

FREEHOLD BOROUGH SCHOOL DISTRICT
280 Park Avenue
Freehold, NJ 07728
Monmouth County

Office of Technology & Assessment



K-5

School Year 2023-2024

Gifted and Talented Program Plan

Board Adoption Date: June 26, 2023

Freehold Borough Board of Education

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Mr. Joseph Santonacita, Board Vice President
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Jennifer Donnelly, Director of Technology & Assessment
Cecilia Zimmer, Director of ESL, Bilingual & World Languages
John Brovak, Principal – Freehold Intermediate School
Heather Elkin, Vice Principal Principal – Freehold Intermediate School
Patrick Mulhern, Principal – Park Avenue Elementary School
William Smith, Principal – Freehold Learning Center

Gifted and Talented Program Planning Committee

Kenneth Slavick
Jennifer Trattler
Peggy Earhart

Freehold Borough School District

District Mission

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

Core Beliefs

We believe that:

- All people have inherent worth.
- Lifelong learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the well-being of the individual and for society to flourish.

Freehold Borough Public Schools

K-5 Gifted & Talented Program Guide

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Introduction and District Program Overview

The elementary Gifted and Talented program provides identified students in kindergarten through grade 5 with a demanding curriculum that provides high level learning opportunities. Through project based learning activities, the curriculum is planned to challenge their intellectual and creative heights. As defined by state regulation, gifted and talented students are 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.*

In screening students for the Gifted and Talented Program, the district uses multiple measures. The first stage in identification for the Gifted and Talented Program is nomination. In grades K -2, based on a Teacher Observation Inventory (TOI), students will participate in a pull-out Enrichment Cluster. Commencing with the 3rd grade, a more defined and focused G&T program is provided. Identified G&T students participate in a pull-out program where they will meet twice a week with the G&T teacher. The G&T program is project based learning that is designed to provide enrichment and experiences beyond the traditional curriculum that nurtures both student strengths and interests.

In grades K-2, teachers use the TOI tool to nominate students that will participate in the pull-out Enrichment Clusters. The TOI identifies behaviors of students in the areas of reading, curiosity, creativity, academic concepts, follow-through of activities, in-depth interests, spatial activities, leadership qualities, and special talents in the arts. Each of these behaviors align to a specific Enrichment Cluster.

Leading up to placement in 3rd grade, during the second semester of 2nd grade, the Naglieri Nonverbal Ability Test (NNAT) is administered to all second grade students. The results of this test, along with the report cards, benchmarks and teacher recommendation(s) are used to determine a child's placement into the 3rd grade G&T pull-out program. Each component is weighted equally.

At the end of each school year for grades 3-5, teachers are provided the opportunity to make recommendations on student placements. The building Principal and the District administrator overseeing the G&T program will review teacher nominations and/or teacher recommendations along with other multiple measures to determine if a change of placement should be made. The only exception is for students who are new to the district and were previously in a Gifted and Talented program.

Program Criteria

GRADES K-2 - Based on the TOI, nominated students will participate in a pull-out Enrichment Cluster that will be offered throughout the year. It is strongly encouraged that most students have the opportunity to experience 1 or more Enrichment Clusters based on feedback from the TOI. The Enrichment Clusters will align to the Categories in the TOI.

GRADE 3 Evaluation for Placement:

- Student must score within the top 7.5% on the NNAT;
- Student must score in the 92nd percentile on the final Benchmark Assessments;
- Report Card: Students must achieve the equivalent of a *B+* *final grade* or above in math, language arts, science and social studies;
- Teacher Nomination Survey (Non-Academic Measure)

GRADES 4 & 5 Recommendation for Placement:

- Teacher Nomination Survey (Non-Academic Measure);
- Teacher Recommendation Form (Academic Measure);
- Student must achieve a minimum of *proficient* on NJSLA ELA and Math;
- Student must score in the 92nd percentile on the final Benchmark Assessments;
- Report Card: Students must achieve the equivalent of a *B+* *final grade* or above in math, language arts, science, social studies.

NOTE: Students who transfer from another district and are already identified as a gifted and talented student will enter the program on probation.

Exit Criteria:

- If students consistently fall below the necessary requirements, parents will be notified of a possible evaluation of placement separate from the Gifted and Talented Program.

Program Schedule

In grades K-5, the students will be pulled out of their classrooms during their social studies period or any other approved class time. The students will meet with the Gifted and Talented teacher twice a week.

In grades K-2, the Enrichment Clusters (EC) will change each marking period. Some students may participate in more than one Enrichment Cluster in a given school year.

K-2 Cluster Enrichment pull-out (6 Periods-Tues/Thurs)

EC 1: VAPA - Grade 2 (1-3 weeks) Grade 1 (3-6 weeks) Kindergarten (6-9 weeks)

EC 2: Humanities - 2 days per week for 9 weeks (K-2 each day)

EC 3: STEM - 2 days a week for 9 weeks (K-2 each day)

EC 4: Experiential Learning (Free Cluster) - 2 days a week for 9 weeks (K-2 each day)

In grades 3-5, the students will be pulled out of class twice a week for the entire school year.

Grades 3-5 Gifted & Talented pull-out: - (4) ½ day Groups Mon/Wed Students will be identified through a screening process determined by the committee utilizing Renzulli's 3 Ring Conception of Giftedness Model: *task commitment - above average ability - creativity*

Grades 3 & 4: Teachers will monitor potential G&T students throughout the year and make recommendations at the end of the year based on criteria put in place by the committee.

Curriculum Design: Project-based (4 units approx. 8 weeks ea.)

Unit 1 - VAPA

Unit 2 - Humanities

Unit 3 - STEM

Unit 4 - Community Service/Experiential Learning

Program Outline

Through a screening process, nominated students in K-2 will meet with the G&T teacher to participate in Enrichment Clusters (EC) twice a week. The Enrichment Clusters will change each marking period, however, some students may be nominated to participate in more than one Enrichment Cluster throughout the year.

EC 1: VAPA - Grade 2 (1st-3rd weeks) Grade 1 (4th-6th weeks) Kindergarten (7th-9th weeks)

EC 2: Humanities - 2 days per week for 9 weeks (K-2 each day)

EC 3: STEM - 2 days a week for 9 weeks (K-2 each day)

EC 4: Experiential Learning (Free Cluster) - 2 days a week for 9 weeks (K-2 each day)

Through the use of multiple measures, identified students in grades 3-5 will participate in the G&T Pull-out Program. The G&T Pull-out Program will provide students with opportunities to experience a heightened intellectual & creative curriculum through project based learning activities that will include:

UNIT 1: VAPA

UNIT 2: Humanities

UNIT 3: STEM

UNIT 4: Community Service/Experiential Learning

Program Materials

To be determined through Curriculum writing process

Forms and Letters
GRADE K-5 Teacher Nomination Survey:



Borough of Freehold Public Schools

280 Park Avenue
 Freehold, New Jersey 07728
<http://www.freeholdboro.k12.nj.us>
 PHONE (732) 761-2100
 FAX (732) 761-2161

Jennifer A. Donnelly
 Director of Technology & Assessment

Rocco G. Tomazic, Ed. D
 Superintendent of Schools

Grade 3 G&T Teacher Nomination Form

Teacher Nomination Survey (Non-Academic Measure)

1. Student _____
2. Teacher _____
3. Date of Referral _____
4. School _____
5. Grade _____
6. Date of Birth _____
7. Parent Nomination (Check if appropriate): _____
8. Why do you think this student should be included in the Talent Pool? (You may wish to list examples of ideas, projects, creative endeavors, etc.):

Interests

Please indicate the areas of interest that the student has displayed in your class this year. If you've noticed other specific topics (computers, dinosaurs, etc.), please note this in the column entitled "Other."

	High (3)	Average (2)	Low (1)		High (3)	Average (2)	Low (1)
Fine Arts/Crafts				Music			
Creative/Writing				Drama			
Psychomotor				Technology			
Leadership				Other			
Total Points: _____							

GRADE K-2 Teacher Observation Inventory:

Freehold Borough Public Schools
Teacher Observation Inventory (TOI)
Grades K-2

Teacher: _____

School: _____ Grade: _____ School Year: 2019 - 2020

The behaviors described in the Teacher Observation Inventory are not limited to academic performance, but can be observed informally as children are playing or absorbed in a self-chosen task. Please select *the most prominent category* for each of your students, as you observe them, in your class and enter it into the Google sheet by the due date indicated on the Assessment Calendar.

A. The Child Who Learns Easily STEM

1. Grasps academic concepts early
2. Follows through and completes tasks on time
3. Seeks complex and challenging activities
4. Exhibits higher level thinking and problem solving skills

B. The Curious/Creative Child VAPA

1. Exhibits imagination and originality
2. Explores not only what, but why
3. Observes more than others, makes more connections
4. Asks compelling questions
5. Displays a marvelous sense of humor
6. Is determined to try out ideas, challenge assumptions
7. Uses logic
8. Actively explores the environment in quest for knowledge

C. Lover of Language and Books (Reads Everything) HUMANITIES

1. Reads above grade level
2. Immerses himself/herself in a world of words, ideas and fantasy
3. Has advanced vocabularies
4. Exhibits advanced writing skills
5. Displays a love for writing
6. Is highly verbal, but may be unable to put ideas in writing (K-1)

Freehold Borough Public Schools
Teacher Observation Inventory (TOI)
Grades K-2

D. The Child with In-Depth Interests STEM

1. Advanced understanding of technology
2. Has a wealth of information about topics of interest
3. Is considered class expert
4. May have collections that are organized in some way
5. Independently researches a topic
6. Displays above grade level mathematical abilities

E. Aptitude for Spatial Activities VAPA

1. Demonstrates extraordinary abilities in building
2. Spatial awareness
3. Often invents games and contest
4. Can be intrigued by anything mechanical
5. Enjoys expressing what he/she knows through drawing

F. Leadership Qualities HUMANITIES/STEM

1. Has ability to organize people and situations
2. Other children seem to be magnetically drawn to him/her
3. Classmates turn to these young leaders for advice or direction
4. Have extraordinary interpersonal and group dynamic skills
5. Attention to order and detail helps get the task accomplished
6. Strong desire to take charge

G. Special Talents in the Performing Arts VAPA

1. Very expressive and imaginative when he/she plays or tells stories
2. Can create characters
3. Always performing and often steals the show
4. Uses body, facial and vocal expression naturally
5. Likes to put on plays and puppet shows
6. Likes to dress up in costume and pretends to be the character
7. Talented in dance and motion-excellent in spatial awareness
8. Shows an early talent and interest in music-has developed sense of rhythm

GRADE 3-5 Excel Spreadsheet: Multiple Measure Entrance Criteria

Last Name	First Name	Middle Initial	Student ID	Gender	Race/Ethnicity	School	Group Name	ELL Status	Special Education IEP	Total Grade PR	Total Grade Stanine	A	B	C	D	E	F	G	Report Card A's - B's	June Benchmark MATH%	June Benchmark ELA%	FA	CW	PM	Lead	MU	DR	Tech		
M	Hispanic or Latino	F.L.C.	DELVECOCHO							22	3																			
M	Hispanic or Latino	F.L.C.	FRALMERE	Y						33	4	X					X		X			X							X	
F	Black or African American	F.L.C.	GALLINOI							25	4	X																		
F	Hispanic or Latino	F.L.C.	FRIDUITY							22	3							X	X	X			X				X			
F	Black or African American	F.L.C.	GALLINOI							14	3																			
F	Hispanic or Latino(White)	F.L.C.	LAZARO	Y						33	4	X																	X	
M	Black or African American	F.L.C.	SLUK	Y				Y		46	5			X										X						
F	Hispanic or Latino	F.L.C.	DELVECOCHO							22	3								X											
M	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	70	6		X															X		
M	Hispanic or Latino	F.L.C.	WINDORSK							46	5							X							X					
F	Black or African American	F.L.C.	GALLINOI							73	6																			
F	White	F.L.C.	LAZARO							50	5																			
M	Black or African American	F.L.C.	WINDORSK							DNA	DNA																			
M	Hispanic or Latino	F.L.C.	DELVECOCHO							13	3																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y						35	4																			
F	Hispanic or Latino	F.L.C.	LAZARO	Y						55	5																			
M	White	F.L.C.	DELVECOCHO							30	4																			
M	Black or African American	F.L.C.	LAZARO							22	3																			
M	Hispanic or Latino	F.L.C.	SLUK					Y		14	3																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	11	3																			
F	Black or African American(White)	F.L.C.	SLUK	Y				Y		5	2																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	27	4																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	9	2																			
F	Hispanic or Latino	F.L.C.	SLUK	Y				Y	Y	1	1																			
F	Black or African American	F.L.C.	SLUK							20	3																			
M	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	14	3																			
M	Black or African American(Hispanic)	F.L.C.	GALLINOI						Y	16	3																			
F	Hispanic or Latino	F.L.C.	SLUK							67	6																			
F	Hispanic or Latino	F.L.C.	FRIDUITY							41	5																			
F	Hispanic or Latino	F.L.C.	FRIDUITY	Y					Y	13	3																			
M	White	F.L.C.	LAZARO							67	6																			
M	Hispanic or Latino	F.L.C.	LAZARO	Y					Y	27	4																			
M	White	F.L.C.	DELVECOCHO							97	8																			
F	Asian	F.L.C.	DELVECOCHO							36	4																			
M	Hispanic or Latino	F.L.C.	WINDORSK							30	5																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	20	3																			
F	Hispanic or Latino	F.L.C.	DELVECOCHO							20	3																			
M	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	14	3																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	25	4																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	16	3																			
F	Hispanic or Latino	F.L.C.	WINDORSK							50	5																			
F	Hispanic or Latino	F.L.C.	DELVECOCHO							55	5																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	25	4																			
M	Hispanic or Latino	F.L.C.	SLUK							8	2																			
F	Hispanic or Latino	F.L.C.	GALLINOI							1	1																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	46	5																			
M	Hispanic or Latino	F.L.C.	GALLINOI							70	6																			
F	White	F.L.C.	FRIDUITY						Y	70	6																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	50	4																			
M	Black or African American(Hispanic)	F.L.C.	GALLINOI							DNA	DNA																			
M	Hispanic or Latino	F.L.C.	FRIDUITY							16	3																			
M	Hispanic or Latino	F.L.C.	WINDORSK					Y		13	3																			
F	Hispanic or Latino	F.L.C.	LAZARO	Y					Y	27	4																			
M	Hispanic or Latino	F.L.C.	LAZARO	Y					Y	16	3																			
F	Black or African American	F.L.C.	DELVECOCHO							83	7																			
F	Hispanic or Latino	F.L.C.	WINDORSK							20	3																			
M	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	55	5																			
F	Asian	F.L.C.	WINDORSK							20	3																			
M	Hispanic or Latino	F.L.C.	DELVECOCHO							60	6																			
F	Hispanic or Latino	F.L.C.	DELVECOCHO							55	5																			
F	Hispanic or Latino	F.L.C.	DELVECOCHO							20	3																			
F	Hispanic or Latino	F.L.C.	LAZARO	Y					Y	25	4																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	30	3																			
M	Hispanic or Latino	F.L.C.	WINDORSK							16	3																			
F	Hispanic or Latino	F.L.C.	FRIDUITY							22	3																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	11	3																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	63	6																			
F	White	F.L.C.	LAZARO							25	4																			
F	Hispanic or Latino	F.L.C.	AMADOR	Y					Y	16	3																			
M	Asian	F.L.C.	GALLINOI							94	8																			
F	Hispanic or Latino	F.L.C.	GALLINOI							13	3																			
F	Hispanic or Latino	F.L.C.	FRALMERE	Y					Y	7	2																			
F	Hispanic or Latino	F.L.C.	FRIDUITY							16	3																			
F	Hispanic or Latino(White)	F.L.C.	FRIDUITY							45	4																			

ICI Key:

- A- Learning Disability
- S-Course/Subject
- C- Lower Language
- U- In-depth Interview
- D- Special Act.
- H- Leadership
- G- Internia

Teacher Nomination Survey

- PA - Fine Arts/Drama
- CW - Creative Writing
- PM - Psychomotor
- Lead - Leadership
- RO - Robotics
- DT - Drama
- Tech - Technology

GRADE 3 G&T Parent Acceptance Letter:



Borough of Freehold Public Schools
280 Park Avenue
Freehold, New Jersey 07728
<http://www.freeholdboro.k12.nj.us>
PHONE (732) 761-2100
FAX (732) 761-2161

Jennifer A. Donnelly
Director of Technology & Assessment

Rocco G. Tomazic, Ed.D.
Superintendent of Schools

To the Parent/Guardian of:
XXX
XXX
XXX
|

August 30, 2019

RE: XXX, Grade 3

Dear Parent/Guardians:

This letter is to inform you that your child, XXX will be placed in the Gifted and Talented program within Freehold Borough School District. XXX's placement in the program was determined through a combination of multiple measures which include, report card grades, benchmark assessments and teacher recommendation.

All students in the Gifted and Talented Program will meet twice a week with the Gifted and Talented teacher where they will participate in project based learning activities that will enhance their educational experience and nurture their strengths and interests.

Congratulations to XXX for all his/her hard work!

Sincerely,

Jennifer A. Donnelly
Director of Technology & Assessment

C: Building Principal
Student File

Teacher Recommendation/Exit Form:

GIFTED AND TALENTED DEPARTMENT

TEACHER RECOMMENDATION  *Due to Jennifer Donnelly by June 15th*

TEACHER EXIT FORM  *Copy to Building Principal by June 15h*



GRADES 3, 4 & 5 Criteria:

- **Teacher Recommendation:** *Teacher Nomination Survey* must be completed for any student to be considered into the Gifted and Talented Program.
- **OR** Student must achieve an *Exceeding Expectation status* on the **June Benchmark Assessment;**
- **AND Report Card:** Students must achieve the equivalent of a B+ average and above in all core classes.

Please complete the following data for review:

Student Name: _____ Grade: _____

June Benchmark Scores: Math _____ LAL _____

Final Report Grade Averages: Math _____ LAL _____ S.S. _____ SC _____