

CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON

GIFTED AND TALENTED PROGRAM

State Regulations State regulations (N.J.A.C. 6A:8-3.1) define gifted and talented students as follows: *Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

District Mission Statement

Classical Academy Charter School's mission is to blend core traditional learning foundations and modern-day educational initiatives to create a progressive learning environment. Through the fusion of a curriculum deeply rooted in Humanities and Liberal Arts, and our comprehensive Mathematics and Science program, Classical Academy strives to foster not only scholastic achievements but also the growth of our students as future leaders through the infusion of core values and positive social leaning experiences.

Definition of Gifted and Talented

Gifted and talented pupils are defined as those exceptionally able pupils who possess or demonstrate high levels of ability 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.

Common Characteristics of Gifted Individuals

- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007).

Initial Service Offered

1. TAG Enrichment Program: Grades 6-8
 - a. The enrichment approach includes specially designed assignments, or curriculum, provided to gifted students within a regular classroom setting with other students. Alternatively, it will include more formal programs. These programs can include:
 - i. Computer design and programming,
 - ii. podcasts,
 - iii. film analytics and musicology
 - iv. inter-mural as well as intra-mural academic contests, i.e., Speech and Debate Team

Selection Criteria

1. Individual intelligence and achievement tests will be used to assess giftedness.
2. Student Cumulative Records. Grades, state testing and standardized tests will be used as data points during the gifted identification process.
3. Teacher Observation & Recommendations
4. Report card grades 90% or above in all subjects
5. Student Portfolios - Portfolios or work that is collected over time and should include student reflections of their products and/or performances. Portfolios may be used for both academic (language arts, math) and creative (speech, arts, music) pursuits.

Nominations

1. Students are nominated by their teachers, school staff member, and administrators, through the use of the Gifted & Talented Nomination Form.

Section Committee

1. The selection committee will be comprised of the school lead Person, School Social Worker, and one Instructional staff member.
2. The committee will convene during the first marking period of each academic year to review and select nominated candidates.

Myths and Truths about Gifted Students

1. Gifted students are a homogeneous group - all high achievers.
2. Gifted students do not need help. If they are really gifted, they can manage on their own.
3. Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
4. The future of a gifted student is assured: A world of opportunities lies before the student.
5. Gifted students are self-directed; they know where they are heading.
6. The social and emotional development of the gifted student is at the same level as his or her intellectual development.
7. Gifted students are nerds and social isolates.

8. The gifted student's family always prizes his or her abilities.
9. Gifted students need to serve as examples to others, and they should always assume extra responsibility.
10. Gifted students make everyone else smarter.
11. Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
12. Gifted students are naturally creative and do not need encouragement.
13. Gifted children are easy to raise and a welcome addition to any classroom.

Truths about Gifted Students:

1. Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
2. Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
3. Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
4. Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
5. Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
6. Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
7. Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple-choice question because they see how all the answers might be correct.
8. Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from College Planning for Gifted Students, 2nd edition, by Sandra Berger
ERIC Clearinghouse on Disabilities and Gifted Education. <http://ericec.org>



Classical Academy Charter School of Clifton
1255 Main Avenue Clifton, NJ 07011
Tel: 973.278.7707 Fax: 973.278.7720
"National Blue Ribbon School of Excellence"

Date: _____

To the Parents/Guardians of:

Your child has met the Classical Academy Charter School of Clifton criteria used to identify students in need of Gifted and Talented programming for the 2020-2021 school year. Identification of academically gifted students is based on academic aptitude, academic achievement, and teacher observational scales. Additional measures include grades, classroom performance, classroom observation, and student interviews.

The Gifted and Talented Program is designed to challenge your child academically and give him/her the opportunity work with peers of like ability in the general education classroom.

Options include for your child will include independent study and after school programming. Your child will have opportunity to engage in learning that will enrich and challenge his/her intellectual curiosities.

We feel our general education curriculum is exemplary, but recognize that your child may benefit from a more challenging curriculum. Please complete the registration form below and return this letter to the school office. You will be contacted by the end of this academic school year with additional details.

If you have any questions, please email me at psemegran@classicalacademy.org

Sincerely,

Dr. Paul E. Semegran

Student's Name (Please Print)

This Year's Grade

_____ Yes, I wish my child to participate in the Gifted and Talented Program.

_____ No, I do not wish my child to participate in the Gifted and Talented Program this year. If my child is recommended next year, I will reconsider.

Date

Parent/Guardian Signature

**Classical Academy Charter School of Clifton
Gifted and Talented Program
Teacher Nomination Form**

In the spring of each school year, teachers are given the opportunity to nominate any student in the school building as a potential candidate for Gifted and Talented programming. Teachers will be asked to fill out a SIGS (Scales for Identifying Gifted Students) for those children you have nominated who are identified as potentially gifted based on multiple measures.

Definition of Gifted and Talented children:

Gifted and talented students are defined as those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Please list students you feel fit the above definition.

Please do not discuss your nomination with students or parents. This nomination is merely one aspect in the identification process.

Date: _____

Teacher: _____

Please Complete and Return to Main Office

Student Name	Strong in the following Academic Area(s):	Particular Strength Is: