

High Bridge G&T Programs
2024/25

Gifted and Talented Identification and Services
High Bridge School District

In accordance with Policy 2464 and Regulation 2464, the District identifies gifted and talented students and offers an appropriate educational program and services to identified students.

Screening

Students in grades 2 and 5 will be given the CoGAT screener to see if students score a 90% or higher in any of the tested areas. Students in other grade levels can be referred by a parent or teacher for consideration for screening. Those screeners will include, but are not limited to, The Renzulli Scales, SIG-2, and The Saylor Checklist.

To identify students who may demonstrate a high level of ability in one or more content areas in comparison to their chronological peers in the district, the district will:

1. Share gifted and talented criteria and screening process with classroom teachers.
2. Annually examine cumulative files of all Kindergarten through grade eight students for evidence of the need to further evaluate a student for meeting gifted and talented criteria. Evidence for identification may include testing results in excess of two standard deviations above the mean on a normed standardized test, intelligence quotient scores, state testing results, teacher reports, or other relevant information.
3. Use multiple measures to screen students and identify individuals who demonstrate high levels of ability in one or more content areas in comparison to their chronological peers in the district.

Equality in Program Representation

In accordance with Policy 5755, no student shall be denied or exempted from the identification process on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. This includes twice-exceptional students who have a learning disability that might complicate typical methods for identifying giftedness.

Selection

Students who have been identified by the district as potential program participants, shall be further screened using multiple appropriate measures. Evidence used in the selection process shall be documented using the GT Screening Document. Program selection criteria may include:

1. An I.Q. score of 130 or greater on a test such as the WISC, Stanford Binet or other comparable evaluative tool.

2. A COGAT score of 130 or greater.
3. A score greater than 2sd above the mean on a normative standardized test.
4. Academic performance in classwork or state assessments.
5. Reporting of extraordinary intellectual, creative, or artistic ability from a relevant certified professional, including teaching staff.
6. Reporting from external licensed professionals or regarding criteria 1-4.
7. Records of out-of-district evaluation or placement in a comparable program.
8. Review of screening tools completed by the teacher and the parents.

When a student has been identified by the district as a potential participant in the Gifted and Talented Program, the Gifted and Talented Coordinator will meet with the student's parent(s) or legal guardian(s) to discuss permission for program participation, collect additional information about the student's abilities and interests, and, when applicable, to propose a Gifted and Talented Individualized Plan (GTIP) for the forthcoming year.

Services

Identified students in the Elementary School (grades 3-4) are enrolled in a weekly enrichment class and receive differentiated assignments and instruction in their regular classroom. Students in younger grades (Kindergarten through Grade 2) will be a blend of differentiation and some direct services. Students in 5th through 8th grade receive differentiated and extension activities within the classroom. Units in the enrichment class are typically project-based and interdisciplinary. Each student also pursues an individual guided inquiry unit on a self-selected topic.

Selected students' academic and enrichment needs may be met through a variety of teaching strategies and activities. Each student's plan may vary. Curricular and instructional modifications will be developed for each identified student in accordance with standards developed by the National Association for Gifted Children. Modifications may include:

1. Additional classroom studies and assignments,
2. Differentiated assignments and assessments
3. Compacted curriculum
4. Additional classes
5. Accelerated classes
6. Independent projects
7. Interdisciplinary assignments and assessments
8. Other evidenced-based practices

Continuing in the Gifted and Talented Program

Each student in the program has an annual meeting to reassess.

Gifted and Talented Program participants will be reassessed annually for continuation in the program. Assessment may include:

- Interviews with the student, the student's parent(s) or legal guardian(s), and teaching staff members.
- New testing data from the preceding year (if applicable)
- Academic performance from the preceding year

Each student's GTIP may be revised to meet their needs and interests.

Exiting the Program

students may be withdrawn from the program if their academic performance declines, the student chooses to withdraw with their parental or guardian consent, or the student's parent(s) or guardian(s) choose(s) to withdraw the student. Conversations regarding program withdrawal shall include the student's parent(s) or guardian(s), a classroom teacher, the principal, the gifted and talented coordinator, and, as appropriate, the student themselves.