

Long Branch Public Schools



Gifted and Talented Programs Overview

Gifted and Talented Students

As defined by the regulations readopted on June 1, 2005 by the State Board of Education, gifted and talented students are: "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."

State Law

In January, 2020, the State of New Jersey Passed a new law (CHAPTER 338) governing Gifted and Talented Education. This act shall be known and may be cited as the "Strengthening Gifted and Talented Education Act": C.18A:35-34.

Program Description and Continuum of Services

The Long Branch Public School District recognizes that all children have unique strengths and talents. We strive to provide opportunities to develop the social, emotional, and academic abilities of each student. All teachers develop learning opportunities to meet these goals through individualized, differentiated learning activities across each content area in every grade level Pre K-12.

The district recognizes that some students possess and demonstrate extraordinary levels of ability in one or more content areas when compared to their chronological peers. These students may require differentiated programming opportunities beyond what is already provided in order to maximize

their potential. Every student (Grades K-5) participates in enrichment activities that are scheduled by grade level. The activities provide each child with opportunities to explore enriching curriculum in the areas of Music, Art, Physical Education, Social-Emotional Learning, Health and World Language. Students in Grades K-5 who demonstrate advanced skills and talents in the arts are given opportunities to participate in classes and lessons provided by District staff as well as community partners such as Enrichment Art, Instrumental Music, Band, Chorus, Dance, and more.

In Grades K-5 students who are identified as exceeding grade-level expectations and demonstrating strengths in ELA and Math are clustered together within their classes so lessons can be differentiated to meet their individual needs in small group instruction. Students are provided opportunities to challenge their thinking, explore their interests, and grow academically, socially and emotionally.

All of the above-mentioned services include students that are identified in need of ESL and Special Education services. The Long Branch Public Schools will develop procedures for an ongoing Kindergarten through Grade 5 identification process that includes multiple measures (achievement scores, grades, student performance or products, intelligence testing, recommendations and other appropriate measures). The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. Procedures will be reviewed annually, at a minimum.

Click [HERE](#) for 20-21 Elementary Measures used. (Please note that due to COVID-19, adjustments and modifications may be made based on hybrid and/or full-remote learning.)

Grades 6-8:

Accelerated mathematics courses in the Long Branch Middle School are designed for students who possess or demonstrate high levels of ability in

mathematics. The accelerated classes and early placement algebra courses are offered to meet the needs of these students. The curricula are designed to provide appropriate instruction to academically advanced learners in mathematics.

Grades 9-12:

Advanced Placement (AP) courses follow introductory-level college curricula. AP courses are available to all who meet the appropriate prerequisites. Long Branch offers open enrollment for all high school students. In addition, AP summer enrichment courses are offered to prepare students for the rigor of AP courses.

Questions or Concerns Regarding Criteria and Selection

A parent or guardian who has questions or concerns regarding the criteria and selection for the elementary ALPs program, the Middle School Honors, Accelerated, Algebra, and Geometry courses, and the High School Advanced Placement courses should contact the building principal.

Complaint Process

An individual who believes that a school district has not complied with the provisions of the Act may:

1. File a complaint with the Long Branch Board of Education. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.
2. An individual who is still in disagreement with the Long Branch Board of Education's written decision has the ability to file a petition of appeal to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.18A:6-9 and the procedures set forth in State Board of Education regulations.

Professional Development

Ongoing professional learning will be provided for a variety of stakeholders that address particular characteristics, needs, and strategies required for gifted learners.

1. Teachers will improve their ability to personalize, differentiate, and compact their instruction through ongoing professional development in the form of job embedded professional learning, workshops, and conferences.
2. District Supervisors and School Leaders will receive professional development on the characteristics of gifted learners and their unique educational needs in order to support classroom teachers, counselors, and other school staff.
3. Counselors, reading specialists/coaches, and/or head teachers will receive training on the characteristics of gifted students and how to differentiate instruction for the purpose of turn-keying this information to other faculty members.

Accommodations & Modifications for Specialized Populations

Definition of Twice Exceptional: a child whose intellectual abilities, creativity and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (special education, basic skills, all cultural, racial, and ethnic groups, English Learners, all economic strata, etc.) can be found to possess these abilities.

Commonly accepted categories of Twice-Exceptional students:

- Students first identified as gifted who later show indicators of a specific disability area.
- Students identified as having a specific learning disability and who also show outstanding talent in one or more areas.

- Students who may appear average or underachieving because the disability masks any manifestation of giftedness.

We strive to meet the needs of Twice Exceptional students in the general education classroom through differentiation and advanced coursework. For students who require additional services, the focus is to support the student with enriched opportunities/experiences in order to maximize their learning. Every student will be provided the opportunity to receive enrichment opportunities. If students have accommodations and modifications via an IEP, 504 or ELL status, they will be implemented during the process.

Multiple sources of information will be used to identify students who may be Twice Exceptional. This information will be collected from teachers, Student Services members and other personnel. These multiple measures may include, but are not limited to: Cognitive Assessments, Educational Assessments and Educational Performance

Important Links

- [National Society for Gifted & Talented](#)
- [National Association for Gifted Children](#)
- [NJ DOE Gifted and Talented](#)
- [Statutes and Regulations](#)