

R 2464 GIFTED AND TALENTED PUPILS

A. Program Rationale

Ridgewood's comprehensive program for the gifted and talented includes multiple dimensions. First and foremost, teachers provide differentiated instruction in all curricular areas. This aspect of the program gives children the continuous opportunity to engage in challenging work commensurate with their abilities and needs. The second component builds on the district curriculum by giving pupils special opportunities for study and problem solving. At all levels, we attempt to relate both elements so that we may provide a program that addresses successfully the most common problems of gifted pupils: boredom with curriculum work previously mastered and segregation and isolation in a separate program. In addition, extensive and varied clubs and co-curricular activities are offered at all levels, and numerous elective and accelerated courses are offered at the secondary levels.

B. Identification and Selection

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
2. The Building Principal will review the cumulative files of all Kindergarten through grade twelve pupils against the criteria for identifying gifted and talented pupils. The review will include consideration of classroom achievements, the results of standardized testing, and teaching staff member observation reports.
3. The Building Principal will consult with the teacher to select those pupils who should participate in the program for gifted and talented pupils.

C. Selection Criteria

Pupils will be considered for participation in the gifted and talented program when compared to their peers within the district. A pupil will be considered for participation in the program for gifted and talented pupils who:



1. For grades K through three:

Has independent reading level measured by a district-administered assessment, in September of the current academic year as follows:

Kindergarten G

Grade one L

Grade two O

Grade three R

2. For grades four through eight:

Has scale scores on two or more of the previous academic year's State tests above those of 95% of his/her grade-level district peers.

3. For grades nine through twelve:

Meets criteria for honors and/or Advanced Placement courses and/or advanced performance levels in music and/or art.

4. For grades K through twelve:

- a. Consistently demonstrates intellectual or creative ability of a nature not readily discerned by testing; or
- b. Displays an extraordinary artistic creative talent with a high degree of self-motivation.

D. Program

1. When a pupil in grades K through eight has been identified as gifted or talented, the Building Principal will enter a written description of the pupil's differentiation plan in the pupil's record, and the pupil's parent(s) or legal guardian(s) will be invited to discuss it.



2. When a pupil in grades nine through twelve has been identified as gifted or talented, notification of his or her placement in honors and/or Advanced Placement courses and/or advanced performance levels in music and/or art will be sent to the pupil's parent(s) or legal guardian(s).
3. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.

E. Exit Procedures

Pupils will be re-evaluated each school year for participation in the gifted and talented program.

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