

Regulation

ACADEMIC PROGRAMS FOR INTELLECTUALLY GIFTED PUPILS

The Mendham Borough Board of Education acknowledges that there is a range of programmatic needs for students who are:

- A. Profoundly Gifted;
- B. Gifted in Subject Specific Area(s)
- C. Advanced Learners

Profoundly Gifted Students

A. Formal identification of profoundly gifted students:

- 1. At the end of second grade, students will be screened for potential giftedness. The process will include administration of an instrument designed to identify the potentially gifted student. Other districtwide standardized assessments will be considered and teacher recommendations may become part of the process;
- 2. Students who score in the top ten percent will be tested further, using an individually, district-administered-administered I.Q. test. Test results and program decisions will be communicated in writing to parents/guardians;
- 3. Students who have been identified as profoundly gifted do not have to re-qualify for services. Identification is permanent;
- 4. Participation in any service offered to a profoundly gifted student is optional. Once a student has withdrawn from a service, he or she may not elect to participate again until the beginning of the next school year;
- 5. The following applies to students who are new to the district:
 - a. A new student will be evaluated within ninety days. If a student is identified as profoundly gifted, the student will be eligible for services beginning the following semester. Decisions will be communicated in writing;
 - b. A new student identified as gifted in his or her former district will have the option of taking the individual I.Q. test.

B. Appeals

A parent or guardian shall have the right to appeal any decision using the following procedure:

- 1. A decision by the director of instruction and learning can be appealed to the superintendent. This must be in writing and should be specific and complete. The appeal must contain all relevant information and documentation, and be addressed to the superintendent;
- 2. A decision by the Superintendent may be appealed to the board of education. This appeal must be in writing and should be similarly specific and complete;
- 3. A decision by the board of education may be appealed to the Commissioner of Education of the State of New Jersey. This must be in writing and should be similarly specific and complete.

C. Services for profoundly gifted students

- 1. Students who have a full-scale I.Q. score of 145 or higher on the I.Q. test, or 150 or higher on the verbal subtest, will be identified as students in significant need of intervention. The following services are recommended:

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- a. Regular classroom clusters;
 - b. Possible acceleration;
 - c. Differentiated instruction;
 - d. Compacting;
2. Identified students in grades 3-8 will be clustered in their regular academic classrooms to facilitate differentiation and interaction with their intellectual peers. Teachers will provide appropriately differentiated curriculum;
 3. Students who demonstrate extraordinary readiness levels may be considered for acceleration;
 4. Student progress will be evaluated and reported in writing by the relevant teacher or team of teachers at least once during each marking period.

D. Support

1. Teachers will maintain regular contact with intellectually gifted students and their parents to facilitate ongoing communication;
2. Teachers, principals, and other appropriate staff will regularly monitor intellectually gifted students to ensure that they are engaged in curriculum that is challenging and developmentally appropriate, and to ensure that their affective needs are being met;
3. Principals will monitor lesson plans to ensure that differentiation of instruction is targeting the needs of identified, profoundly-gifted students and to provide support for teachers.

Students Gifted in Subject Specific Area(s)

A. Screening for acceleration

1. All students are observed by classroom teachers on an ongoing basis throughout the school year for readiness and academic achievement. Informal screening may include an evaluation of assignments, assessments and portfolios;
2. Students whose ability exceeds the limits of differentiation may be screened for acceleration, either whole-grade, or subject specific.

B. Acceleration

1. Students whose needs cannot be met through differentiated instruction will be considered for acceleration. The supervisor of the subject area in question will administer a district assessment to the student to determine if the student's needs would be better served by advancing to a higher grade level. Acceleration can be defined as any option that allows a gifted student to gain exposure to advanced content and skills beyond the curriculum standards for a certain age or grade level. Students can be accelerated in one or more subject areas, or in rare instances by a whole grade level;
2. Upon the recommendation of the classroom teacher or principal to the director of instruction, a student may be screened for acceleration in a specific subject area(s). Students who are observed to be extraordinarily advanced in general academic performance will be screened for whole-grade acceleration by an Acceleration Review Committee. The assessment will be conducted with respect to:
 - a. Academic ability and achievement
 - b. Developmental and social/emotional factors

C. Acceleration Review Committee

The following procedure will take place:

1. An Acceleration Review Committee consisting of the director of instruction, classroom teacher or team leader, the building principal and other staff as deemed appropriate will be formed to review and evaluate pertinent documentation;

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2. The director of instruction, a participant in the Acceleration Review Committee, will make a recommendation regarding acceleration to the Superintendent of Schools in a written proposal.
3. In the event that student is accelerated, the building principal and the director of instruction will monitor the student's progress;
4. A parent/guardian may appeal an acceleration decision according to the process described above.

Enrichment for Advanced Learners

Enrichment opportunities for all students will be consistent throughout the district. These programs will focus on curricular explorations which highlight higher-order thinking skills, competitions, creative and performing arts, opportunities and leadership. These experiences benefit all academically oriented students and will be available at all levels, in a standardized format.

Communication

All information related to this policy will be communicated to parents.

Adopted:	No date
NJSBA Review/Update:	April 2015
1 st Reading:	May 24, 2016
Readopted:	June 14, 2016