

2464 GIFTED AND TALENTED PUPILS

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

Criteria and Guidelines for PACT (Program for Academically Challenged Thinking) and Accelerated Math for Students in Grades Four through Eight.

The PACT program delivers a gifted and talented program for identified pupils in grades four through eight. The goal of the program is to encourage and support critical and creative thinking skills in the language arts. The pupils are in a pull out program for an eighty-minute period once a week. Request for considerations may be made by the parent, teacher, or principal. This request is made to the PACT teacher who, along with the coordinator and committee, will determine eligibility. Measurable and observable characteristics are used to assess eligibility. Supplemental supportive data include anecdotal records, report cards, additional teacher recommendations, and testing results.

In order to identify pupils for consideration in this program, a matrix of criteria is used. Included in the matrix are grades, InView assessment scores, the Torrance Test of Creativity, and teacher recommendation. At the elementary and middle school levels, the total number of points possible is thirty-two. Students scoring within the range of 26 - 32 will be considered eligible for placement review. The Coordinated Services team, consisting of the district supervisor and teachers, will make final placement decisions.



POLICY

HANOVER TOWNSHIP BOARD OF EDUCATION

Program
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Elementary Matrix

Grading Information

Students will be assigned point values based on their ELA average (reading and writing grades) for marking periods One – Three.

Values:

B-: 80 – 82 average = 1 point

B: 83 – 87 average = 2 points

B+: 88 – 89 average = 3 points

A-: 90 – 92 average = 4 points

A: 93 – 97 average = 5 points

A+: 98 – 100 average = 6 points

InView Testing

120 – 125 = 2 points

126 – 130 = 4 points

Score of 131+ = 6 points

The Torrance Test of Creativity

41 – 60 = 6 points

61 – 84 = 8 points

85 – 100 = 10 points

Teacher Recommendation Scale*

70 – 79 = 6 points

80 – 89 = 8 points

90 – 100 = 10 points



Middle School Matrix

Grading Information

Students will be assigned point values based on their average ELA, Science, and Social Studies letters grades.

A-: 92 – 90 average = 1 point

A: 97 – 93 average = 1.5 points

A+: 98 – 100 average = 2 points

InView Testing

120 – 125 = 2 points

126 – 130 = 4 points

Score of 131+ = 6 points

The Torrance Test of Creativity

41 – 60 = 6 points

61 – 84 = 8 points

85 – 100 = 10 points

Teacher Recommendation Scale*

70 – 79 = 6 points

80 – 89 = 8 points

90 – 100 = 10 points

*The PACT Teacher Recommendation Scale requires teachers to assess the student's ability to:

- demonstrate inquisitiveness and a desire and passion for learning. This learner is adventurous with his/her thinking and willing to take risks.
- demonstrate strong verbal and written communication skills
- work well independently and require little direction from teachers.

The Coordinated Services Committee will determine selection of students for the PACT program.



Accelerated Math Grades Four through Eight

The Accelerated Math program, conducted during the regularly scheduled math periods, is for pupils in grades four and five. The goal of the program is to meet the needs of mathematically advanced students. Requests for consideration may be made by the parent, teacher, or principal. This request is made to the Accelerated Math teacher who, along with the coordinator and committee, will determine eligibility. Measurable and observable characteristics are used to assess eligibility. Supplemental supportive data include anecdotal records, report cards, additional teacher recommendations, and other testing results.

In order to identify pupils for consideration in this program, a matrix of criteria is used. Included in the matrix are InView assessment scores, the Accelerated Math Placement Test, and teacher recommendation. The total number of points possible is twenty-two; the minimum number of points needed for acceptance is sixteen and participation will be decided by the Coordinated Services Team. Only students with an "A" average in math, combining marks from marking periods one through three, will be considered for teacher recommendation for Accelerated Math.

Elementary Matrix

Math Placement Test

80 – 82 = 1 point

83 – 87 = 2 points

88 – 89 = 3 points

90 – 92 = 4 points

93 – 97 = 5 points

98 – 100 = 6 points

InView Testing

120 – 125 = 2 points

126 – 130 = 4 points

Score of 131+ = 6 points

Teacher Recommendation Scale*



70 – 79 = 6 points

80 – 89 = 8 points

90 – 100 = 10 points

*The Accelerated Math Teacher Recommendation Scale requires teachers to assess the student's ability to:

- demonstrate above-average mastery of grade-level math concepts and basic facts
- pick up new concepts on the first try and problem-solve in advanced ways
- plan and work well independently with minimal teacher instruction.

The Coordinated Services Committee will determine selection of pupils for the Accelerated Math program.

Screening by the School District

Screening for candidates is done by the committee at the end-of-the-school-year/over the summer months once all testing information is gathered. The committee consists of the program supervisor and district PACT and Accelerated Math teachers (Coordinated Services).

In the spring, classroom teachers in grades three, four, and five are given the teacher recommendation forms and are asked to rate perspective candidates. InView scores are also reviewed by The Coordinated Services Team. Letters are sent to the parents of students who initially qualify, notifying them of their child's eligibility to sit for the Torrance Test of Creativity (for PACT) and/or the Accelerated Math Placement Test (for Accelerated Math). Results of these tests are then reviewed by The Coordinated Services Team and letters are sent to parents of all candidates who sat for either test to notify them of the results and of their child's eligibility to enter the program or not. Parents have the option to decline entrance to either program.

Appeals

Appeals are handled on a case-by-case basis and can be submitted by a parent or teacher. Members of the committee are consulted and all criteria are reviewed and assessed for possible probationary inclusion. The probationary period is for ten weeks or one marking period and the pupil must maintain a B average in math and/or perform to



the program standards in PACT. Parents are sent a letter describing parameters for acceptance and are asked to sign and return.

Program Expectations

For PACT – Parents are contacted by the teacher with regards to a pupil who does not perform up to program expectations and are asked to attend a conference to determine if this assignment is the correct placement for success. If a change in placement is determined to be in the child's best interest, the pupil would exit back into the regular classroom program.

For Accelerated Math – Parents are contacted by the teacher in regards to a pupil who does not maintain a B average and are asked to attend a conference to determine if this assignment is the correct placement for success. If a change in placement is determined to be in the child's best interest, the pupil would be moved to another group.

Pupils are monitored on an on-going basis throughout the program so that the determination to modify placement is based on sound educational information and standards.

N.J.S.A. 18A:61A-2; 18A:35-4.16
N.J.A.C. 6:37-1.1; 6A:1.3; 6A:8-3.1(a)5.
P.L. 108-382, Sec. 10201 et seq.

Adopted: 23 September 2008
Revised: 16 June 2015

