

## **2464 – PROGRAMS FOR GIFTED PUPILS**

The Board of Education recognizes that pupils whose intellectual readiness is very advanced have academic, social, and emotional needs not met through the general educational programs. The Westfield Public School District will ensure that gifted pupils are offered programming designed to provide them with continual academic growth and support in the areas of social and emotional well being. This policy addresses those pupils requiring intervention and the specifically designed instructional and support programs they need.

For purposes of this policy the following definitions apply:

- **Highly Gifted:** Pupils whose extraordinary intellectual ability, as defined by an individually administered I.Q. test, indicates the need for intervention;
- **Gifted in Subject Specific Areas(s):** Pupils who have highly advanced ability in one or more specific content area(s).
- **Advanced Learner(s):** Pupils who are highly able and motivated beyond the average pupils in their age group.

Gifted pupils are defined by the New Jersey State Department of Education as “those exceptionally able students who possess or demonstrate levels of ability, in one or more content areas, when compared to their chronological peers in the local District and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

- The Board of Education believes that there is a diversity of need within the gifted population, and successful services for gifted pupils are comprehensive and based on current research in gifted education.

### Identification

The Superintendent or his/her designee shall develop procedures for the annual formal screening and identification of highly gifted pupils in grades K through 12. The Superintendent or his/her designee will also develop procedures for identifying pupils gifted in subject specific areas. All

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information regarding screening, formal testing, assessments, the identification process and results, and formal instructional and support programming will be communicated in writing to parents/guardians. Provision shall be made for an appeal process. All formal screening instruments used to determine placement will be administered by the District.

#### Participation

Participation in the program of gifted services is optional. Parents or guardians of identified highly gifted pupils may choose not to avail themselves of services by informing the Superintendent or designee in writing. Identified pupils remain eligible for services throughout their school career.

#### Services

The Board of Education shall provide intervention services to meet the needs of all highly gifted pupils and pupils gifted in subject specific areas.

For purposes of this section *highly gifted* and *pupils gifted in subject specific areas* shall be called gifted pupils.

- Regular classroom clustering: Gifted pupils may be clustered in the regular classroom to facilitate differentiation and interaction with their intellectual peers;
- Acceleration: Gifted pupils may be accelerated in one or more subject areas;
- Social and emotional support: The specially designed instructional programs for gifted pupils will have an affective/emotional component and pupils will be supported by teaching, guidance, and administrative staff in the areas of social and emotional well-being;
- Pull-out program: Gifted pupils at the elementary level may participate in a day-long program designed specifically for gifted pupils; and
- Replacement Classes: Gifted pupils at the intermediate level may participate in cycle courses designed specifically for gifted pupils.

The general education teacher(s) must be in close communication with the gifted education teacher to ensure that essential components of the general classroom experience are met. The Superintendent or his/her designee shall ensure that appropriate staff is trained, and that administrators monitor and evaluate classroom teachers and guidance counselors who provide services to gifted pupils.

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Advanced Learners

The Board is committed to providing an array of services from kindergarten through grade twelve to meet the appropriate academic and social/emotional needs of pupils at all levels of intellectual abilities and readiness. Based on readiness and need, all teachers shall differentiate curriculum and instructional techniques for all pupils, including those who display advanced ability in one or more areas. Advanced learners are not identified for intervention but shall receive on-going differentiated instruction. Enrichment opportunities for advanced learners will be provided in a consistent format across the District.

NJAC 6A:8-1.3

NJAC 6A:8-3.1

Approved: October 19, 2004

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## **R 2464 PROGRAMS FOR GIFTED PUPILS**

The Westfield Board of Education acknowledges that there is a range of programmatic needs for pupils who are:

**Highly Gifted**  
**Gifted in Subject Specific Area(s)**  
**Advanced Learners**

A. Highly Gifted Pupils

1. Formal Identification of Highly Gifted Pupils:

- a. At the beginning of the second semester, all second grade pupils will be screened for potential giftedness. The process will include a District administered instrument specifically designed to identify potentially highly gifted pupils.
- b. At the end of the second semester, Principals may recommend for further assessment up to 3% of the building's fourth and fifth grade enrollment. Recommended students will be screened for potential giftedness. The process will include a District administered instrument specifically designed to identify potentially highly gifted pupils.
- c. Pupils who score in the top five percent on two of the three screening instrument subtests will be tested further, using an individually administered intelligence test for children. Test results and program decisions will be communicated in writing to parents/guardians.
- d. Pupils who have a full-scale I.Q. score of 138 or higher on an intelligence test for children, will be identified as highly gifted pupils in need of intervention.
- e. Pupils who have been identified as highly gifted do not have to re-qualify for services. Identification is permanent. Withdrawal from participation can be requested at any time through a letter to the Coordinator of Gifted Education.
- f. Participation in any service offered to a highly gifted pupil is optional. Once a pupil has withdrawn from a service, he or she may not elect to participate again until the beginning of the next school year.

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- g. A new pupil identified as gifted in his or her former District will be administered an intelligence test for children, unless already administered in the past year.
- h. In the event that the Coordinator of Gifted Education determines the need for a student's re-evaluation, the re-evaluation will be administered within the District.

2. Appeals

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

- a. A decision is first appealed to the Coordinator of Gifted Education. This appeal must be made within ten days of original notification. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the Coordinator of Gifted Education.
- b. A decision by the Coordinator of Gifted Education can be appealed to the Assistant Superintendent for Curriculum, Instruction and Programs. This appeal must be made within 10 days of notification by the Coordinator of Gifted Education. The appeal must be in writing and cite specific and relevant information and/or documentation and be addressed to the Assistant Superintendent for Curriculum, Instruction and Programs.
- c. A decision by the Assistant Superintendent for Curriculum, Instruction and Programs may be appealed to the Superintendent of Schools. This appeal must be made within 10 days of notification by the Assistant Superintendent for Curriculum, Instruction and Programs. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the Superintendent of Schools.
- d. A decision by the Superintendent of Schools may be appealed to the Board of Education. This appeal must be made within 10 days of notification by the Superintendent of Schools. The appeal must be in writing and cite specific and, relevant information and/or documentation, and be addressed to the Board of Education.
- e. A decision by the Board of Education may be appealed to the Commissioner of Education of the State of New Jersey. This appeal must be made within 10 days of notification by the Board of Education. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the Commissioner of Education of the State of New Jersey.

3. Services for Highly Gifted Pupils

- a. The following services are offered:
  - 1) Regular Classroom Clusters
  - 2) Pull-Out Program
  - 3) Possible Acceleration
  - 4) Replacement Classes

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- b. Pupils in grades 3-8 will be clustered in their regular academic classrooms to facilitate differentiation and interaction with their intellectual peers. Teachers will provide appropriately differentiated curriculum.
- c. Pupils in grades 3-5 may participate in a day-long pull-out program with curriculum specifically designed for highly gifted learners.
- d. Pupils in grades 6-8 are eligible to attend replacement courses specifically designed for highly gifted learners.
- e. Pupils in 8<sup>th</sup> grade will be eligible to attend an academic replacement course at Westfield High School.
- f. Pupils who demonstrate extraordinary readiness levels may be considered for acceleration.
- g. Pupil progress will be evaluated and reported in writing to parents/guardians at the end of each marking period.

4. Support for Highly Gifted Pupils

- a. Guidance personnel will maintain contact with highly gifted pupils, their parents, and their general education and gifted education teachers to facilitate communication on an as needed basis.
- b. Teachers, Principals and other appropriate staff will regularly monitor highly gifted pupils to ensure that they are engaged in curriculum that is challenging and developmentally appropriate, and to ensure that their affective needs are being met.

B. Pupils Gifted in Subject Specific Area(s)

1. Screening for Acceleration

- a. All pupils are observed by classroom teachers on an on-going basis throughout the school year for readiness and academic achievement. Informal screening may include an evaluation of assignments, assessments, and portfolios.

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- b. Pupils whose ability exceeds the limits of differentiation may be screened for acceleration, either whole-grade, or subject specific.

2. Acceleration:

- a. Pupils whose needs cannot be met through differentiated instruction, pull-out programs or content replacement will be considered for acceleration. The supervisor of the subject-area in question will administer a District assessment to the pupil to determine if the pupil's needs would be better served by advancing to a higher grade level. Acceleration can be defined as any option that allows a gifted pupil to gain exposure to advanced content and skills beyond the curriculum standards for a certain age or grade level. Pupils can be accelerated in one or more subject areas, or in rare instances, by a whole grade level.
- b. The following procedure will take place:
  - 1) An Intervention & Referral Services (I&RS) meeting will be held. The I&RS team will review relevant documentation and, if deemed appropriate, will develop an action plan.
  - 2) Upon recommendation of the I&RS team, an Acceleration Review Committee consisting of the Coordinator of Gifted Education, subject area supervisor(s), building principal, guidance counselor and teacher will be formed to review and evaluate pertinent documentation.
  - 3) Upon recommendation of the Acceleration Review committee, the Coordinator of Gifted Education will make a recommendation regarding acceleration to the Assistant Superintendent for Curriculum Instruction, and Programs.
  - 4) A written proposal will be presented to the Superintendent for approval.
  - 5) In the event that a pupil is accelerated, an I&RS member will monitor her/his progress on a regular basis.
  - 6) A parent/guardian may appeal an acceleration decision according to the process described in section A2.

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C. Enrichment for Advanced Learners

Enrichment opportunities for all pupils will be consistent throughout the District. Enrichment programs, including but not limited to: the National Geography Bee, National Spelling Bee, 8<sup>th</sup> grade Debate elective, 8<sup>th</sup> grade Science Olympiad, Continental Mathematics League (3-7), Robotics and Model UN will focus on curricular explorations which highlight higher-order thinking skills, competitions, creative and performing arts opportunities, and leadership. These experiences benefit all academically oriented pupils, and will be available at all levels, in a standardized format.

D. Communication

All information related to this policy will be communicated in writing to parents/guardians.

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