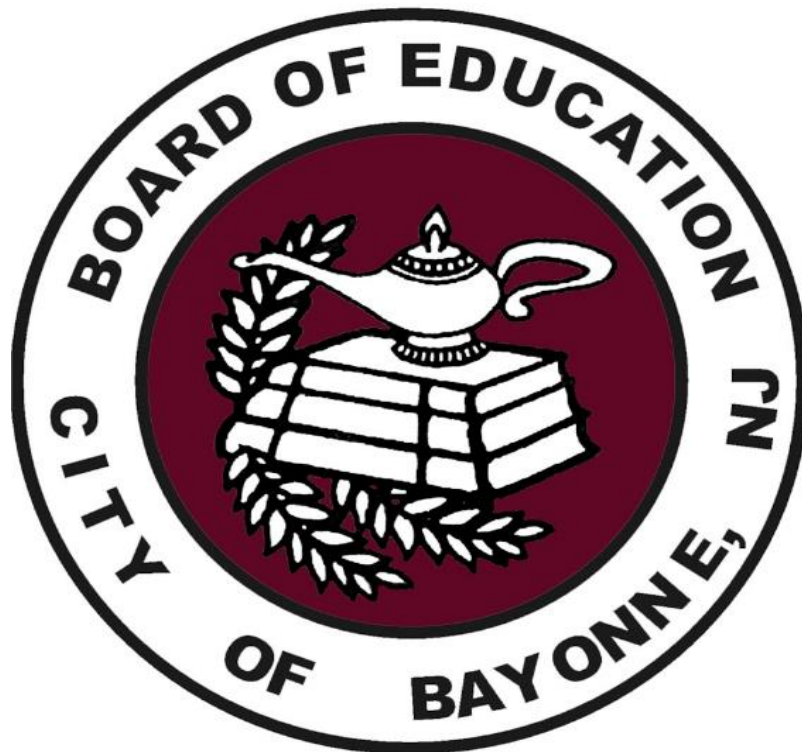


# **Bayonne Public School District**



## **Gifted and Talented Enrichment Manual**

669 Avenue A  
Bayonne, New Jersey 07002

**District Gifted and Talented Committee**

<b>Member Name</b>	<b>Title</b>
Dr. Wachera Ragland-Brown	Chief Academic Officer
Dr. Dennis Degnan	Assistant Superintendent
Jolene Bergantino	Coordinator of Data, Assessment, State & Federal Programs
Colleen Damian	Communications Manager
Tim Craig	Director of Music / Art
Tara Degnan	Director of Science
Rena Bush	Director of Student Personnel Services
Nancy Ruane	Director of English
Dawn Aiello	Director of Math
Thomas Jacobson	Director of Physical Education / Nurses
Dan Ward	Director of Social Studies
Dr. Karee McAndrew	Director of Technology
Monica Flynn	Director of World Languages
Kim DeMedici	Supervisor of Special Services
Tara Soto	District Gifted & Talented Coach
T. Elisha Mele	District Gifted & Talented Coach
Lisa Gomez	District Gifted & Talented Coach

**Gifted and Talented School-Wide Committees****John M. Bailey Community School**

<b>Member Name</b>	<b>Title</b>
Albert McCormick, Jr.	Principal
Alana Ryan	Assistant Principal
Dana Vincent	School Counselor
Anthony Mackow	Child Study Team
Tabetha Brown	Special Education Teacher
Nicolette Mariano	Special Education Teacher
Sophia Sandhu	Special Education Teacher
Susan Fahley	Classroom Teacher K-2
Michael Fatouros	Classroom Teacher 6-8
Denise Dorans	Technology Teacher
Joseph Fee	General/Instrumental Music
Thomas Arabia	Physical Education Teacher
Maura Connolly	Multisensory Reading Specialist
Amanda Argento	School Social Worker

**Mary J. Donohoe Community School**

<b>Member Name</b>	<b>Title</b>
Philip Baccarella	Principal
Amanda Schenkman / Evette Villafuerte	School Counselor
Danielle Travelino	Classroom Teacher K-2
Jessica Sosa	Classroom Teacher K-2
Marissa Wade	Classroom Teacher 3-5
Stephanie Nichols	Classroom Teacher 6-8
Nicole Ough	Art Teacher
Melissa Galella	Special Education Teacher

**Henry E. Harris Community School**

<b>Member Name</b>	<b>Title</b>
Maria Kazimir	Principal
Luisa Jaros	Assistant Principal
Kaitlyn Ballance	School Counselor
Mary Harrington	Multi-Sensory Reading Specialist
Tom Wilkinson	Special Education Teacher
Michele Gargano	Special Subject Teacher
Susan Armstrong	Classroom Teacher K-2
Danielle Raslowsky	Classroom Teacher 3-5
Kristen Nardone	Child Study Team
Maria Pardo	Classroom Teacher 6-8

**Lincoln Community School**

<b>Member Name</b>	<b>Title</b>
Carolyn Malanowski	Principal
Heather Zalis	Assistant Principal
Nicolette Pinto	School Counselor
Tara Pereira	Inclusion-Gr. K
Laura Cortese	Classroom Teacher K-2
Lindsay Pondillo	Classroom Teacher K-2
Christopher Conti	Classroom Teacher 3-5
Patricia Feuer	Special Education Teacher
Michael Buncek	Classroom Teacher 7-8
Joshua Lane	Physical Education Teacher
Priscilla Crespo	Art
Michael Fumento	Music

**Nicholas Oresko Community School**

<b>Member Name</b>	<b>Title</b>
Monique Bullock	Principal
Danielle Traina-Coll	School Counselor
Ashley Devaney	Physical Education Teacher
Charlotte Kelly	CST Psychologist
Lorena Quinonez	Classroom Teacher K-2
Melissa Maiorano	Art Teacher
Monica Flores-Burnett	Classroom Teacher 6-8
Nancy Jaros	Classroom Teacher 3-5
Samantha Christie	Title I Teacher

**Horace Mann Community School**

<b>Member Name</b>	<b>Title</b>
Dr. Catherine Quinn	Principal
Evan Wexler	Assistant Principal
Cailey Kirby	School Counselor
Kara Nitkowski	School Counselor
Marisa Lombardi	Classroom Teacher K-2
Claire Donohue	Classroom Teacher 3-5
Jamie Smith	Classroom Teacher 6-8
Michele Green	Special Subject Teacher
Tracy Napier	Special Education Teacher
Denia Munoz	Multi-Sensory Reading Specialist



**Dr. Walter F. Robinson Community School**

<b>Member Name</b>	<b>Title</b>
Dr. Karen Fiermonte	Principal
Areta Costello	Assistant Principal
Eleni Verardi	Multi-Sensory Reading Specialist
Joshua Lane	PE Teacher
Michael Pecoraro	Technology Teacher
Thomas Warren	Music Teacher
Dara Fischer	Art Teacher
Susanne Gelayder	ML Teacher
Valerie Yurchak	Classroom Teacher 6-8
Nada Makary	Classroom Teacher 6-8
Juana Saborido	Bilingual/ML Coordinator
Lisa Santopietro	Classroom Teacher K-2
Miray Mankarious	CST Member
Leslie Cirillo	School Counselor

**William Shemin Midtown Community School**

<b>Member Name</b>	<b>Title</b>
James Pondillo	Principal
Kelly Carroll	Assistant Principal
Chris Romano	Assistant Principal
Catherine Clark	Special Education Teacher
Maria Czuba	Classroom Teacher 3-5
Christian DelPiano	Health and PE Teacher
Andrea Mantone	School Counselor
Serge Puchinsky	Band Teacher
Robyn Pullaro	Classroom Teacher 6-8
Kim Hightower	CST Team
Michelle Appleby	Special Education Teacher

**Philip G. Vroom Community School**

<b>Member Name</b>	<b>Title</b>
Stacey Janeczko	Principal
Heather Zalis	Assistant Principal
Bernice Poalucci	Special Education Teacher
Chrissy Alvarez	Title I Interventionist
Keith Armstrong	Special Education Teacher
Lesley Caswell	Special Subject Teacher
Samantha Bridgman	Classroom Teacher P-3
Sandra D'Angelo	School Counselor
Lavacia Bryant	Classroom Teacher 3-5
Mary Calcaterra	Classroom Teacher K-2

**Washington Community School**

<b>Member Name</b>	<b>Title</b>
George Becker	Principal
Lisa Wasielewski	Assistant Principal
Megan Hickey	School Counselor
Maura Connolly	Reading Specialist
Brooke Davis	Special Education Teacher
Alexis Cmielewski	Special Education Teacher
Dave Kobryn	Special Subject Teacher
Elizabeth Mercun	Classroom Teacher K-2
Linda Detto	Classroom Teacher 3-5
Steve Giordano	Classroom Teacher 6-8
Sharon Peraino	Child Study Team Member

**Woodrow Wilson Community School**

<b>Member Name</b>	<b>Title</b>
Tara Furmaniak	Principal
Jason Acerra	Assistant Principal
Maria Pagano	Guidance Counselor
Gina Puchinsky	Title 1 Interventionist
Katherine Gregorian	Title 1 Interventionist
Jessica Mecka	Special Services
Diana Rickard	Art Teacher
Vanessa McGrath	Early Childhood Teacher
Erica Hayes	Classroom Teacher 3-5
Sheila Najmi	Classroom Teacher 6-8
Jerilyn Montagne	Child Study Team

**Bayonne High School**

<b>Member Name</b>	<b>Title</b>
Keith Makowski	Principal
Lecia Nichols	Assistant Principal
Jaclyn Albertie	Math Teacher
Sherif Asham	Special Services / Science
Tanya Russell	ELA Teacher
Dr. Andrea Resetar	Science Teacher
Dr. Bransfield	Social Studies Teacher
Ana Janiszewski	World Language
Gene Woods	Social Studies Teacher
Lauren Battaglino	School Counselor
Leigh Halsey	FPA / Business Teacher
Alex Enrique	Physical Education / Vocational Teacher
Christina Casais	Special Services Teacher
Martina Mellows	ML Teacher
Kelli McGovern, L. Alexander, L. Klinck, B. Wahlers	BHS Fine & Performing Arts

**OVERVIEW**

The Bayonne Board of Education is committed to providing a personalized learning experience for students. Our teachers provide students an opportunity to learn and thrive in classrooms that emphasize personalized learning and blended learning opportunities to meet each student's individualized needs. All students have unique strengths and talents, and we work to foster these in many ways. Some children have skills and abilities that significantly differ in degree and dimensions from their chronological age peers. The Bayonne Board of Education's program focuses on providing a differentiated experience in instructional depth and scope, to provide students with the opportunity to maximize their potential.





## **New Jersey Regulations and Gifted Programming Standards**

On January 13, 2020, Governor Murphy signed the “[\*Strengthening Gifted and Talented Education Act\*](#)” codifying school district responsibilities in educating gifted and talented students as referenced in [\*N.J.A.C. 6A:8-3.1\*](#). The law went into effect for the 2020-2021 school year.

### **New Jersey Department of Education Student Learning Standards for Gifted and Talented Students**

The law states that school districts must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities. The New Jersey Department of Education (NJDOE) Office of Standards refers to standards developed by the [\*National Association for Gifted Children \(NAGC\)\*](#) to assist school districts in examining the quality of their programs and services for gifted learners in grades Pre-K to 12.

**Standard 1: Learner Development and Individual Learning Differences** Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**Standard 2: Learning Environments** Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

**Standard 3: Curricular Content Knowledge** Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

**Standard 4: Assessment** Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about the identification of individuals with gifts and talents and student learning.

**Standard 5: Instructional Planning and Strategies** Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

**Standard 6: Professional Learning and Ethical Practice** Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

**Standard 7: Collaboration** Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

**Characteristics of Gifted and Talented Students**



**Above Average Ability**

- Recalls facts easily
- Is very well-informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has an exceptional ability to solve problems
- Exhibits extended attention span in a particular content area
- Displays a passion for a topic of interest
- Manages to change a topic under discussion to the discipline of his/her interest

**Creativity**

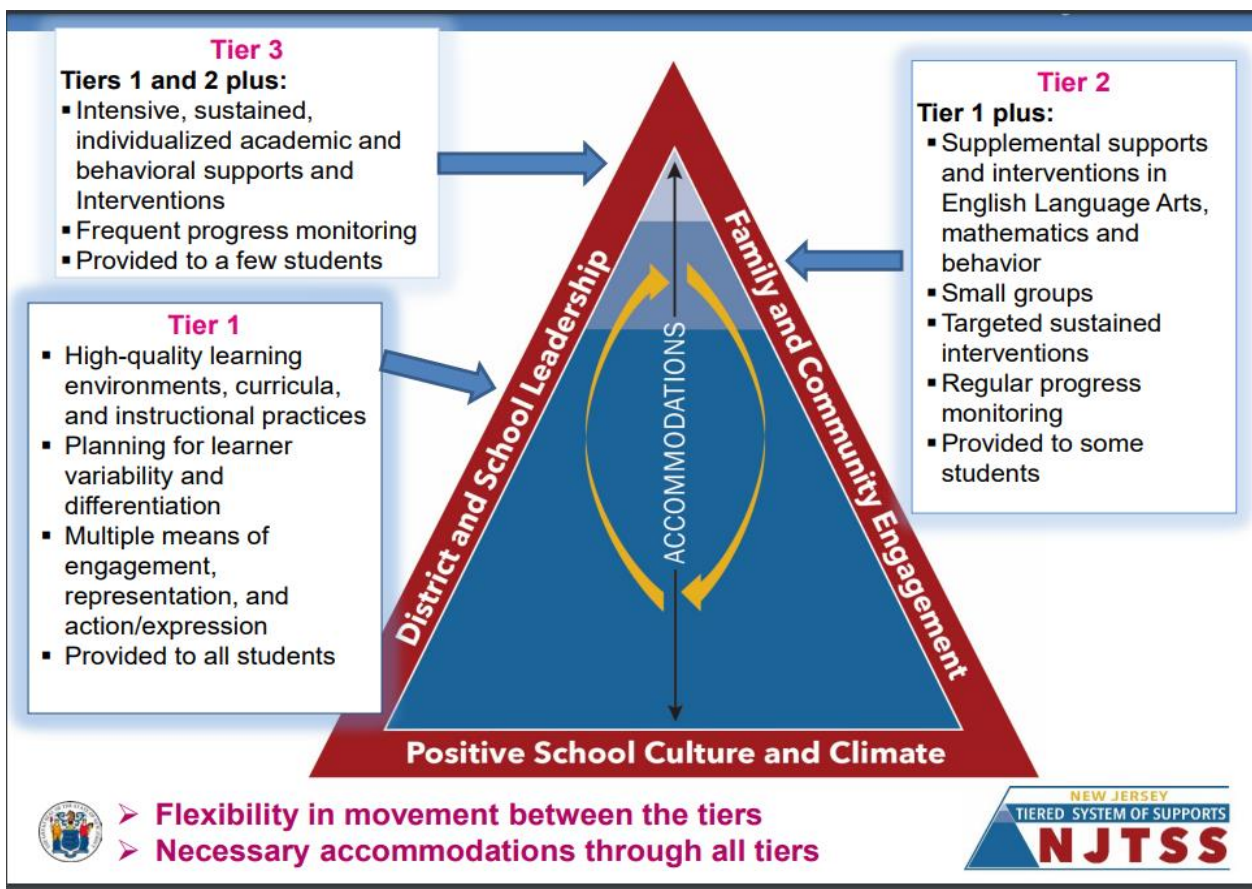
- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty and an individual way of solving problems
- Asks many unusual questions
- Often has several projects going at once
- Resists external controls, tests, and challenges limits

**Task Commitment**

- Relates to and motivates other people
- Organizes others for activities
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or listens to and debates the opinions of others)
- Initiates projects and extensions of assignments
- Is beyond the group
- Makes independent contact with or carries on correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence

## **NJTSS and Gifted and Talented Screening**

The Bayonne Board of Education uses the [New Jersey Tiered System of Support \(NJTSS\)](#) as a tool to provide support for students who require interventions. The BBOED administers a variety of universal benchmark screening measures in order to identify struggling students and students who are demonstrating above-average ability. NJTSS is recognized as an effective way to respond to the learning needs of all students. NJTSS provides high-quality differentiated instruction and interventions that are matched to the student’s personalized learning needs. Student progress is monitored frequently in order to adjust instruction and goals, as well as to analyze student data to determine students’ personalized learning plans. Screening tools that measure independent reading level and individual student standards-based mastery are key data points for identifying gifted and talented students.



## **IDENTIFICATION PROCESS**

### **Identification of Students**

Best practices suggest that students be identified through multiple measures. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans. The following measures will be used to identify students. The identification criteria for the Gifted and Talented program involve multiple measures to ensure a comprehensive and fair assessment of students' abilities and potential. These criteria include:

1. **CogAT Testing:** The Cognitive Abilities Test (CogAT) is a widely used assessment tool designed to measure a student's cognitive abilities in areas such as reasoning, problem-solving, and memory. Scores from CogAT testing can help identify students with exceptional cognitive skills.
2. **District assessment tools:** The district provides multiple tools to measure students' academic performance based on grade-level assessments (see tables below).
3. **Grades:** Academic performance, such as high grades in core subjects like mathematics, science, language arts, and social studies, can be an important indicator of a student's potential for giftedness.
4. **NJSLA Scores:** The New Jersey Student Learning Assessments (NJSLA) scores can offer an objective measure of a student's academic achievement and proficiency in key subject areas. High scores may indicate a student's potential for giftedness.
5. **Teacher Recommendation:** Teachers who interact with students daily often have valuable insights into their abilities, motivation, and potential. Recommendations from educators who have observed a student's performance and behavior in the classroom provide valuable input.

Using a combination of these measures ensures a more holistic data-driven evaluation of students' abilities, as each measure assesses different aspects of their potential. This approach aims to reduce biases and provide a well-rounded assessment for identifying gifted and talented students.

**Identification of Students**

ELA							
Grade Level	CogAT	COR	i-Ready Spring	Final Average	NJSLA	DRA	Renzulli
Kindergarten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics							
Grade Level	CogAT	COR	i-Ready Spring	Final Average	NJSLA		Renzulli
Kindergarten	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
HS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

**Transfer Students**

Students who enroll and have been formally identified as gifted and talented from another district should provide documentation of receiving those services along with their report cards. Data will be carefully reviewed by the school, and parents will be notified in writing if their child qualifies. Students who qualify will be identified in the District's student information system for the current school year.

### **Reassessment**

The Bayonne Public School District recognizes that children will continue to grow and develop throughout their education. Eligibility and services in one school year are neither a prerequisite nor a guarantee for eligibility for services in subsequent school years. In an effort to meet a student's unique educational needs, students are monitored and re-evaluated annually to identify the need for enrichment services. Parents will be notified in writing if their child is eligible for G&T enrichment services.

### **Twice Exceptional Learners**

These students are gifted children of above-average abilities who also have special educational needs - ADHD, learning disabilities, Autism Spectrum, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, BBOED recognizes the importance of identifying and servicing this often underrepresented group.

### **English Language Learners**

Research suggests that qualitative and quantitative measures should be used for the identification of ELLs who are gifted and talented. Similar to twice-exceptional learners, gifted needs may be masked by language barriers. Therefore, the building-based committees will follow the recommendations of the NJDOE and utilize district identification profiles where appropriate.

### **The Arts**

Students who are identified as gifted/talented in music and art will be provided with opportunities to develop those talents. Special area teachers will work with the school-based G&T committee to identify students who are gifted in the arts and provide them with opportunities to further develop their gifts, whenever possible, during classroom and school activities. Students will be encouraged to take part in the many extracurricular and community opportunities within their area of giftedness.

**Psychomotor**

Students who are identified as gifted/talented in psychomotor (physical education - PE) will be provided with opportunities to develop those talents. Special area teachers will work with the school-based G&T committee to identify students who are gifted in PE and provide them with opportunities to further develop their gifts, whenever possible, during classroom and school activities. Students will be encouraged to take part in the many extracurricular and community opportunities within their area of giftedness.

**Staff Development**

The Bayonne School District recognizes that providing enrichment is key to meeting the needs of those who require specialized knowledge and skills. The Bayonne School District is committed to providing professional development in the area of gifted education in order to ensure that staff recognizes the needs of gifted and talented students along with strategies to meet their needs.

<b>Exemplars of Enrichment</b>		
<b>Type I Enrichment</b>	<b>Type II Enrichment</b>	<b>Type III Enrichment</b>
Whole class and whole grade Programs for ALL learners.	Differentiated instruction with classroom teachers and/or media specialists for ALL learners.	Small group and individualized instruction.
<ul style="list-style-type: none"> <li>● Art instruction</li> <li>● Assemblies</li> <li>● Coding (K-8)</li> <li>● Financial literacy</li> <li>● Grade-level field trips</li> <li>● Grade-level learning experiences</li> <li>● Makerspace</li> <li>● Music instruction/lessons</li> <li>● ST Math</li> </ul>	<ul style="list-style-type: none"> <li>● 100 Book Challenge</li> <li>● Accelerated Math, Pre-Algebra, Algebra I</li> <li>● AP Courses</li> <li>● AP Courses</li> <li>● Code.org</li> <li>● Codeable</li> <li>● Early College Academy</li> <li>● Model UN</li> <li>● National History Day</li> <li>● Scratch</li> <li>● ST Math Challenge</li> </ul>	<ul style="list-style-type: none"> <li>● Academic Challenge</li> <li>● Academic competitions</li> <li>● Art Club</li> <li>● Band</li> <li>● Chess Club</li> <li>● Choir</li> <li>● Esports</li> <li>● Fire Bowl</li> <li>● Forensics</li> <li>● Geography Bee</li> <li>● Math Olympiad</li> <li>● Project Innovate</li> <li>● Robotics</li> <li>● Science Fair STEM Showcase</li> <li>● Spelling Bee</li> <li>● Week of Code</li> </ul>

**NJQSAC Instruction and Program Indicators**

<b>Instruction and Program Indicators 9-15:</b>
Content areas (English language arts, mathematics, science, social studies, world language, comprehensive health and physical education, and visual and performing arts) curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)
a. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements;
b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans;
c. Assessments, including, formative, summative, benchmark and alternative assessments;
d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
e. Pacing guide;
f. Interdisciplinary connections;
g. Integration of 21 <sup>st</sup> century skills through NJSLS 9;
h. Integration of technology through the NJSLS; and
i. Career education.

In order to provide programmatic feedback, the effectiveness of the G&T program will be reviewed annually.



### **Parent Appeal Process**

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 Principal. This appeal must be made within ten days of the original notification. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the School Principal.
2. A decision by the School Principal can be appealed to the Chief Academic Officer. The appeal must be in writing and cite specific and relevant information and/or documentation and be addressed to the Chief Academic Officer within ten days of notification by the School Principal.
3. A decision by the Chief Academic Officer may be appealed to the Superintendent of Schools. This written appeal must be made within 10 days of notification by the Chief Academic Officer. The appeal must be in writing and cite specific and relevant information and/or documentation, and be addressed to the Superintendent of Schools.

### **Gifted & Talented Procedural Complaint Process**

In order to provide programmatic feedback, the effectiveness of the G&T program will be reviewed annually.

Bayonne Public Schools District Policy 2464 Gifted and Talented Students amendments will be forthcoming inclusive of the protocols outlined below:

Pursuant to A4710 1R: Strengthening Gifted and Talented Education Act, the following protocol must be used to file a complaint alleging that Bayonne Public Schools is not in compliance with the provisions of the Act. The alleged occurrence of noncompliance must have taken place within one year of filing the complaint. Please note, the complaint process is different from an appeal for placement of a student. The complaint process only deals with alleged procedural compliance as outlined in the Act. This process will yield no change to prior student placement decisions.

The complaint shall include:

- The name, address, and contact information of the complainant; and
- A statement that the identified school district is not in compliance with the provisions of this act, and the specific facts on which the allegation of noncompliance is based.

An individual who believes that a school district has not complied with the provisions of this Act may file a complaint with the Superintendent or designee. Based on the decision of the Superintendent or designee to affirm, reject, or modify the District's action in the matter, the individual may file a petition of appeal of the written decision of the Superintendent or designee in the following order utilizing the same above described format:

- Board of Education - Based on the decision of the Board of Education to affirm, reject, or modify the district's action in the matter, the individual may file a petition of appeal of the written decision; to Executive County Superintendent (investigation must be completed within 60 days) based on the decision of the Executive County Superintendent to affirm reject, or modify the district's action in the matter, the individual may file a petition of appeal of the written decision; to
- Commissioner of Education via Office of Controversies and Disputes in accordance with N.J.S.A.18A:6-9 and the procedures set forth in State Board of Education regulations.

Should the District be found to be in noncompliance with the Act, remediation of the Gifted and Talented Program will take place.

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