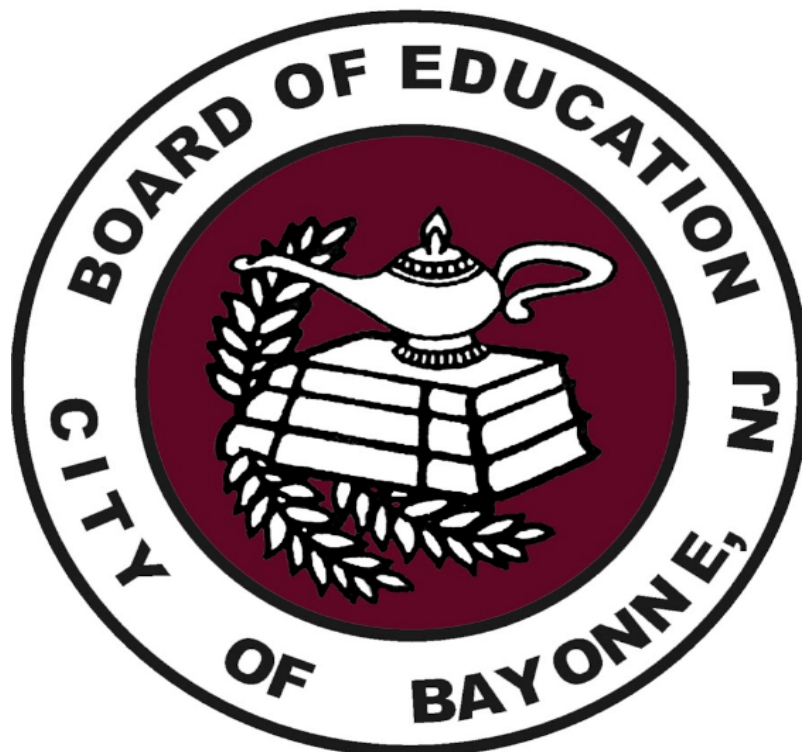


Bayonne Public School District



Gifted and Talented Enrichment Manual

669 Avenue A
Bayonne, New Jersey 07002

District Gifted and Talented Committee

Member Name	Title
Dr. Wachera Ragland-Brown	Chief Academic Officer
Dr. Dennis Degnan	Assistant Superintendent
Dawn Aiello	Director of Math
Jolene Bergantino	Coordinator of Data, Assessment, State & Federal Programs
Monique Bullock	Principal
Tim Craig	Director of Music / Art
Colleen Damian	Communications Manager
Tara Degnan	Director of Science
Kim DeMedici	Supervisor- Special Services
Monica Flynn	Director of Early Childhood, World Language, & ESL / Bilingual Education
Lisa Gomez	District Gifted & Talented Coach
Thomas Jacobson	Director of Physical Education
T. Elisha Mele	District Gifted & Talented Coach
Nancy Ruane	Director of English
Tara Soto	District Gifted & Talented Coach
Dan Ward	Director of Social Studies

Gifted and Talented School-Wide Committees**John M. Bailey Community School**

Member Name	Title
Albert McCormick, Jr.	Principal
Alana Ryan	Assistant Principal
Dana Vincent	School Counselor
Susan Fahley	Classroom Teacher K-2
Kathleen Hickey	Classroom Teacher 3-5
Dawn Cole-Moon	Classroom Teacher 3-5
Justin Scriven	Art Teacher
Eva Stavridis	Music Teacher
Joseph Norton	Physical Education Teacher
Jessica Yurechko	Child Study Team

Mary J. Donohoe Community School

Member Name	Title
Philip Baccarella	Principal
Amanda Schenkman	School Counselor
Marissa Wade	Classroom Teacher 3-5
Danielle Regan	Classroom Teacher 3-5
Melissa Galella	Inclusion Teacher
Nicole Miragliotta	Special Education Teacher

Henry E. Harris Community School

Member Name	Title
Maria Kazimir	Principal
Luisa Jaros	Assistant Principal
Kaitlyn Ballance	School Counselor
Susan Armstrong	Classroom Teacher K-2
Danielle Raslowsky	Classroom Teacher 3-5
Maria Pardo	Classroom Teacher 6-8
Jenna Iorio	Inclusion Teacher
Jennifer Circkirillo	Reading Specialist
Michele Gargano	Physical Education Teacher
Michele Barba	Child Study Team

Lincoln Community School

Member Name	Title
Carolyn Malanowski	Principal
Heather Zalis	Assistant Principal
Meghan Hickey	School Counselor
Diane Creswick	Classroom Teacher K-2
Nicole Suhovic	Classroom Teacher K-2
Dorothy Novak	Classroom Teacher 3-5
Katie Ryan	Classroom Teacher 6-8
Patricia Feuer	Special Education Teacher
Angela Fearon	Technology Teacher
William Zasowski	Physical Education Teacher

Nicholas Oresko Community School

Member Name	Title
Monique Bullock	Principal
Alissa Ramdat	School Counselor
Katie Kim	Math Coach/ Data Team
Mikaela Ponce	Classroom Teacher K-2
Dana Lella	Classroom Teacher 6-8
Lee Gray	Classroom Teacher 6-8
Ally Petraikian	Special Education Teacher
John Brown	Special Teacher
Carina Lamas	Music Teacher

Horace Mann Community School

Member Name	Title
Donald Byrd	Interim Principal
Evan Wexler	Assistant Principal
Sara Kos	School Counselor
Marisa Lombardi	Classroom Teacher K-2
Claire Donohue	Classroom Teacher 3-5
Dr. Jamie Smith	Classroom Teacher 6-8
Tracy Napier	Special Education Teacher
Taylor Rooney	ESL Teacher
Michele Green	Music Teacher
Brittany Mirsky	Child Study Team

Dr. Walter F. Robinson Community School

Member Name	Title
Dr. Karen Fiermonte	Principal
Areta Costello	Assistant Principal
Leslie Cirillo	School Counselor
Tiffany Pineiro	Mental Health Counselor
Ereny Sami	Classroom Teacher K-2 Bil Arabic
Anabel Fernandez	Classroom Teacher 3-5 Bil Spanish
Jennine Pelliccia	Classroom Teacher 3-5
Melissa Romeo	Art Teacher
Thomas Warren	Music Teacher
Robert Yannaccone	Physical Education Teacher

William Shemin Midtown Community School

Member Name	Title
James Pondillo	Principal
Kelly Carroll	Assistant Principal
Chris Romano	Assistant Principal
Andrea Mantone	School Counselor
Maria Czuba	Classroom Teacher 3-5
Robyn Pullaro	Classroom Teacher 3-5
Catherine Clark	Special Education Teacher
Michelle Appleby	Special Education Teacher
Serge Puchinsky	Music Teacher
Christian DelPiano	Physical Education Teacher
Kim Hightower	Child Study Team

Philip G. Vroom Community School

Member Name	Title
Stacey Janeczko	Principal
Sandra D'Angelo	School Counselor
Katie Kim	Math Coach/Data Team
Bernice Poalucci	Special Education Teacher
Chrissy Alvarez	Title I Interventionist
Crystal Perez	Title I Interventionist
Ashley Mueller	Classroom Teacher
Sara Sgardelis	Classroom Teacher 3-5
Martin McNerney	Classroom Teacher 6-8
Michael Mitchell	Physical Education Teacher
Michelle Kilroy	Child Study Team

Washington Community School

Member Name	Title
George Becker	Principal
Lisa Wasielewski	Assistant Principal
TBD	School Counselor
Katherine Hester	Classroom Teacher 3-5
Alexa Costello	Classroom Teacher 6-8
Maura Connolly	Reading Specialist
Sandy Wojciechowski	Title I Interventionist
Alexis Cmielewski	ICR Teacher/ Data Team
Kristen Nardone	Child Study Team

Woodrow Wilson Community School

Member Name	Title
Tara Furmaniak	Principal
Jason Acerra	Assistant Principal
Maria Pagano	School Counselor
Erica Bogdan	Classroom Teacher 3-5
Romalyn Crisostomo	Classroom Teacher
Alyssa Scrudato	Title 1 Interventionist
Gina Puchinsky	Title 1 Interventionist
Katherine Gregorian	Title 1 Interventionist
Anthony Palmieri	Technology Teacher
Ryan Campbell	Physical Education Teacher

Bayonne High School

Member Name	Title
Keith Makowski	Principal
Yulianna Sorial	9th Grade Honors/Scholars Teacher
Tanya Russell	10th Grade Honors Teacher
Dolores Gale	Biology Honors/Scientific Research Teacher
Heather Natoli	Math Algebra I Teacher
Jaclyn Albertie	Math AP Pre-Cal Teacher
Dr. Bransfield	AP Social Studies Teacher
Komila Patel	Physics Honors/AP Teacher

OVERVIEW

The Bayonne Board of Education is committed to providing a personalized learning experience for students. Our teachers provide students with an opportunity to learn and thrive in classrooms that emphasize personalized learning and blended learning opportunities to meet each student's individualized needs. All students have unique strengths and talents, and we work to foster these in many ways. Some children have skills and abilities that significantly differ in degree and dimension from those of their chronological-age peers. The Bayonne Board of Education's program focuses on providing a differentiated experience in instructional depth and scope to provide students with the opportunity to maximize their potential.

2026-2027 DISTRICT GIFTED AND TALENTED GOALS

Strengthening Gifted and Talented Education

The Strengthening Gifted and Talented Education Act was signed by Gov. Phil Murphy on Jan. 17, 2020, with the goal of equal access by students and improved administrator and teacher oversight of G&T programs.

The law will require school districts to maintain data on services offered through their gifted and talented programs, where students, based on multiple measures, are being admitted. Staff members work with these identified students. The data will be reported to the state on an annual basis.

The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans (special needs students) or 504 plans (students given individual accommodations).

2026-2027 GIFTED AND TALENTED ACTION STEPS

In the video *Creating Multiple Paths for Learning* (1997), Carol Ann Tomlinson noted differentiation expert says that differentiating instruction means that the teacher anticipates the differences in students' readiness, interests, and learning profiles and, as a result, creates different learning paths so that students have the opportunity to learn as much as they can as deeply as they can, without undue anxiety because the assignments are too taxing – or boredom because they are not challenging enough.

Provide continued professional development

Support ongoing professional development

Familiarize oneself with gifted and talented education by reviewing websites, periodicals, and literature

Update the district G&T manual

New Jersey Regulations and Gifted Programming Standards

On January 13, 2020, Governor Murphy signed the “[*Strengthening Gifted and Talented Education Act*](#),” codifying school district responsibilities in educating gifted and talented students as referenced in [*N.J.A.C. 6A:8-3.1*](#). The law went into effect for the 2020-2021 school year.

New Jersey Department of Education Student Learning Standards for Gifted and Talented Students

The law states that school districts 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. The New Jersey Department of Education (NJDOE) Office of Standards refers to standards developed by the [*National Association for Gifted Children \(NAGC\)*](#) to assist school districts in examining the quality of their programs and services for gifted learners in grades Pre-K to 12.

Standard 1: Learner Development and Individual Learning Differences Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

Standard 3: Curricular Content Knowledge Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

Standard 4: Assessment Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about the identification of individuals with gifts and talents and student learning.

Standard 5: Instructional Planning and Strategies Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Characteristics of Gifted and Talented Students**Above Average Ability**

- Recalls facts easily
- Is very well-informed about one or more topics
- Shows keen insight into cause-and-effect relationships
- Has an exceptional ability to solve problems
- Exhibits extended attention span in a particular content area
- Displays a passion for a topic of interest
- Manages to change the topic under discussion to the discipline of his/her interest

Creativity

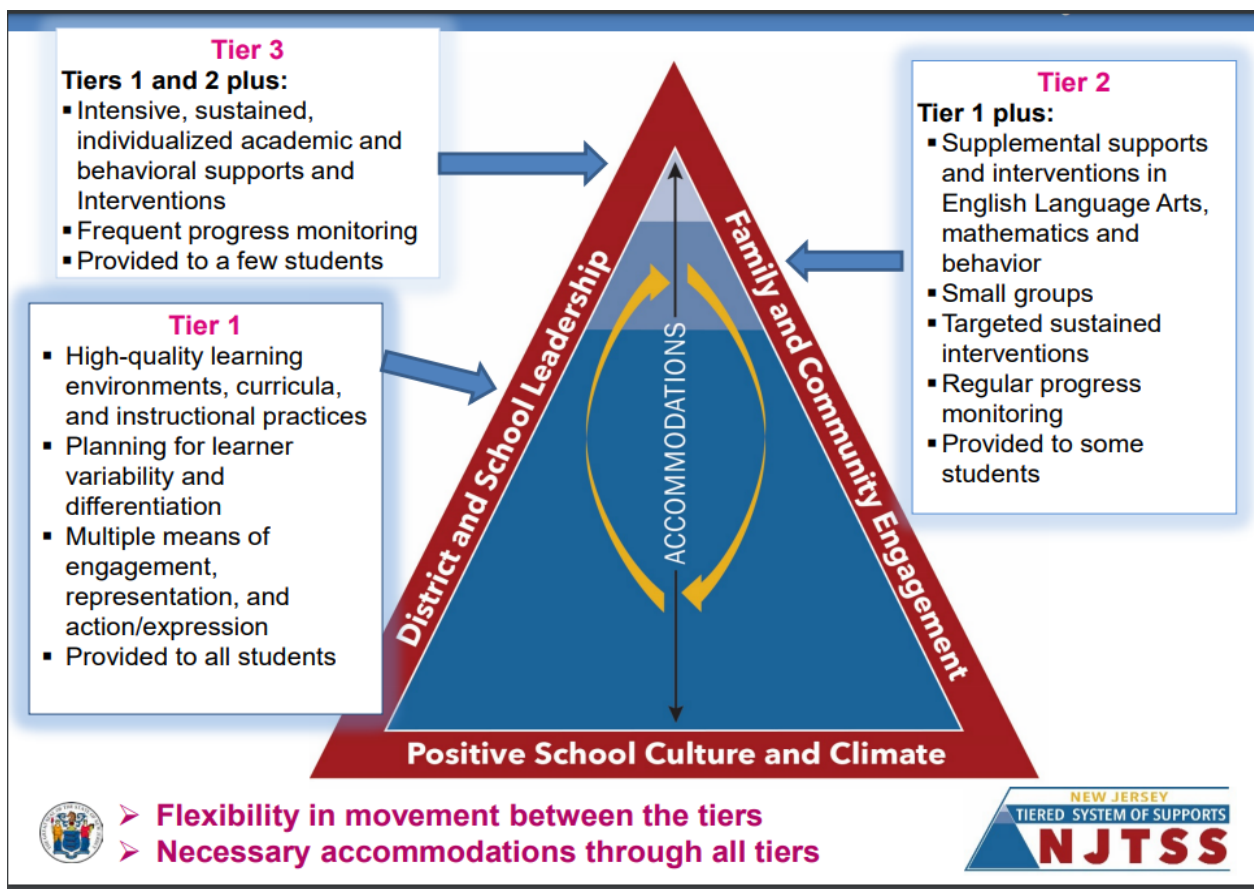
- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty, and an individual way of solving problems
- Asks many unusual questions
- Often has several projects going at once
- Resists external controls, tests, and challenges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

Task Commitment

- Relates to and motivates other people
- Organizes others for activities
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or listens to and debates the opinions of others)
- Initiates projects and extensions of assignments
- Is beyond the group
- Makes independent contact with or carries on correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence

NJTSS and Gifted and Talented Screening

The Bayonne Board of Education uses the [New Jersey Tiered System of Support](#) (NJTSS) as a tool to provide support for students who require interventions. The BBOED administers a variety of universal benchmark screening measures in order to identify struggling students and students who are demonstrating above-average ability. NJTSS is recognized as an effective way to respond to the learning needs of all students. NJTSS provides high-quality differentiated instruction and interventions that are matched to the student's personalized learning needs. Student progress is monitored frequently in order to adjust instruction and goals, as well as to analyze student data to determine students' personalized learning plans. Screening tools that measure independent reading level and individual student standards-based mastery are key data points for identifying gifted and talented students.



IDENTIFICATION PROCESS

Identification of Students

Best practices suggest that students be identified through multiple measures. 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 following measures will be used to identify students. The identification criteria for the Gifted and Talented program involve multiple measures to ensure a comprehensive and fair assessment of students' abilities and potential. These criteria include:

1. **CogAT Testing:** The Cognitive Abilities Test (CogAT) is a widely used assessment tool designed to measure a student's cognitive abilities in areas such as reasoning, problem-solving, and memory. Scores from CogAT testing can help identify students with exceptional cognitive skills.
2. **District Assessment Tools:** The district provides multiple tools to measure students' academic performance based on grade-level assessments (see the tables below).
3. **Grades:** Academic performance, such as high grades in core subjects like mathematics, science, language arts, and social studies, can be an important indicator of a student's potential for giftedness.
4. **NJSLA Scores:** The New Jersey Student Learning Assessments (NJSLA) scores can offer an objective measure of a student's academic achievement and proficiency in key subject areas. High scores may indicate a student's potential for giftedness.
5. **Teacher Recommendation:** Educators who work with students regularly can offer meaningful perspectives on their strengths, drive, and potential. Input from teachers who have directly observed a student's classroom performance and behavior offers important insight through the Renzulli framework.

Using a combination of these measures ensures a more holistic data-driven evaluation of students' abilities, as each measure assesses different aspects of their potential. This approach aims to reduce biases and provide a well-rounded assessment for identifying gifted and talented students.

Identification of Students

ELA and Social Studies							
Grade Level	CogAT	COR	i-Ready Spring	i-Ready Fall of Kindergarten Year	Final Average	NJSLA	Renzulli
Kindergarten	☐	☒	☐	☒	☐	☐	☒
1	☒	☐	☒	☐	☐	☐	☒
2	☒	☐	☒	☐	☐	☐	☒
3	☒	☐	☒	☐	☐	☐	☒
4	☒	☐	☒	☐	☒	☒	☒
5	☒	☐	☒	☐	☒	☒	☒
6	☒	☐	☒	☐	☒	☒	☒
7	☒	☐	☒	☐	☒	☒	☒
8	☒	☐	☒	☐	☒	☒	☒
HS	☒	☐	☒	☐	☒	☒	☐

Mathematics							
Grade Level	CogAT	COR	i-Ready Spring	i-Ready Fall of Kindergarten Year	Final Average	NJSLA	Renzulli
Kindergarten	☐	☒	☐	☒	☐	☐	☒
1	☒	☐	☒	☐	☐	☐	☒
2	☒	☐	☒	☐	☐	☐	☒
3	☒	☐	☒	☐	☐	☐	☒
4	☒	☐	☒	☐	☒	☒	☒
5	☒	☐	☒	☐	☒	☒	☒
6	☒	☐	☒	☐	☒	☒	☒
7	☒	☐	☒	☐	☒	☒	☒
8	☒	☐	☒	☐	☒	☒	☒
HS	☒	☐	☒	☐	☒	☒	☐

Science					
Grade Level	CogAT	COR	Final Average	NJSLA	Renzulli
Kindergarten	☐	☒	☐	☐	☒
1	☒	☐	☐	☐	☒
2	☒	☐	☐	☐	☒
3	☒	☐	☐	☐	☒
4	☒	☐	☒	☐	☒
5	☒	☐	☒	☐	☒
6	☒	☐	☒	☒	☒
7	☒	☐	☒	☐	☒
8	☒	☐	☒	☐	☒
HS	☒	☐	☒	☒	☐

- HS: students are identified for Grades 9–12 at entry to Grade 9 using Grade 7 data (final averages, i-Ready Spring, NJSLA and CogAT). NJSLA for Science is the Grade 7 Mathematics assessment and for Social Studies the Grade 7 ELA assessment; no Grade 7 NJSLA exists in those subjects. No teacher rating scale is used at the high-school level.

SPECIAL SUBJECT TEACHERS (K–7)

Complete a Renzulli if a student meets at least two criteria for the subject:

- PE (Psychomotor): Final avg 95+ | 75th percentile on Pacer Test | School sports team | Outside team
- Music: Final avg 95+ | Choir/band | Outside lessons | Strong interest in music
- Art: Final avg 95+ | Art Shows | Outside art classes | Strong interest in art

Transfer Students

Students who enroll and have been formally identified as gifted and talented from another district should provide documentation of receiving those services along with their report cards. Data will be carefully reviewed by the school, and parents will be notified in writing if their child qualifies. Students who qualify will be identified in the District's student information system for the current school year.

Reassessment

The Bayonne Public School District recognizes that children will continue to grow and develop throughout their education. Eligibility and services in one school year are neither a prerequisite nor a guarantee for eligibility for services in subsequent school years. In an effort to meet a student's unique educational needs, students in K to 8 are monitored and re-evaluated annually to identify the need for enrichment services. Parents will be notified in writing if their child is eligible for G&T enrichment services.

Twice Exceptional Learners

Gifted individuals with above-average abilities who also have special educational needs—such as ADHD, learning disabilities, or Autism Spectrum Disorder—often go unrecognized. Their exceptional talents may mask their challenges, while their challenges can obscure their giftedness. BBOED recognizes the importance of identifying and supporting this often underrepresented group.

Multilingual Learners

Research suggests that qualitative and quantitative measures should be used for the identification of multilingual learners who are gifted and talented. Similar to twice-exceptional learners, gifted needs may be masked by language barriers. Therefore, the building-based committees will follow the recommendations of the NJDOE and utilize district identification profiles where appropriate.

The Arts

Students who are identified as gifted/talented in music and art will be provided with opportunities to develop those talents. Special area teachers will work with the school-based G&T committee to identify students who are gifted in the arts and provide them with opportunities to further develop their gifts, whenever possible, during classroom and school activities. Students will be encouraged to take part in the many extracurricular and community opportunities within their area of giftedness.

Psychomotor

Students who are identified as gifted/talented in psychomotor (physical education - PE) will be provided with opportunities to develop those talents. Special area teachers will work with the school-based G&T committee to identify students who are gifted in PE and provide them with opportunities to further develop their gifts, whenever possible, during classroom and school activities. Students will be encouraged to take part in the many extracurricular and community opportunities within their area of giftedness.

Staff Development

The Bayonne School District recognizes that providing enrichment is key to meeting the needs of those who require specialized knowledge and skills. The Bayonne School District is committed to providing professional development in the area of gifted education in order to ensure that staff recognize the needs of gifted and talented students, along with strategies to meet their needs.

Exemplars of Enrichment		
Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade Programs for ALL learners.	Differentiated instruction with classroom teachers and/or media specialists for ALL learners.	Small group and individualized instruction.
• Art instruction • Assemblies • Coding (K-8) • Financial literacy • Grade-level field trips • Grade-level learning experiences • Makerspace • Music instruction/lessons • ST Math	• 100 Book Challenge • Accelerated Math, Pre-Algebra, Algebra I • AP Courses • AP Courses • Code.org • Codeable • Early College Academy • Model UN • National History Day • Scratch • ST Math Challenge	• Academic Challenge • Academic competitions • Art Club • Band • Chess Club • Choir • Esports • Fire Bowl • Forensics • Geography Bee • Math Olympiad • Project Innovate • Robotics • Science Fair STEM Showcase • Spelling Bee • Week of Code

NJQSAC Instruction and Program Indicators

Instruction and Program Indicators 9-15:
Content areas (English language arts, mathematics, science, social studies, world language, comprehensive health and physical education, and visual and performing arts) curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)
a. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements;
b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans;
c. Assessments, including, formative, summative, benchmark and alternative assessments;
d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
e. Pacing guide;
f. Interdisciplinary connections;
g. Integration of 21 st century skills through NJSLS 9;
h. Integration of technology through the NJSLS; and
i. Career education.

In order to provide programmatic feedback, the effectiveness of the G&T program will be reviewed annually.

Parent Appeal Process

A parent or guardian shall have the right to appeal any decision using the following procedure:

1. A decision is first appealed to the School Principal. This appeal must be made within ten days from **September 18, 2026**, for students in Grades 1 through 8 and within ten days from **October 30, 2026**, for Kindergarten students. The appeal must be in writing, cite specific and relevant information and/or documentation, and be addressed to the School Principal.
2. A decision by the School Principal can be appealed to the Chief Academic Officer. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the Chief Academic Officer within ten days of notification by the School Principal.
3. A decision by the Chief Academic Officer may be appealed to the Superintendent of Schools. This written appeal must be made within 10 days of notification by the Chief Academic Officer. The appeal must be in writing, cite specific and relevant information and/or documentation, and be addressed to the Superintendent of Schools.

Gifted & Talented Procedural Complaint Process

In order to provide programmatic feedback, the effectiveness of the G&T program will be reviewed annually.

Pursuant to N.J.S.A. 18A:35-34 et seq.: Strengthening Gifted and Talented Education Act, the following protocol must be used to file a complaint alleging that Bayonne Public Schools is not in compliance with the provisions of the Act. The alleged occurrence of noncompliance must have taken place within one year of filing the complaint. Please note, the complaint process is different from an appeal for placement of a student. The complaint process only deals with alleged procedural compliance as outlined in the Act. This process will yield no change to prior student placement decisions.

The complaint shall include:

- The name, address, and contact information of the complainant; and
- A statement that the identified school district is not in compliance with the provisions of this act, and the specific facts on which the allegation of noncompliance is based.

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 Bayonne Board of Education. The complaint must be in writing and include:

- the name, address, and contact information of the complainant; and
- a statement that the district is not in compliance with the provisions of the Act, and the specific facts on which the allegation of noncompliance is based.

The Board of Education 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.

Should the District be found to be in noncompliance with the Act, remediation of the Gifted and Talented Program will take place.

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