

# BYLAW

## MADISON BOARD OF EDUCATION

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CONDUCT OF BOARD MEETING

### 0164 CONDUCT OF BOARD MEETING

#### Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

#### Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

#### Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

#### Agenda

The Superintendent shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than three days before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The order of business shall be as follows:

Call to order



# BYLAW

## MADISON BOARD OF EDUCATION

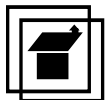
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CONDUCT OF BOARD MEETING

Roll call (Executive Session)  
Executive Session  
Reconvene Public Session  
Flag Salute  
Announcement of notice  
Roll Call (Public Portion)  
Open to the Public  
Report of the Board President  
Superintendent Discussion Items  
Human Resources Agenda  
Education Agenda  
Operations Agenda  
Old Business  
New Business  
Adjournment

N.J.S.A. 10:4-10

N.J.S.A. 18A:16-1.1

Adopted:



## 2464 - SERVICES RELATED TO STUDENT GIFTEDNESS (M)

Section: Program

Date Created: August, 2014

Date Edited: October, 2019

M

### A. Identification and Selection

1. Classroom teachers will be familiar with the process for identifying students who need services related to giftedness and will be alert to pupils who exhibit certain attributes related to the selection process. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
2. Students who may potentially be identified as needing services related to giftedness will be referred to the Intervention and Referral Services (I&RS) team in the student's building. The I&RS process will proceed in accordance with Policy 2417 Student Intervention and Referral Services, as well as the corresponding Regulation.
3. The I&RS team will confer with appropriate personnel regarding any pupil identified as needing services related to giftedness.

### B. Selection Criteria

Pupils will be considered for services related to giftedness based on a thorough intervention and referral services process. A pupil will be considered for such services on the basis of one or a combination of the below factors:

1. High I.Q.;
2. Superior achievement test result;
3. Motivation;
4. Superior academic performance;
5. Consistently demonstrating intellectual or creative ability of a nature not readily susceptible to testing; or
6. Displaying an extraordinary artistic creative talent with a high degree of self-motivation.

### C. Program

1. When a pupil has been identified as requiring services related to giftedness, the teacher responsible for implementing the services will:
  - a. Confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s) or legal guardian(s) cooperation and permission for the pupil's participation in the program,

- b. Interview the selected pupil for additional information about the pupil and for guidance in establishing an enriched educational program for the pupil,
  - c. Confer with the pupil's teachers about a proposed educational program for the pupil, and
- 2. The enrichment needs of identified pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for identified pupils and the program will address appropriate content, process, products, and learning environment.
- 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. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
- 5. The Intervention and Referral Services team will determine the educational program for the identified a pupil, which may consist of:
  - a. Additional classroom studies and assignments,
  - b. Out-of-class sessions with the appropriate personnel,
  - c. Independent projects in after-school sessions supervised by the appropriate personnel, and/or
  - d. Other suitable modifications as deemed necessary by the Intervention and Referral Services team.
- 6. A classroom teacher may provide for the needs of an identified student 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.

D. Ongoing Pupil Evaluation

1. Each pupil identified as needing services for giftedness will be assessed on a continual basis to monitor the appropriateness of his/her 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, as appropriate,
  - b. Review of the pupil's file, including relevant test results
  - c. Review of the pupil's work in the preceding school year, and
  - d. Follow up meetings with the Intervention and Referral Services team, as appropriate
2. The services will be revised as required to meet the pupil's needs and interests.

## Madison Board of Education

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## District Policy

**2464- GIFTED AND TALENTED PUPILS (M)**

Section: Program

Date Created: August, 2014

Date Edited: August, 2014

**M**

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.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for **gifted** and talented pupils initiated in Kindergarten and reviewed annually through grade twelve. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational program offered to **gifted** and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a **gifted** and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the **gifted** and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as **gifted** or talented shall be consulted regarding any program designed to address the pupil's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16