



CRITERIA FOR GIFTED AND TALENTED

PLEASANTVILLE Public Schools

An identification strategy that includes multiple measures, both objective and subjective, and occurs over time with multiple opportunities to exhibit gifts, is the best way to ensure no gifted learner is overlooked. Careful teacher and administrator observations and a wide variety of assessment tools help build a detailed body of evidence for any student being nominated. The identification process should be revisited annually.

A. A student who is in the program during one academic year may or may not need advanced curricula programming the following year. Each year, every student will be reassessed during the 3rd trimester/4th marking period. If the body of evidence suggests that student needs can be met using the general education curriculum, the student will no longer need specialized programming. The selection and evaluation process are in compliance with New Jersey Department of Education requirements for gifted and talented programs.

B. The selection of gifted and talented students is based on multiple measures with no one assessment acting as a gatekeeper. It is well researched that giftedness can be masked by underachievement, language and cultural diversity, or special needs. Great care has been taken to cast a wide, inclusive net in selecting students with unique learning needs.

C. A parent, teacher, faculty member, or administrator may nominate a child as a potential candidate for gifted & talented programming. There are two different nomination periods. One takes place in the spring of the school year and is open to all in-district students. The second, in early fall of each school year, is available only to those students who are new to the district since the close of the previous school year.

D. **In elementary and middle school**, students will be identified as potential candidates for gifted services in multiple ways which may include, but are not limited to: SIGS Observational Scales (K-8), above grade level scoring on i-Ready (K-8), NJSLA (3-8), and/or CogAT (2-8).

E). Additional qualitative measures including parent and/or teacher nomination, student interviews, classroom observations, and performance portfolios will also be considered.

F).At the high school level, identification will be determined by academic performance, prerequisite courses, NJSLA (9-11), and parent/teacher nomination, Edmentum or CogAT will be administered if additional measures are deemed necessary.

G). Each school will have a Gifted & Talented Identification /Placement Committee comprised of the building principal or other administrator, school counselor, reading specialist/instructional coach (elementary), and two teachers.

H). This committee will review the body of evidence gathered on each potential candidate and make the final determination as to the student's need for advanced programming.

I). All students meeting established criteria will be identified for Gifted and Talented programming and will receive program options that best meet their needs through affective support and appropriate pacing of curriculum and instruction