

REGULATION

R 2464 GIFTED AND TALENTED STUDENTS (M)

M

A. Identification and Selection

1. All Township of Union Public Schools students are evaluated for Gifted and Talented.
2. All students are compared with their chronological peers in the District.
3. The District identification process is developmentally appropriate and non-discriminatory.
4. Student identification for inclusion in the Gifted and Talented education program is data-driven and evidence-based using multiple measures.

B. Selection Criteria

Students in Grades K-5

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 using the criteria in any of three paths:

Path 1 focuses on identifying students with exceptional cognitive abilities.

- Student receives a high Standard Age Score (SAS) on the CogAT
- AND achieves a strong score in their building on the previous year's end-of-year diagnostic assessments's combined reading and math average.
 - If a student does not have an end-of-year diagnostic score, the most recent diagnostic score will be used.
 - Students who are identified as multilingual learners or with an IEP are exempt from this requirement.

Path 2 focuses on students with exceptional academic achievement.

- Student places in the top percentage of their grade in their building on the previous year's end-of-year diagnostic assessment's combined reading and math average.
 - If a student does not have an end-of-year diagnostic score, the most recent diagnostic score will be used.



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- AND receives a strong SAS on the CogAT.

Path 3 focuses on students who have high cognitive and academic ability.

- Student receives a high SAS on the CogAT
- AND places in the top percentage of their grade in their building on the previous year's end-of-year diagnostic assessment's combined reading and math average. If a student does not have an end-of-year diagnostic score, the most recent diagnostic score will be used.

For detailed criteria, please visit the district website.

Selection Criteria

Students in Grades 6-7

Students will be considered for participation in the gifted and talented program when compared to their peers within the district. Students not previously in the G&T program may qualify by meeting 4 out of the following 6 criteria:

- Minimum GPA of 3.5 in the 4 core content areas on their previous grade's end-of-year report card.
- High score on the previous grade's state standardized assessment in ELA.
- High score on the previous grade's state standardized assessment in Math.
- Composite stanine score of 8 or higher on the 5th-grade CogAT.
- Top percentage score in Math on the previous grade's spring district diagnostic.*
- Top percentage score in ELA on the previous grade's spring district diagnostic.*

*Note: Fall diagnostic scores may be used if spring scores are unavailable.

For detailed criteria, please visit the district website.



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Students in Grade 8

Students will be considered for participation in the gifted and talented program when compared to their peers within the district. Students not previously in the G&T program may qualify by meeting 4 out of the following 5 criteria:

- Minimum GPA of 3.5 in the 4 core content areas on their 7th-grade end-of-year report card.
- High score on the Grade 7 state standardized assessment in ELA.
- High score on the Grade 7 state standardized assessment in Math.
- Top percentage score in Math on the 7th-grade spring district diagnostic.*
- Top percentage score in ELA on the 7th-grade spring district diagnostic.*

*Note: Fall diagnostic scores may be used if spring scores are unavailable.

For detailed criteria, please visit the district website.

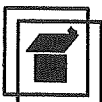
Students in grades 9-12

Gifted and talented students in grades 9-12 may enroll in a variety of honors and advanced placement courses in the following disciplines: business management, visual and performing arts, language arts, mathematics, computer science, science, social studies, and world language. Specific prerequisites for each course are provided in the Union High School Course Catalog.

C. Appealing a Placement Decision

Parents/guardians can appeal a student's placement in the Gifted and Talented (G&T) program, prompting a building-level committee review. The following steps outline the recommended committee review process for appeals:

1. Notification of Appeal:
 - The parent/guardian initiating the appeal must complete the designated [Google Form](#) to notify the building G&T teacher of the requested appeal.
2. Formation of Review Committee:
 - Each building's G&T teacher will organize a committee including a supervisor/principal, G&T Teacher, and Classroom Teacher.
3. Compilation of Evidence:



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- The parent/guardian must compile evidence supporting the student's giftedness. This evidence may include student-generated work, assessment scores, or other relevant documentation.
- 4. Review of Appeal:
 - The committee will review the appeal and the provided evidence. The parent/guardian will have the opportunity to present their perspective and any additional evidence in person or virtually.
- 5. Committee Decision:
 - After reviewing the case, the committee will meet to discuss and determine an outcome for the student's placement.
- 6. Further Appeals:
 - If the parent/guardian does not agree with the committee's decision, they should contact the Assistant Superintendent of Student Support.

D. Program

1. When a student has been identified as gifted or talented, the G&T Teacher will confer with the student's parent(s) or legal guardian(s) on the goals of the G&T program and secure the parent(s) or legal guardian(s) cooperation and permission for the student's participation in the program.
2. The enrichment needs of gifted and talented students can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted students and the program will address appropriate content, process, and learning environment.
3. No enrichment program will replace the basic instructional program appropriate to the student's grade level.
4. The enriched educational program for a gifted and talented student may consist of:
 - a. Integrating higher level thinking skills into the curriculum,
 - b. Special classes in appropriate studies,



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- c. Out-of-class sessions with the G&T Teacher, and/or
 - d. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.
5. A classroom teacher may provide for the needs of gifted and talented students by:
- a. Presenting content material that is related to broad-based issues, themes, or problems,
 - b. Integrating multiple disciplines into the study area,
 - c. Allowing for in-depth learning of a topic selected by the student within the study area,
 - d. Developing the student's independent and self-directed study skills,
 - e. Developing research skills and methods,
 - f. Integrating higher level thinking skills into the curriculum,
 - g. Focusing on open-ended tasks,
 - h. Using new techniques, materials, and forms,
 - i. Encouraging the development of self-understanding, and
 - j. Encouraging self-appraisal and evaluation.
- E. Exit Procedures

In the event that a G&T teacher determines that a student may no longer be benefiting from the G&T program, they may recommend the student's progress for review. The below steps outline the recommended committee review process for exit.



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Recommended Committee Review Process:

1. Teacher's Appeal for Exit:

- The teacher initiating the appeal for exit must complete the designated Google Form to notify the supervisor/principal of the requested exit.

The parent/guardian must be notified that the student is not benefitting from or making progress in the program at least one month prior to the teacher completing the form.

- The parent/guardian is notified that the student's enrollment in G&T is being reviewed and the student is being considered for exit.

2. Formation of Review Committee:

- Each building's G&T teacher will organize a committee led by a supervisor/principal, additionally consisting of:
 - G&T Teacher
 - Parent/Guardian
 - Classroom Teacher

3. Compilation of Evidence:

- The teacher must compile evidence supporting the recommendation for the student's exit from the program. This evidence may include student-generated work, assessment scores, or other relevant documentation demonstrating why the program may no longer be beneficial for the student.
- The parent/guardian may compile any evidence to support the student's continued placement in the program. This evidence may include student-generated work, assessment scores, or other relevant documentation demonstrating why the program may continue to be beneficial for the student.

4. Review of Appeal:

- The committee will review/discuss the appeal and the provided evidence.

5. Committee Decision:



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- After reviewing the evidence, the supervisor/principal on the committee will determine an outcome for the student's placement. The outcome must be communicated with the parent/guardian within 7 school days of the review of evidence.
6. Further Appeals:
- If the parent/guardian does not agree with the committee's decision, they will have the option to appeal to the Assistant Superintendent of Student Support.

Issued: 14 September 2021

Revised/Readopted: September 12, 2023



