

Regulation

GIFTED AND TALENTED SERVICES

Identification of and Services for Gifted and Talented Students / Kindergarten-Eighth Grade

The Riverton Board of Education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations as per NJ Administrative Code and The Strengthening Gifted and Talented Education Act and

1. shall make provisions for an ongoing identification process and appropriate educational challenges for gifted and talented students initiated in kindergarten and reviewed annually through grade eight.
2. shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

The definition of Gifted & Talented students according to N.J.A.C. 6A: 8 is:

Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational services if they are to achieve in accordance with their capabilities.

The goal is to identify students whose exemplary academic/intellectual potential generates needs that are beyond the scope of regular education. The identification process will provide a systematic approach with a variety of measures so that all students are equally and consistently reviewed for the need for gifted and talented services. Students new to the Riverton School may enter the screening process after eight weeks of participation at their grade level. Students already identified will continue to receive services as needed for each grade level cluster (K-2, 3-5, 6-8). Transfer students who enter the District already identified will be eligible for services as well. All students will be considered for services as needed.

The Parent Inventory Form acts as a parent recommendation and is solicited when at least one of the objective criteria is satisfied or upon initiation by the parent/guardian.

The Gifted & Talented Screening Committee consists of the Superintendent, the School Psychologist, the Gifted & Talented Coordinator and another teacher, if so designated by the Superintendent.

A universal screening using a standardized cognitive skills instrument will be administered to all second and fifth grade students.

Evaluation of student performance on standardized tests and in class and grade level requirements will also be considered and will be compared to age level peers in the local district.

SEEK Services - Student Enrichment Extension of Knowledge

Riverton School District offers a Continuum of services for students identified as Gifted & Talented:

- Consideration for Placement & Scheduling (Cluster Grouping)
- Counseling to support the Social and Emotional Needs of G & T students
- Modifications to curriculum NJSLs through enrichment
- Subject Acceleration
- Johns Hopkins Center for Talented Youth
- Science Fair

GIFTED AND TALENTED (continued)

- Scripps National Spelling Bee
- Advancement in the arts (drama, chorus, instrumental music)

Participation in SEEK by grade level clusters for identified students may include these activities:

- Bueller Space Challenge
- Mini-Model Congress
- Invention Convention
- Art of Debate
- Robotics
- Coding
- STEM
- Exploration in Physical and Chemical Science
- Computer Science
- Algebra

Eligibility Determination

Recognizing that students develop at different rates, our Gifted and Talented are divided into three levels: Kindergarten-Grade 2, Grades 3-5, and Grades 6-8. Identification is on-going.

Students may or may not demonstrate the same high levels of ability compared to their local peers across all grade levels or subjects, and may demonstrate different educational needs over time. The goal of identification is to match student needs to services.

At all grade levels multiple measures are used to compare students to their local peers.

Multiple Measures include:

- Cognitive and Achievement Test Scores using local norms
- Work Samples
- Teacher Input
- Parent Input

Questions, Concerns, and Complaints:

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. It is the goal of the Riverton School District to address questions and issues at the level closest to the student, which would start with the teacher. Then unresolved issues should be brought to the attention of the principal. If still not settled, the complaint may be submitted in writing to the board office. The chief school administrator or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the board. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the board, 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 law (N.J.S.A. 18A:6-9) and the procedures set forth in State Board of Education regulations.

This version was modified for the Riverton School District Board of Education consideration:
October 27, 2020

FIRST READING & ADOPTION: Board of Education Meeting: 10/27/20

The Gifted and Talented Child

COMMENDABLE
Bright Child

Knows the answers

Is attentive

Answers the questions

Top group

Listens with interest

6-8 repetitions for mastery

Understands ideas

Grasps the meaning

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Able technician

Enjoys straight forward sequential presentations

Is pleased with own learning

EXEMPLARY
Gifted Learner

Asks the questions

Is highly engaged

Discusses in detail, elaborates

Beyond the group

Shows strong feelings and opinions

1-2 repetitions for mastery

Constructs abstractions

Draws inferences

Initiates projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Thrives on complexity

Is highly self-critical

Adapted from presentation by Dr. Joyce Van Tassel-Baska
The Center for Gifted Education, School of Education
College of William and Mary

RIVERTON SCHOOL DISTRICT
PARENT INVENTORY/NOMINATION FORM FOR GIFTED & TALENTED IDENTIFICATION
KINDERGARTEN ROUND-UP

Name: _____ Age: _____ Grade: _____

Parents' Names: _____

Directions: Please complete the questionnaire below.

1. Child's early development (walking, talking reading, etc.)

2. Child's attitude toward learning and school enthusiastic, reluctant, etc.)

3. Child's choice of friends (older, younger, prefers to play alone, etc.)

4. Child's choice of play activities (prefers active games, builds things, etc.)

5. Child's reading habits (enjoys reading, seldom reads, etc.)

6. Child shows a talent or aptitude for (art, music, etc.)

7. Child's special interests (animals, collections, hobbies, etc.)

8. Child's attention span (sticks to a task, gets bored easily, etc.)

9. Child's imagination (pretends, creates dramatic play situations, demonstrates sense of humor, etc.)

10. Child demonstrates curiosity (is inquisitive, wants to know the how and why of things, asks many questions etc.)

11. Child's approach to tasks (rushes into, deliberate, etc.)

12. Child's educational needs:

Emotional _____

Learning _____

Physical _____

Hearing _____

Health _____

Comments and additional information: _____

MEE:mmf

RIVERTON SCHOOL DISTRICT
PARENT INVENTORY/NOMINATION FORM FOR GIFTED & TALENTED IDENTIFICATION
GRADES K – 2

Student's Name _____ Date _____

Current Grade _____ Going to Grade _____ Age _____

Name of Parent completing this inventory _____

CHECK THE FOLLOWING ITEMS IN THE COLUMN THAT BEST DESCRIBES YOUR CHILD.

	Little	Some	A Great Deal
1. Has interest of older children or of adults in games and reading			
2. Has lots of ideas			
3. Has many different ways of solving problems			
4. Is aware of problems others often do not see			
5. Wants to know how and why			
6. Asks many questions about a variety of subjects			
7. Is able to plan and/or organize activities			
8. Has extensive vocabulary			
9. Often finds and corrects mistakes			
10. Has ideas that are unique			
11. Has an intense interest in an area			
12. Sets high standards for self			
13. Chooses difficult problems over simple ones			
14. Has an offbeat sense of humor			
15. Has a keen sense of fair play and justice			
TOTAL			

What else would you like us to know about your child?

In what subject areas do you feel your child requires modifications?

RIVERTON SCHOOL DISTRICT
PARENT INVENTORY/NOMINATION FORM FOR GIFTED & TALENTED IDENTIFICATION
GRADES 3 – 8

This form is to be completed by any parent requesting that their child be considered for the Gifted Program.
Please attach additional sheets if you find the space provided is insufficient.

Student _____ Date of Birth _____ Current Grade _____
Address _____ Telephone _____ Date _____
Teacher _____ Parent/Guardian _____

1. What special talents and skills do you feel your child has?

2. What examples can you give of your child's creative productivity?

3. What special lessons or learning opportunities does your child have outside of school?

4. What are your child's hobbies and special interests?

5. Describe your child's attitude toward school (activities enjoyed or disliked, enthusiasms, criticisms, relation to adults, etc.).

6. Describe any problems your child has had.

7. Describe your educational expectations for your child.

(OVER)

Check the following items from 1 to 4 that best describes your child as you see him or her.

Not Observes/Never = 1

Occasionally =2

Frequently = 3

Almost Always = 4

	1	2	3	4
<u>Intellectual Curiosity</u> – Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary or the unusual; wants to know how and why; generates questions of his/her own (in connection with personal interests or group concerns).				
<u>Flexibility</u> – Able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.				
<u>Originality</u> – Often uses methods of solving problems; is able to combine ideas and materials in a number of ways; creates products of unusual character or quality.				
<u>Social Maturity</u> - Able and willing to work with others; can “give and take”; is sensitive to the needs and feelings of others; shows consideration; observes rules of social conduct.				
<u>Acceptance of and by Others</u> – Relates to others with genuine interest and concern; enjoys others; seeks them out; shows warmth; is sought out by others.				
<u>Emotional Stability</u> – Is able to cope with normal frustrations of living; adjusts to change with a minimum of difficulty; expresses and displays emotions appropriately; does not seem to worry much.				
<u>Self-Acceptance</u> - Seems to understand and accept self; able to view self in terms of both limitations and abilities; is able to laugh at himself.				
<u>Enthusiasm</u> – Appears enthusiastic about life; enters into most activities with eagerness and whole-hearted participation.				
<u>Adaptability</u> – Adjusts readily to new situations; is flexible in thought and action; and does not seem disturbed when normal routine is changed.				
<u>Independence</u> – Is non-conforming; is individualistic; does not fear being different; behavior usually is dictated by his own set of values; is concerned with the freedom of expressing ideas and feelings.				
<u>Responsibility</u> – Assumes and fulfills responsibilities; can be counted on; is able to see a problem through.				

Additional comments

Parent's Signature

MEE:gs

RIVERTON SCHOOL DISTRICT
TEACHER INVENTORY & RECOMMENDATION FOR GIFTED & TALENTED IDENTIFICATION
GRADES K-2

Student's Name _____ Date _____

Teacher's Name _____ Current Grade _____ Going to Grade _____

A – CHARACTERISTICS OF TALENTED STUDENTS
B – INCLUDING NEGATIVE OR PROBLEM TRAITS

CHECK THE FOLLOWING ITEMS IN THE COLUMN THAT BEST DESCRIBES YOUR STUDENT.

		Little	Some	A Great Deal
1A	Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.			
2A	Has knowledge about things of which other children are unaware.			
3A	Grasps concepts quickly, easily, without much repetition.			
3B	Bored with routine tasks and may refuse to do rote homework.			
4A	Recognizes relationships and comprehends meanings.			
4B	May make jokes or puns at inappropriate times.			
5A	Has unusual insight into values and relationships.			
5B	May perceive injustices and assertively oppose them.			
6A	Asks more provocative questions about the causes and reasons for things.			
6B	May refuse authority and be non-conforming.			
7A	Evaluates facts, arguments, and persons critically.			
7B	May be self-critical, impatient or critical of self and others, including the teacher.			
8A	Enthusiastically generates ideas or solutions to problems and questions.			
8B	Many dominate others because of abilities.			
9A	Has intense, often diverse, self-directed interest.			
9B	Difficulty getting involved in topics he/she is not interested in.			
10A	Prefers to work independently.			
10B	May be highly individualistic and seem stubborn.			
11A	Capacity for task commitment.			
11B	Bored with routine or repetitive tasks. May resist working on projects he/she is not interested in.			
12A	Produces many and varied solutions to problems.			
13A	Keen sense of humor and often perceives humor in situations.			
13B	May make jokes at inappropriate times.			
14A	Keen sense of humor and often perceives humor in situations others are unaware of.			
14B	May interrupt or ignore class activities to pursue interests.			
TOTAL				

What special talents or skills have you seen the student display?

How do this student's skills and abilities compare to those of his/her classmates? (especially reading and math)

Are there any areas of the curriculum where this student's needs cannot be met within the regular program?

Describe any student problem you have observed?

Please attach or briefly explain examples of exemplary work (i.e. great class participation, brings outside interests into class, creative writing samples).

Please check as appropriate and elaborate below.

- I do not recommend.
- I recommend this child be considered.
- I strongly recommend this child.

Comments:

Teacher's Signature: _____

MEE:gs

Principal's Signature: _____

RIVERTON SCHOOL DISTRICT
TEACHER INVENTORY & RECOMMENDATION FOR GIFTED & TALENTED IDENTIFICATION
GRADES 3 – 8

CONFIDENTIAL

Student _____ Date _____
Teacher _____ Current Grade Level _____ Going to Grade _____

Please complete the following report of student characteristics as thoroughly and objectively as possible.

	Not Observed	Occasionally	Frequently	Always
CURIOS – Keen observer, alert, inquisitive nature; questions the how and why of things; eager; pursues many interests in depth; willing to take risks; enjoys change.				
RAPID LEARNER – Quickly masters facts; retains and applies information; needs minimal instruction on routine tasks.				
SUSTAINS INVOLVEMENT – Demonstrates persistent goal-directed behavior; has long attention span; ignores distractions; not easily discouraged by setbacks; self-motivated.				
SOCIALLY AWARE – Sensitive and intuitive; empathizes with others; flexible and open in manner; concerned with values and ideals.				
ENJOYS READING – Reads a wide range of materials for information and pleasure, including advanced selections; uses reference works effectively at an early age.				
VERBAL PROFICIENCY – Possesses an advanced vocabulary; expresses himself or herself fluently; communicates precisely and accurately; expresses his or her own opinions freely; shows humor; asks probing questions.				
RESPONSIBLE – Works independently; needs minimal directions; understands and accepts guidelines; organizes tasks, peers, and events; often serves as a leader; respected by peers.				
CRITICAL THINKING – Analyzes and is logical; reasons out complicated things; evaluates situations; uses common sense; expresses and accepts constructive criticism.				
CREATIVE – Imaginative, versatile, and adaptable; flexible in ideas and actions; possesses problem-solving ability; original and inventive; gives clever and witty responses.				
GENERALIZES – Perceives and abstracts ideas; sees relationships; grasps underlying principles; makes valid assumptions about people, events, and things; integrates areas of knowledge.				
SPECIAL ABILITY – Possesses unusual interest and aptitude in an academic area, has exceptional mechanical ability; demonstrates talent or potential in one of the performing arts; sensitive to aesthetic quality and to the intrinsic beauty of things.				
RESOURCEFUL – A producer who has a knack for using the limited resources, time, and people in a learning environment to achieve outstanding results; a prolific and creative author; his or her study and research results in original projects; generates new ideas and viewpoints; proposes novel solutions to peer conflicts.				

(OVER)

What special talents or skills have you seen the student display?

Describe any student problem you have observed?

Please attach or briefly explain examples of exemplary work (i.e. great class participation, brings outside interests into class, creative writing samples).

Please check as appropriate and elaborate below.

- I do not recommend.
- I recommend this child be considered.
- I strongly recommend this child.

Comments:

Teacher's Signature: _____

Principal's Signature: _____

Riverton Public School
600 Fifth Street, Riverton, NJ 08077
www.riverton.k12.nj.us
Telephone: (856) 829-0087
Fax: (856) 829-5317



Mary Ellen Eck, Superintendent

SEEK
Individualized Student Plan

School Year: _____ Date: _____

Student: _____ Grade: _____

Student Profile:

CI Score: _____ Date: _____

Achievement Scores: _____ Date: _____

Report Card Grades: _____

Relevant History/Recommendations: _____

Strengths/Weaknesses: _____

Interests: _____

Areas for Enrichment/Modification: _____

Plan: _____

