

REGULATION

PATERSON SCHOOL DISTRICT

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Gifted and Talented Pupils
M

R 2464 GIFTED AND TALENTED PUPILS

A. Identification and Selection

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
2. Upon student nomination the school counselor will review the cumulative files of all pupils in grades Kindergarten through twelve against the criteria for identifying gifted and talented pupils. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.
3. The school counselor will confer with past and present teachers of any pupil identified in the review of files and of any pupil recommended for screening by a teacher.
4. A committee comprised of the Building Administrator, the school counselor, and the classroom teacher, will receive the recommendations of the school counselor and will select those pupils who should participate in the program for gifted and talented pupils. The committee will include an art/music teacher for art/music gifted and talented nominations.

B. Academic Selection Criteria

1. Intelligence Test - I.Q. of 120 or above;
2. Multiple Intelligence Checklist (85 or above)
3. Demonstration of Skill - (Report card grade point average of 3.0 or above in all core academic areas. Teacher recommendation in grades Kindergarten and one.)
4. Performance assessment portfolio self assessment of strengths, talents, goals, writing sample. Superior work based on agreement of teacher(s), counselor and the supervisor of the gifted and talented program.



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5. Test results: Percent reports - 78 percent or above in two areas. Proficiency reports: advanced proficient in one area, proficient in all other areas.
6. A student must meet four of the five above items to be identified.

C. Gifted and Talented Art Audition Screening Report

1. Identification Criteria * = 1 Point

Art Project

4=Excellent	Piece 1	_____
3=Good	Piece 2	_____
2=Fair	Piece 3	_____
1=Below Average	Piece 4	_____

15 or above = 1 criterion Score _____

2. Letter of Interest - Kindly focus upon content only, not grammar skills.
3. Multiple Intelligence Checklist Score _____
15 or above = 1 criterion
4. Demonstration of skill GPA _____
Report card - grade point average
of 3.0 or above in art courses only.
5. Personal Interview

Student must meet four of the five criterion identified.

D. Music Audition Screening Report

1. Identification Criteria * = 1 Criterion

Performance	Voice	_____
	Instrumental	_____
	Type of Instrument	_____

10 or above = 1 criterion



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2. Letter of Interest - Kindly focus upon content only, not grammar skills.
3. Multiple Intelligence Checklist Score _____
15 or above = 1 criterion
4. Demonstration of Skill _____ GPA _____
Report Card - GPA of 3.0 or
above in music only.

5. Personal Interview

Student must meet four of the five criterion identified.

E. Program

1. When a pupil has been identified as gifted or talented, the school counselor will notify parent/guardian in writing of his/her selection.
2. Because the enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies, program content will be determined by the classroom teacher, individually prescribed and based on the pupils' unique interests and talents.
3. Each pupil's program will seek to involve the pupil in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. Enrichment program will not supplant the basic instructional program appropriate to the pupil's grade level.
5. The enriched educational program for a gifted or talented pupil may consist of:
 - a. Additional classroom studies and assignments,
 - b. Special classes in appropriate studies,
 - c. Out-of-class sessions, and/or
 - d. Independent projects in after-school sessions.



6. A classroom teacher may provide for the needs of gifted and talented pupils 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 pupil within the study area,
 - d. Developing the pupil'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.

F. Exit Procedures

1. Each pupil identified as gifted or talented will be assessed annually by the school guidance counselor for the continuing appropriateness of his/her enriched program. Assessment will include:
 - a. Interviews with the pupil, the pupil's parent(s) or legal guardian(s), and teaching staff members educationally responsible for the pupil,
 - b. Review of the pupil's file, including relevant test results, and
 - c. Review of the pupil's work in the preceding school year.
2. The program will be revised as required to meet the pupil's needs and interests.



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3. The pupil may be withdrawn from the gifted and talented program when:
 - a. The pupil's academic record indicates a decline in performance,
 - b. The pupil wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
 - c. The pupil's parent(s) or legal guardian(s) requests withdrawal.
4. A decision to withdraw a pupil from the gifted and talented program will be made by the pupil's classroom teacher, in concert with the school guidance counselor, the pupil's parent(s) or legal guardian(s), and, where appropriate, the pupil.

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