Phil Murphy signed into law the Strengthening Gifted and Talented Education Act (A4710). The new law is designed to establish the responsibilities of school districts for educating gifted and talented students. The act includes the following definitions:

"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.

As set forth, the act also includes the following provisions:

- School Districts must identify and provide a continuum of multiple services to gifted and talented students.
- The number of gifted and talented students must be reported to the state by grade level.
- School Districts must identify the number of teachers and/or school administrators who provide services to gifted and talented students.
- Gifted and talented students can be gifted in one or more subjects or areas.
- School Districts must report their procedures for identifying gifted students. Instructional adaptations for gifted students must also be reported including professional development for staff.
- Districts must also make information about gifted education available on the district's webpage. The district's website must include the policies used to identify gifted and talented students and the continuum of services being offered by the district.
- The identification process shall include English language learners and students who have IEP and 504 Plans.

Accordingly, the Gifted & Talented Program at North Arlington Public Schools has been revised to meet the needs of the district's most able learners at the K-12 grade levels. The revised program provides an identification process and a continuum of services for gifted students. In addition, North Arlington's Gifted and Talented Program will provide equal access to all students, including English language learners, and students with IEP and 504 Plans (Twice Exceptional).

New Jersey Regulations and Gifted Programming Standards

On June 1, 2005, the State Board of Education readopted with amendments [N.J.A.C. 6A: 8, Standards and Assessment for Student Achievement](#), which includes more specific requirements for gifted and talented programs. NJDOE defines Gifted 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."

New Jersey Administrative Code - 6A:8-3.1(a)(5)

6A:8-3.1 Curriculum and instruction (a) 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 NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

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 modifications 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.

Key Points from 6A:8-3.1(a)(5)

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes **multiple measures**, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.
- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- N.J.A.C. 6A: 8-3.1(a)5 ii requires local 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.
- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.
- **District boards of education shall take into consideration the *PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children (NAGC)* in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at [NAGC Standard](http://www.nagc.org/standards).**
- Each curriculum framework developed by the department 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/education/archive/frameworks/>.
- Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.

Funding for Gifted and Talented Students (NJDOE)

[Website Link: Funding for Gifted and Talented Students \(NJDOE\)](#)

According to the Every Student Succeeds Act (ESSA), districts may use [Title I](#) funds to identify and serve gifted and talented students. In addition, districts may use [Title II](#) professional development funds to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.

Fast Facts from the NJDOE

[Website Link: Fast Facts from the NJDOE](#)

- Gifted and talented student: The "[Strengthening Gifted and Talented Education Act](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities. "
- Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, www.nagc.org).
- Multiple measures: "Multiple measures" refers to the use of multiple indicators and sources of evidence of student assessment, of varying kinds, gathered at multiple points in time. Some examples might include but are not limited to: achievement test scores; ability assessments; intelligence testing, student performance or products, talent portfolios, and parent, student, and/or teacher observations and recommendations.
- Instructional adaptation: 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.
- Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.
- Filing a complaint: The law states, "an individual who believes that a school district has not complied with the provisions of this Act may file a complaint with the district 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 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 [[N.J.A.C. 6A:3-1.3 and 1.4](#)]."

District Approach to Enrichment, Student Identification and Services

The North Arlington Public School district believes that it is essential to address the "whole child" when identifying G&T/2E students. For this reason, the district's adopted multiple measures include traditional measures such as cognitive screenings, objective academic data, instructional reading levels, acquisition of advanced standard-based skills in conjunction with expanded measures in Visual and Performing Arts as well as Health and Physical Education. This approach has been carefully reviewed and approved by our administrative leaders, specialists, and instructional staff in collaborative professional learning communities. Comprehensive rubrics were developed in order to accumulate recommendation data for students in grades K-12.

Gifted and Talented services are provided in multiple tiers: whole class/grade-level instruction, targeted differentiated instruction within the classroom, and small group/individualized instruction. This model allows for all students to be exposed to high-quality, differentiated instruction and opportunities to expand their learning in daily lessons. It is important to note that differentiated instruction and enrichment activities do not constitute additional work, but modified work. Students who are identified as Gifted and Talented or Twice Exceptional, based on district criteria, will partake in individualized instruction with activities derived from the North Arlington Gifted and Talented Curriculum as well as that outlined in advanced courses, as appropriate. It is the district's belief that all students should have access to enrichment opportunities and focused instruction.

Enrichment Continuum of Services <i>Providing G&T/2E opportunities for all students.</i>		
Whole Class/Grade-level Instruction	Targeted Differentiated Instruction	Individualized Instruction
Possible Activities: (Including but not limited to) <ul style="list-style-type: none"> ● IXL Learning Plans ● General Electives ● Career Readiness Courses ● STEAM Activities ● School Assemblies ● Class Trips ● Coding Activities ● Extra-Curricular Activities ● Visual and Performing Arts 	Possible Activities: (Including but not limited to) <ul style="list-style-type: none"> ● Rotating Workstations ● Workshop Modeling ● IXL Extended Learning Plans ● Anchor Activities ● Tiered Instruction ● Multiple Intelligence Activities ● Project Based Learning (PBL) ● Universal Design for Learning (UDL) Activities 	Possible Activities: (Including but not limited to) <ul style="list-style-type: none"> ● Accelerated, Honors, & AP STEM Courses ● Advanced VPA Courses ● Accelerated, Honors, & AP Literacy/Humanities Courses ● Advanced Business Courses & Internships ● Early College and Career Programs ● G&T/2E Community Projects ● G&T/2E Monthly Projects

Gifted and Talented Program Goals

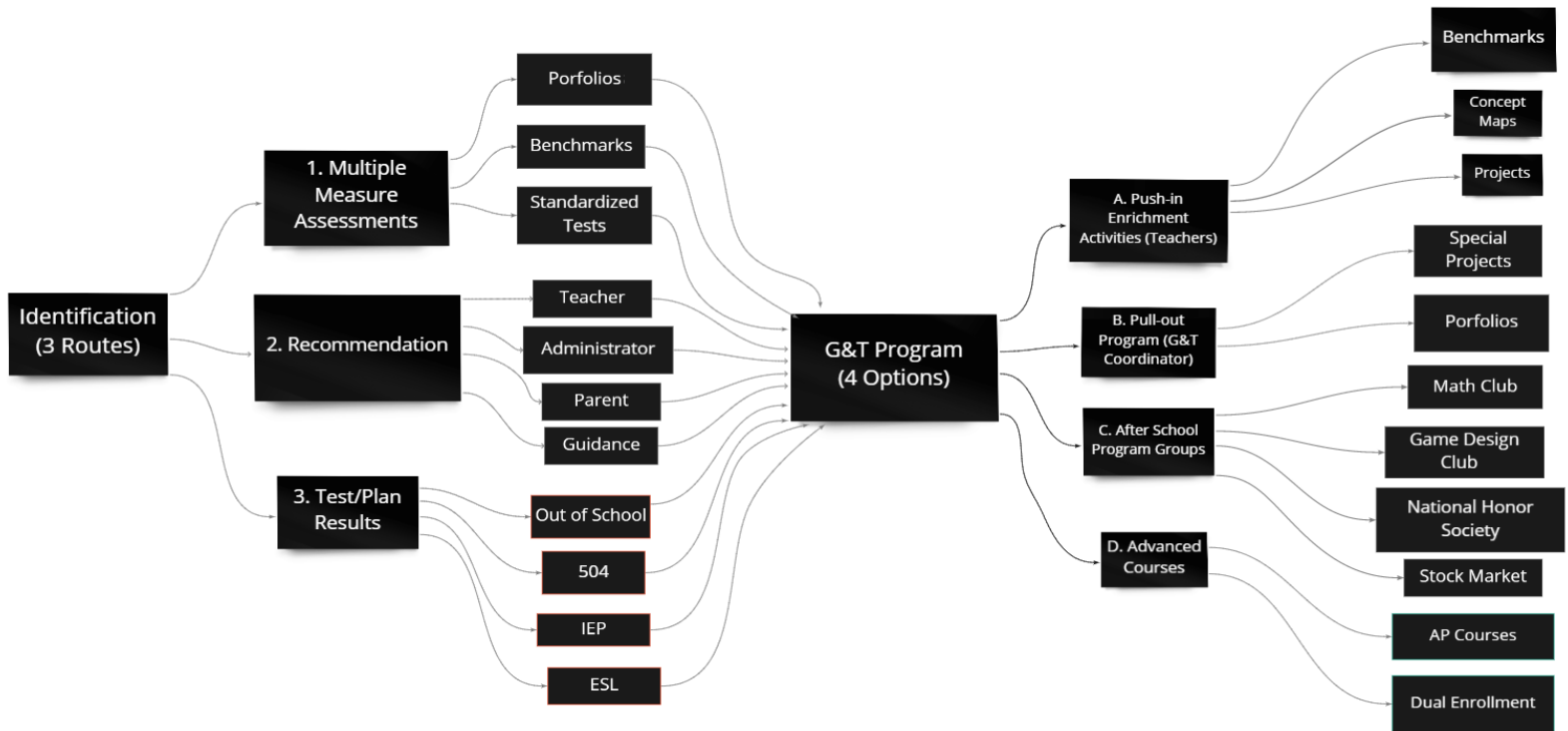
1. To provide our most able learners with opportunities to develop and expand their critical thinking skills and complex-problem solving strategies.
2. To provide activities that will foster originality, flexibility, and fluency.
3. To help our students develop the confidence needed to express ideas in a collaborative environment.
4. To provide our students with various opportunities to master the New Jersey Student Learning Standards through proficiency assessments.
5. To provide our talented students with opportunities to develop leadership skills.
6. To promote a lifelong commitment to learning.

Identification of Gifted and Talented Students

Pursuant to the Strengthening Gifted and Talented Education Act, school districts must identify gifted students by using multiple measures. The techniques used to identify gifted students shall involve objective and/or subjective methods. To accommodate for our students' needs, the identification process at North Arlington Public Schools will involve the following three pathways (or any combination of these):

1. **Multiple Measures:** Benchmarks, portfolios, standardized test scores, screeners or any combination of these must be used. The data will be analyzed by the school's administrator, teacher, and/ or guidance counselor. The students will then be referred to the G&T/2E program.
2. **Recommendations:** Can be done by the teacher, school administrator, guidance counselor and/or parent. Recommendation forms must be submitted to the school's administrator and/or gifted and talented program's coordinator.
3. **Test/Plan Results:** Results from ESL, IEP and/or 504 Plans and test results such as IQ tests are also valid. If a parent submits an IQ test score, a Parent Recommendation Form must also be submitted. The results will be analyzed by the school's administrator and/or guidance counselor. The students are then referred to the G&T/2E program's coordinator.

Gifted and Talented Program Map



Program Description

The primary focus of the Gifted and Talented/ Twice Exceptional Program at North Arlington Public Schools District is to provide our students with challenging work via educational opportunities that enrich and extend the New Jersey Student Learning Standards. Once a student is accepted into the program, the student will have the opportunity to participate in four models (or any combination of these options) to receive program services.

It is important to note that a student's continuation in the program will be based on performance assessments as well as achievement assessments. The evaluation of Gifted and Talented/ Twice Exceptional learners in the program will consist of performing actual or simulated real-life tasks by using skills that have been practiced in previous lesson units or combination of lesson units across various subject areas as appropriate.

The G&T/2E Program will provide gifted students with four models to complete the program:

Option A: Push-in Enrichment Activities

These activities are run by classroom teachers, and they must be embedded in the teacher's lesson plans. The push-in activities can be carried out individually, through small and/or large groups. To name a few, some of these activities can include a project, a concept map for a combination of units that can be used to perform a real-life task, and/or a benchmark that involves performing an actual or simulated real-world task.

Option B: Pull-out Programs

Gifted students will meet with the Gifted and Talented Program's teacher/coordinator periodically to work on a project or various projects throughout the school year, as per the district curriculum. Depending on the project or projects, students will have the opportunity to work individually or in groups at the discretion of the program's coordinator.

Option C: After School Program Group Activities

Gifted students who attend after school clubs can also make use of these activities to continue to be in the Gifted and Talented Program. Students will work in various group activities. The G&T/2E coordinator will work closely with the teachers who run the after-school clubs to decide which of these activities are deemed acceptable. By involving the district's after school programs and clubs, the program will be successful in providing gifted students with the opportunity to interact and collaborate with peers of similar abilities. Students will also be offered the opportunity to explore ideas and topics that extend beyond the traditional curriculum.

Option D: Advanced Courses

Gifted students who attend and complete advanced placement and/or dual-enrollment courses can also continue to be enrolled in the G&T/2E Program. The G&T/2E program's coordinator will work closely with teachers who teach advanced courses to ensure the gifted student's success within the program.

The Gifted and Talented Program at North Arlington Public Schools District will involve multiple measures pertaining to Act A4710. As mentioned before, the focus of each component is to provide students with challenging work via educational opportunities that enrich and extend the New Jersey Student Learning Standards. The instructional methodology will include modifications in learning environments to meet the needs of our students. The G&T/ E2 coordinator will meet with the staff regularly during scheduled PLCs to ensure the program's success.

Program Rubrics

K-2 G&T/2E Early Identification Rubric

Student Initials & SID	Grade	Date	Recommending Teacher/Staff & Building
			Initial Recommending Staff Name:
Recommendation (Check One): G&T <input type="radio"/> N/A <input checked="" type="radio"/> Twice-Exceptional <input type="radio"/> N/A <input checked="" type="radio"/>			Additional Recommending Staff Name(s):
Program: F/R <input type="radio"/> N/A <input checked="" type="radio"/> IEP <input type="radio"/> N/A <input checked="" type="radio"/> 504 <input type="radio"/> N/A <input checked="" type="radio"/> ELL <input type="radio"/> N/A <input checked="" type="radio"/> N/A <input type="radio"/> N/A <input checked="" type="radio"/>			
Gifted Behaviors Rating Scale			
Gifted Behaviors Rating Scale (GBRS) (14/16 Min.)	Score	Value	GBRS rubric comments (Optional)
K-2 GBRS Rubric		5	
Reading & Writing			
LinkIt! Data (Grades 1-2 only)	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! ELA Testing Session <input type="radio"/> Fall <input checked="" type="radio"/>		5	
Dibels 8 Score	Composite	Value	Notes (Optional)
Exceeding (Blue- Core Support; Negligible Risk)		3	
Reading	TC Level	Value	Date RL Recorded
Highest Recorded Reading Level (2 Grade-Levels or Above)		5	
Writing	Score	Value	What NJSLs were assessed? Describe the artifact and attach all rubrics.
Highest Recorded Writing Score / Teacher-developed w/ rubric and NJSLs		5	
STEM			
LinkIt! Data (Grades 1-2 only)	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! Math Testing Session <input type="radio"/> Fall <input checked="" type="radio"/>		5	
Teacher STEM Artifacts	Score	Value	Upload artifact(s) and link below. Explain.
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Visual and Performing Arts			
Area(s) of Artistic Giftedness. Check all that apply. Dance <input type="radio"/> N/A <input checked="" type="radio"/> Music <input type="radio"/> N/A <input checked="" type="radio"/> Art <input type="radio"/> N/A <input checked="" type="radio"/> Theater <input type="radio"/> N/A <input checked="" type="radio"/>			
Teacher VPA Artifacts	Score	Value	Upload artifact(s) and link below. Explain.
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Physical Education/ Health			

Teacher Physical Education/ Health Artifacts	Score	Value	Upload artifact(s) and link below. Explain.
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLA		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLA		5	
Cumulative Score and Finalization			
Student's Total Score: (Sum of Values in Multiple Categories)	Recommendation Type: Moderate ▾ Very Strong (Little to no review of exceeded criteria) = 40+ Cumulative Points Strong (Some review of exceeded criteria) = 30-39 Cumulative Points Moderate (Requires review of minimal criteria) = 20-29 Cumulative Points		
Notes:	Administrator Reviewed and Approved N/A ▾ Administrator Initials:		

3-8 G&T/2E Recommendation Rubric

Student Initials & SID	Grade	Date	Recommending Teacher/Staff & Building
			Initial Recommending Staff Name:
Recommendation (Check One): G&T N/A ▾ Twice-Exceptional N/A ▾			Additional Recommending Staff Name(s):
Program: F/R N/A ▾ IEP N/A ▾ 504 N/A ▾ ELL N/A ▾ N/A N/A ▾			
Cognitive and Social Emotional Skills			
OLSAT8 N/A ▾ RAVENS N/A ▾ OTHER _____ N/A ▾	Score	Value	Notes (Optional)
Score indicates giftedness according to test/screener criteria		20	
Social-Emotional/ Leadership Skills (11/13 Advanced Areas Min.)	Advanced	Value	Comments (Optional)
Casper Assessment for Social-Emotional Skills (CASES) rubric	N/A ▾	5	
Reading & Writing (Social Studies)			
LinkIt! Data	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! ELA Testing Session Fall ▾		5	
NJSLA Data	Score	Value	Comments (Optional)
Exceeding Expectations ELA		5	
Instructional Reading Level	Level	Value	Date RL Recorded (Required)
Highest Recorded Reading Level (2 Grade-Levels or Above)		5	
Teacher Writing Artifact	Score	Value	Explanation of artifacts (Required)

Highest Recorded Writing Score/ Teacher-developed w/ rubric and NJSL		3	
STEM			
Area(s) of giftedness. Check all that apply. Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Math <input type="checkbox"/>			
LinkIt! Data	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! Math Testing Session <input type="button" value="Spring"/>		5	
NJSLA Data	Score	Value	Comments (Optional)
Exceeding Expectations Math		5	
Exceeding Expectations Science Gr. 5 & 8		5	
Teacher STEM Artifacts (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Visual and Performing Arts			
Area(s) of Artistic Giftedness. Check all that apply. Dance <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> Theater <input type="checkbox"/>			
Teacher VPA Artifacts (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Social-Emotional/ Physical Education/ Health			
Teacher Social-Emotional/ Physical Education/ Health Artifacts (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSL		5	
Cumulative Score and Finalization			
Student's Total Score: (Sum of Values in Multiple Categories)	Recommendation Type: <input type="button" value="Moderate"/> Very Strong (Little to no review of exceeded criteria) = 40+ Cumulative Points Strong (Some review of exceeded criteria) = 30-39 Cumulative Points Moderate (Requires review of minimal criteria) = 20-29 Cumulative Points		
Notes:	Administrator Reviewed and Approved <input type="button" value="N/A"/> Administrator Initials:		

9-12 G&T/2E Recommendation Rubric

Student Initials & SID	Grade	Date	Recommending Teacher/Staff & Building
			Initial Recommending Staff Name:
Recommendation (Check One): G&T <input type="radio"/> N/A <input checked="" type="radio"/> Twice-Exceptional <input type="radio"/> N/A <input checked="" type="radio"/>			Additional Recommending Staff Name(s):
Program: F/R <input type="radio"/> N/A <input checked="" type="radio"/> IEP <input type="radio"/> N/A <input checked="" type="radio"/> 504 <input type="radio"/> N/A <input checked="" type="radio"/> ELL <input type="radio"/> N/A <input checked="" type="radio"/> N/A <input type="radio"/> N/A <input checked="" type="radio"/>			
Cognitive and Social Emotional Skills			
OLSAT8 <input type="radio"/> N/A <input checked="" type="radio"/> RAVENS <input type="radio"/> N/A <input checked="" type="radio"/> OTHER _____ <input type="radio"/> N/A <input checked="" type="radio"/>	Score	Value	Notes (Optional)
Score indicates giftedness according to test/screener criteria		20	
Social-Emotional/ Leadership Skills Assessment (14/17 Adv. Min.)	Advanced	Value	Comments (Optional)
Casper Assessment for Social-Emotional Skills (CASES) rubric	<input type="radio"/> N/A <input checked="" type="radio"/>	5	
Reading & Writing (Social Studies)			
LinkIt! Data	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! ELA Testing Session <input type="radio"/> Fall <input checked="" type="radio"/>		5	
NJSLA Data	Score	Value	Comments (Optional)
Exceeding Expectations ELA		5	
Teacher Objective Assessment Artifact (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifact & Teacher-developed w/ rubric and NJSLs (Required)
Highest Recorded Benchmark, Final Exam, Cumulative Assessment		5	
Other Standardized Assessment Artifact (PSAT, SAT, AP)	Score	Value	Assessment Type (Required)
Highest Recorded Score		3	
STEM			
Area(s) of giftedness. Check all that apply. Science <input type="radio"/> N/A <input checked="" type="radio"/> Technology <input type="radio"/> N/A <input checked="" type="radio"/> Engineering <input type="radio"/> N/A <input checked="" type="radio"/> Math <input type="radio"/> N/A <input checked="" type="radio"/>			
LinkIt! Data	% Score	Value	Quartile / Performance Tier (Required)
Exceeding Expectations LinkIt! Math Testing Session <input type="radio"/> Spring <input checked="" type="radio"/>		5	
NJSLA Data	Score	Value	Comments (Optional)
Exceeding Expectations Math		5	
Exceeding Expectations Science Gr. 11		5	
Teacher STEM Artifacts (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLs		5	
Other Standardized Assessment Artifact (PSAT, SAT, AP)	Score	Value	Assessment Type (Required)

Highest Recorded Score		3	
Visual and Performing Arts			
Area(s) of Artistic Giftedness. Check all that apply. Dance N/A ▾ Music N/A ▾ Art N/A ▾ Theater N/A ▾			
Teacher VPA Artifacts	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Social-Emotional/ Physical Education/ Health			
Teacher Social-Emotional/ Physical Education/ Health Artifacts (Must explicitly demonstrate mastery)	Score	Value	Explanation of artifacts (Required)
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Highest Recorded Artifact / Teacher-developed w/ rubric and NJSLS		5	
Cumulative Score and Finalization			
Student's Total Score: (Sum of Values in Multiple Categories)	Recommendation Type: Moderate ▾ Very Strong (Little to no review of exceeded criteria) = 40+ Cumulative Points Strong (Some review of exceeded criteria) = 30-39 Cumulative Points Moderate (Requires review of minimal criteria) = 20-29 Cumulative Points		
Notes:	Administrator Reviewed and Approved N/A ▾ Administrator Initials:		

Additional Resources and Documents

National Association for Gifted Children

“NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. We aim to support parents and families; K-12 education professionals, including support service personnel; and members of the research and higher education community.”

- [Resources for Educators](#)
- [Resources for Parents](#)
- [Professional Learning](#)

District Policy

2464 - GIFTED AND TALENTED STUDENTS (M)

Section: Program

Date Created: October 2008

Date Edited: November 2020

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 that 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 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.

District Regulation

2464 - GIFTED AND TALENTED STUDENTS (M)

Section: Program

Date Created: October 2016

Date Edited: January 2021

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 Superintendent or designee(s) will review the cumulative files of all Kindergarten through grade twelve students against the criteria for identifying gifted and talented students. The review will include, but not be limited to consideration of intelligence ratings, classroom achievements, the results of standardized testing, and/or teaching staff member observation reports.

3. The Superintendent or designee(s) 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 Director of Curriculum and Instruction and School Principals will select those students who should participate in the program for gifted and talented students. Other appropriate staff members, such as the Director of Special Education, CST, ELL instructors, and teachers may be consulted during this process.

B. Identification Process and 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 once identified

as being subject-based gifted, LEP gifted or twice-exceptional using the following identification criteria and universal tools including, but not limited to:

1. Identification Instruments

NJSLA-ELA/M/Science

Wpsi IV- Weschler Preschool and Primary Scale of Intelligence (2:6 – 7:7)

Online Olsat Ability Assessment- 3rd and 6th grade

Wisc V – Weschler Intelligence Scale for Children (6 – 16:11)

WJIV – Woodcock Johnson

WIAT 4 – Weschler Individual Achievement Test

Ravens Progressive Matrices Assessment

LinkIt! Forms A-C and Released Items

Teachers' College Reading Assessments

Performance Assessment – Kindergarten Benchmark Screening

2. North Arlington Teachers' nomination forms for general and specific academic areas and portfolio assessments must be submitted by the student's teacher of the specific subject area. The nomination/portfolio assessment will be assessed by the Gifted and Talented Committee. Approval must be granted prior to entering the Gifted and Talented program. A nomination does not guarantee placement.

3. Gifted and talented student identification will be ongoing throughout the course of the school year based on student's progress, assessment and teacher recommendation.

C. Programming:

Programming exists to provide systematic and continuous services for the pupils who have been identified as gifted and talented. Identification has shown a need for these pupils to receive programming options to enrich their education beyond their current classroom curriculum. The district will strive to provide appropriate services to identified students including, but not limited to:

- Differentiated instruction
- Balanced Literacy Techniques
- Curriculum Compacting
- Project-Based Learning (PBL)
- Social Emotional Learning (SEL) Supports and Mentorship Opportunities
- Curriculum Compacting
- Public Service Projects
- Cluster grouping
- Learning Centers

- Honors Classes/ AP Courses/ Advanced Classes
- Meadowlands Environmental offerings for high ability learners
- After school clubs/activities
- Visual/Performing Arts Programming
- Pull-out groups for special instruction in instrumental or vocal work
- School Newspapers
- Pupils art exhibits displayed in a public venue
- Academic Contests - Spelling Bees, Geography Bee, Math Meets
- Fairs - Science Fair, Learning Fair, Math Fair, Cultural Arts Fair
- Student Council
- The Early College Program

A classroom teacher may provide for the needs of gifted and talented students by:

- Presenting content material that is related to broad-based issues, themes, or problems
- Integrating multiple disciplines into the study area
- Allowing for in-depth learning of a topic selected by the student within the study area
- Developing the student's independent and self-directed study skills
- Developing research skills and methods
- Integrating higher level thinking skills into the curriculum
- Focusing on open-ended tasks
- Using new techniques, materials, and forms
- Encouraging the development of self-understanding
- Encouraging self-appraisal and evaluation

D. The success of the Gifted and Talented Program is dependent upon the contributions of various stakeholders who enhance the growth and development of gifted and talented students. School administrators, teachers and other support staff will engage in Professional Learning Communities (PLCs) and/or Professional Development opportunities focused on the aforementioned services throughout the course of the school year. Parents will have access to Gifted and Talented resources and information on our School District website. Parents of children identified and placed in the Gifted and Talented program will be notified by the child's Principal.

E. Exit Procedures

The student may be withdrawn from the gifted and talented program when:

- The student's academic record indicates a decline in performance
- The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal
- The student's parent(s) or legal guardian(s) requests withdrawal

Revision Board Approved: 17 October 2016

Revision Adopted: August 28, 2017

Revision Adopted: January 25, 2021

Gifted and Talented Parent Recommendation Form

In January 2020, Governor Phil Murphy signed into law the Strengthening Gifted and Talented Education Act (A4710). The new law is designed to establish the responsibilities of school districts for educating gifted and talented students. The act includes the following definitions:

"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 chronological peers in the school district and who requires modifications of the educational program if [the student] is to achieve in accordance with his[/her/their] 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.

As the North Arlington Public School District continues to serve out Gifted and Talented/Twice-Exceptional* students, we recognize that parents possess valuable information regarding the learning characteristics of their children and act as our partners in advocating for students' success. Please complete this form and submit it to your child's building principal, to share your insights. Submission of this form **does not** guarantee that your child will be identified as gifted and talented or twice-exceptional. It will however, notify the school district of your wishes and will prompt additional review of all pertinent data tied to your child's abilities. An update as to your child's application status will be provided once this form is submitted and all information is fully reviewed.

Student Information

Full Name: _____ Student ID #: _____ Home Phone: _____
Address: _____ Birth Date: _____ Grade: _____

Subject Area(s) being recommended for Gifted and Talented/Twice-Exceptional* Identification:

- Language Arts
- Mathematics
- Science
- Visual and Performing Arts
- Other: _____

What information is being used to make this recommendation? (i.e. current standardized tests, current grades, G&T/2E identification in previous district if recently transferred to North Arlington, etc.) Please explain as thoroughly as possible.

Parent Information

Full Name of Recommending Parent: _____
Relationship to Student: _____
Signature: _____

* According to the NAGC, the term "twice-exceptional," also referred to as "2e," is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).

Gifted and Talented Student Withdrawal Form

This form outlines withdrawal from the Gifted and Talented program, based on the criteria outlined in Regulation 2464. It may be submitted by the student's teacher, case manager, building administrator, or parent. District staff will be asked to provide specific data to justify withdrawals. Parents may be asked for feedback regarding their withdrawal as a means to continue improving district-wide G&T services. Families will be notified by their building principal of all official withdrawals.

Reason for withdrawal, as per Regulation 2464:

- The student's academic record indicates a decline in performance
- The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal
- The student's parent(s) or legal guardian(s) requests withdrawal

Initial G&T Recommendation Year (i.e. 2019-2020 SY) : _____

Year of G&T Review and Withdrawal (i.e. 2022-2023 SY): _____

Comments/ Feedback:

Staff/Parent Information:

Full name of staff or parent requesting withdrawal: _____

Relationship to student: _____

Signature: _____