



Bayonne School District
The Youth of Today. The Leaders of Tomorrow

Strengthening Gifted and Talented Education

“Matching Students to the Educational Services they Need”

Bayonne Public School District

March 16, 2021

Presented to the Bayonne Board of Education

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Existing Program

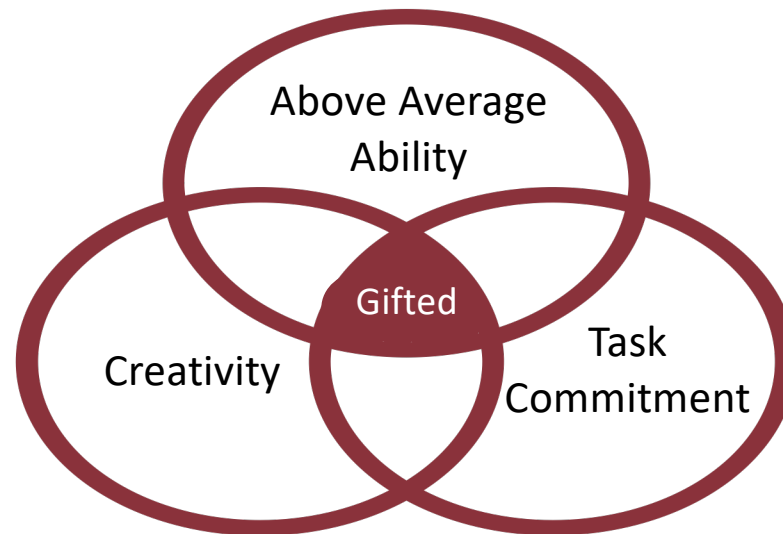
NJDOE Definition of Giftedness

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. **Definition adopted by Bayonne BOE*

G & T Program School Building

Vroom Learning Center - *past*

Nicholas Oresko Community School, No.14 – current – *current*



Program Highlights

- Parents of Grade 4 students complete an application in order to apply to Nicholas Oresko Community Schools Gifted and Talented Program in one of the following areas: Intellectually Gifted (41 seats), Art (5 seats), Music (5 seats) or Psychomotor (5 seats).
- Applicants may apply for only one of the program areas.
- Entry level for the Gifted and Talented Program is at fifth grade.
- Selection is based on multiple criteria and includes a collection of data about the applicant, assessment results, teacher and parent inventories, an interview, audition, and a performance based assessment (OLSAT).
- Instruction is accelerated and differentiated as needed. Students participate in a Gifted Area Program (GAP); which consists of courses developed by their teachers in their area of giftedness. GAP courses meet once a week for two Periods.

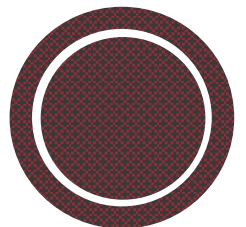


Past Regulation and Policy 6A:8

- Board approved G & T program (Policy Number 2464, Regulation Number 2464)
- Ongoing K-12 identification process including multiple measures; compared to local peers, developmentally appropriate, non-discriminatory and related to programs / services
- Appropriate K-12 services; appropriate curricular and instructional modification addressing content, process, products & learning environment (differentiated instruction)
- Consider K-12 gifted program standards NAGC

Strengthening Gifted and Talented Education Act (2020)

- On January 13, 2020, Governor Phil Murphy signed into law A4710, the Strengthening Gifted and Talented Education Act. The Act establishes school district responsibilities in educating gifted and talented students and requires that a coordinator for gifted and talented services be appointed at the state level. (Pandemic)
- Ongoing K-12 identification process to identify intellectual ability, creativity, or in a specific academic are to include ELL, and students with IEPs and 504 plans.
- State Coordinator
- Districts must **file a report** to coordinator by October 2020, and thereafter during QSAC reviews to include:
 - Gifted and talented continuum of services offered by district.
 - Total number of students K-12 receiving gifted services in each grade level. *Disaggregated by race, gender, special education and ELL designation.*
 - **Under-represented Populations**
 - ELL, Low Income, Culturally Diverse and Twice Exceptional
 - Professional development provided for teachers, educational staff, and school leaders about gifted and talented students, their needs, and educational development.
 - The number of staff employed by school district whose responsibilities include identification and services for gifted students.
- Formal Complaint and Appeals Process
 - An individual can file a complaint with the BOE if they believe the district is not in compliance with the provisions of this law. Complaint process must be in the board policy; which must be linked to the board's homepage. The board must issue a written decision to affirm, reject, or modify the district's actions. If outcome is unsatisfactory, the individual can file a petition of appeal to the Commissioner's office.
- Website Transparency
 - Districts must post detailed information on the district's website about the identification processes and the continuum of services offered to gifted students.
 - Include criteria for identification (multiple measures) and timelines in the process.



What works for the Bayonne Public School District?

- Evaluate your current program
 - Consultants from Rutgers and Ingenuity Academic Talent Center
- Seek input from various stakeholders
 - District-wide Committee, administrators and staff
- Consider options based on:
 - Cost, time constraints, availability of trained personnel, standards and requirements, goals and needs of students



Bayonne Gifted and Talented 2E Proposal



Total School Integration

- Implement a research-based *Schoolwide Gifted & Talented Enrichment Model* in all schools
- Expand system-wide Type I & Type II Enrichment for ALL students
- Incorporate the fine and performing arts, technology, and media centers to truly be Gifted & Talented
- Utilize valid research-based multiple-measure selection process for Type III enrichment
- Publish program information on Bayonne Public School website site
- Provide ongoing PD for all teachers on G&T
- Create district-wide Gifted and Talented manual

What is a Schoolwide Enrichment Model?

Schoolwide Enrichment Model

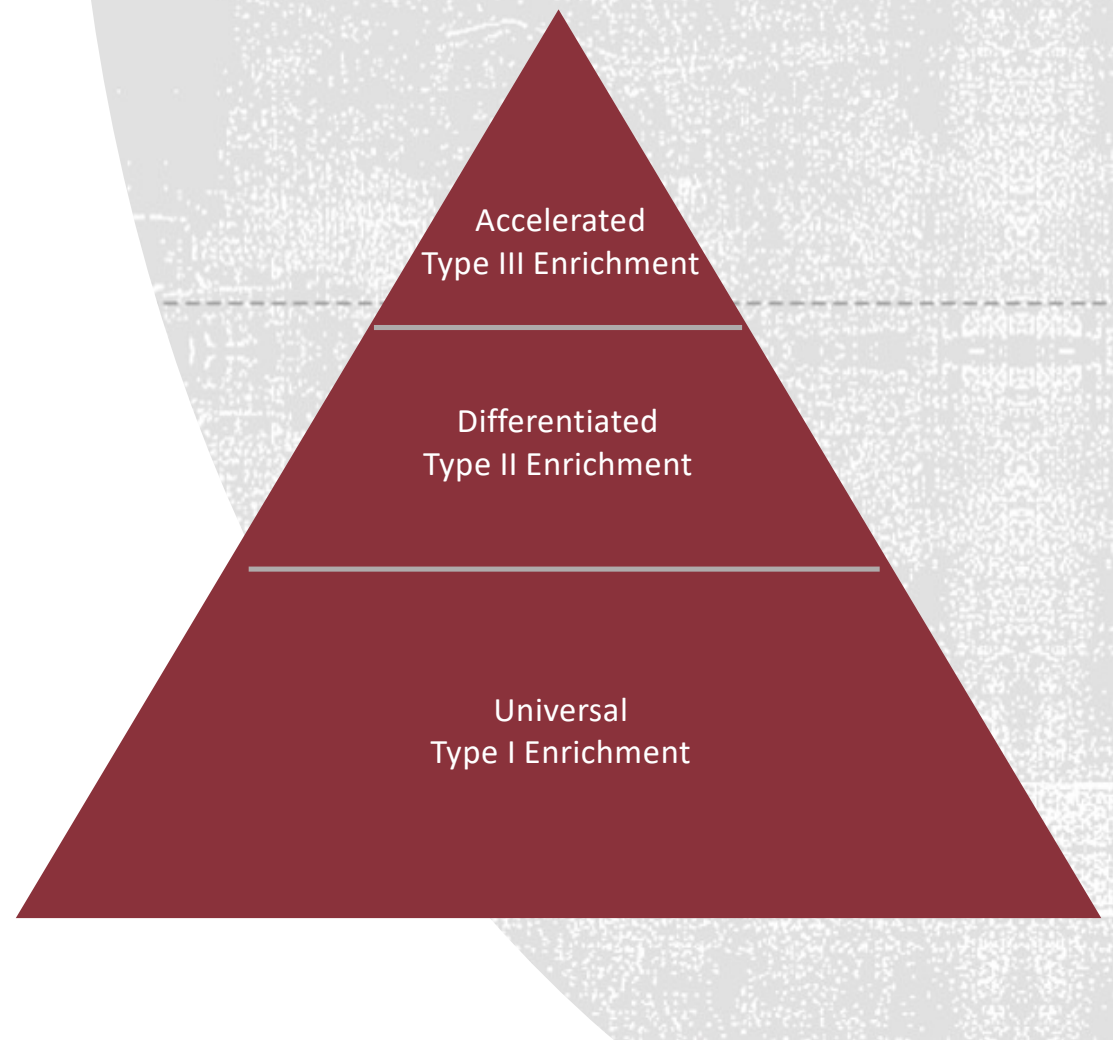
seeks to include *all students* at some level in opportunities to develop talent.

Types of Enrichment

Type I Universal General Exploratory Activities

Type II Differentiated Group Activities

Type III Individual and Small Group




Examples of Possible Tiered Enrichment



Type I Enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In the Bayonne School District, the REACH Courses could act as an introduction to Type I and be extended into Type II Enrichment.

Type II Enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is general and is usually carried out both in classrooms and in enrichment programs (REACH Program). Training activities include the development of (a) creative thinking and problem solving, critical thinking, and affective processes; (b) a wide variety of specific learning how-to-learn skills; (c) skills in the appropriate use of advanced-level reference materials; and (d) written, oral, and visual communication skills/ Other Type II Enrichments is specific as it usually involves advanced methodological instruction in an interest area selected by the student.

Type III Enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type II Enrichment include:

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- Providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study.
 - Acquiring advanced level understanding of this knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies.
 - Developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience.
 - Developing self-directed learning skills in areas of planning, organization, resource utilization, time management, decision making, and self-evaluation, and
 - Developing task commitment, self-confidence and feelings of creative accomplishment.

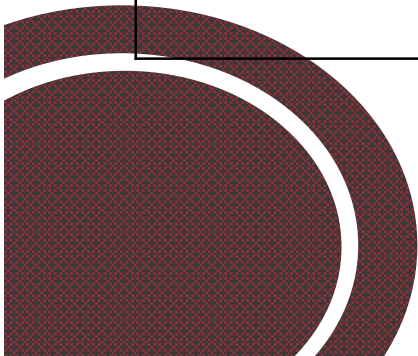
Mathematics Department Enrichment Model

Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade programs for ALL learners.	Differentiated instruction with classroom teacher and/or media specialist for ALL learners.	Small group and individualized instruction.
Field Trips Guest Speakers Math Literature Math Projects Interactive Notebooks Computer Science Week Pi Day Open Middle Questions 100th day of school REACH	Identifying student interest real-world problems and creating solutions Mathematics Investigations Mathematics tools Oral & written presentation skills Art of problem-solving Beyond Basic Modeling and Reasoning Statistical Experiments Observational Studies	Math Olympiad Working Models Discovering new formulas and patterns Creating Coding Programs Creating Apps Authentic Research Projects to propose solutions to real-world problems Entering Competitions (such as American Math Competition and Samsung Solve for Tomorrow)

K-2 Department Enrichment Model



Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade programs for ALL learners.	Differentiated instruction with classroom teacher and/or media specialist for ALL learners.	Small group and individualized instruction.
Hour of Code Computer Science Week Guest Speakers 100th Day of School REACH Ozobot projects that include story maps to connect literature	Identify student interest real-world problems and creating solutions Art of Design Thinking to discover new solutions STEM/STEAM tools Create Models to investigate and solve problems Oral and Written communication/presentation skills: research prominent engineers and scientists of a!! backgrounds	Eãngineer Ozobot Mazes Create 30 Community Maps Create interactive timelines moving robots through history Design and Code Ozobots to explore and investigate topics connected to varied disciplines Authentic research projects to propose solutions to real world problems Enter Robotics competitions



Science Department Enrichment Model

Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade programs for ALL learners.	Differentiated instruction with classroom teacher and/or media specialist for ALL learners.	Small group and individualized instruction.
<p>Field Trips</p> <p>Guest Speakers</p> <p>Journal Articles</p> <p>STEM Days</p> <p>Parent/Child STEM Nights</p> <p>REACH</p>	<p>Simulations</p> <p>Scientific Investigations</p> <p>Evidence Notebooks</p> <p>Use of appropriate scientific tools/laboratory equipment/techniques</p> <p>Science Fair Projects</p> <p>Oral & written presentation skills</p> <p>Research skills</p> <p>Evidence based writing techniques</p> <p>Scientific skills (analyzing & interpreting data, graphing, scientific drawings)</p>	<p>Working Models</p> <p>Science Blogs</p> <p>Weather reporting over a period of time</p> <p>Design & Build Projects to devise a solution to a real world problem (Engineering a prototype)</p> <p>Authentic Research Projects to propose solutions to real world problems</p> <p>Proyecto Science</p> <p>Project Innovate</p> <p>STEM Showcase</p> <p>Junior Robotics</p> <p>Broadcom Masters</p> <p>Broadcom Masters</p>

ELA Department Enrichment Model

Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade programs for ALL learners.	Differentiated instruction with classroom teacher and/or media specialist for ALL learners.	Small group and individualized instruction.
Exposure to new books and genres for Independent reading REACH National Reading Month (March)	Self-selection and choice of book (s) Literature Circles Research author and genre	Rewrite chapter of the book Talk to an audience assuming the role of the author Create a mural of different books with the same genre and author

Social Studies Department Enrichment Model

Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade programs for ALL learners.	Differentiated instruction with classroom teacher and/or media specialist for ALL learners.	Small group and individualized instruction.
<p>We the People Presentations</p> <p>National History Day projects</p> <p>Contests: essays, rap, poetry, etc</p> <p>Field Trips</p> <p>Guest Speakers</p> <p>Assemblies</p> <p>Alternative</p> <p>Assessments</p> <p>Oral & written presentation skills</p> <p>Research skills</p> <p>Evidence based writing</p> <p>Document Based Questions</p> <p>Historical Thinking skills</p> <p>Interactive Notebooks</p> <p>REACH</p> <p>Summer Enrichment Programs</p> <p>Choice Boards</p>	<p>National History Day Regional Competition</p> <p>Identifying real-world problems and creating solutions</p> <p>Oral & written presentation skills</p> <p>Problem-solving</p> <p>Simulations</p> <p>Elective Courses</p> <p>Dual Enrollment Course</p>	<p>We the People State Competition</p> <p>National History Day State Competition</p> <p>AP courses</p> <p>Model UN Conferences</p> <p>Junior Model UN</p> <p>Mock Trial</p> <p>Authentic Research Projects to propose solutions to real-world problems</p>

How are students identified for G&T?

*****Shift from idea of labeling students as “gifted” to matching students to services*****

Solicit Nominations: teachers, parents, ESEA matrix review

Data Collection: existing data, administer diagnostics, review work samples, teacher observation

Interpret Data: student inventory profile

Screening Process: - Universal screening for all students will begin at the end of Kindergarten. Multiple measures will be used to identify students who are performing at the highest levels of ability as compared to their peers within the Bayonne Public School District. The school committee will consist of:

- Building Principal, Chair
- Assistant Principal
- School Counselor
- Multi-Sensory Reading Specialist
- Special Education Teacher
- Special Subject Teacher
- Classroom Teacher (K-2, 3-5, 6-8)
- Child Study Team Member

Notify Stakeholders:

- *After careful consideration and evaluation of the information collected, it is the committee's decision that ___ would benefit from participation in advanced learning opportunities in Language Arts and / or Math or program name classes.*
- *After careful consideration and evaluation of the information collected, it is the committee's decision that ____'s academic needs are being met effectively in the regular classroom at this time.*

Evaluate the identification Process

- Are we finding the right students?
- Are we finding all of the students who would benefit from the services we are providing?
- Are our identification procedures excluding groups of students due to unintentional biased practices?
- Do teachers, parents, & students understand the identification process and why there is a need? Do they see the benefits of identification?

Appeals / Complaint Procedure

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

1. A decision is first appealed to the School G & T Committee. This appeal must be made within ten days of original notification. The appeal must be in writing and cite specific and relevant information and / or documentation, and be addressed to the School G & T Committee.
2. A decision by the School G & T Committee can be appealed to the District G & T Committee. This appeal must be made within 10 days of notification by the School G & T Committee. The appeal must be in writing and cite specific and relevant information and / or documentation and be addressed to the District G & T Committee.
3. A decision by the District G & T Committee may be appealed to the Superintendent of Schools. This appeal must be made within 10 days of notification by the District G & T Committee. The appeal must be in writing and cite specific and relevant information and / or documentation, and be addressed to the Superintendent of Schools.

Challenges

- The need for a district-wide Gifted and Talented Supervisor
- The need for additional instructional coaches to provide support to teachers and students
- Time for targeted professional development on Gifted and Talented Education; as well as, differentiated instruction
- Testing limitations due to pandemic
- Lack of valid and reliable data in 2019-2020, 2020-2021
- Creation of profile / matrix
- Definition of G & T is not necessarily at / above grade level 8 – 10% of grade level