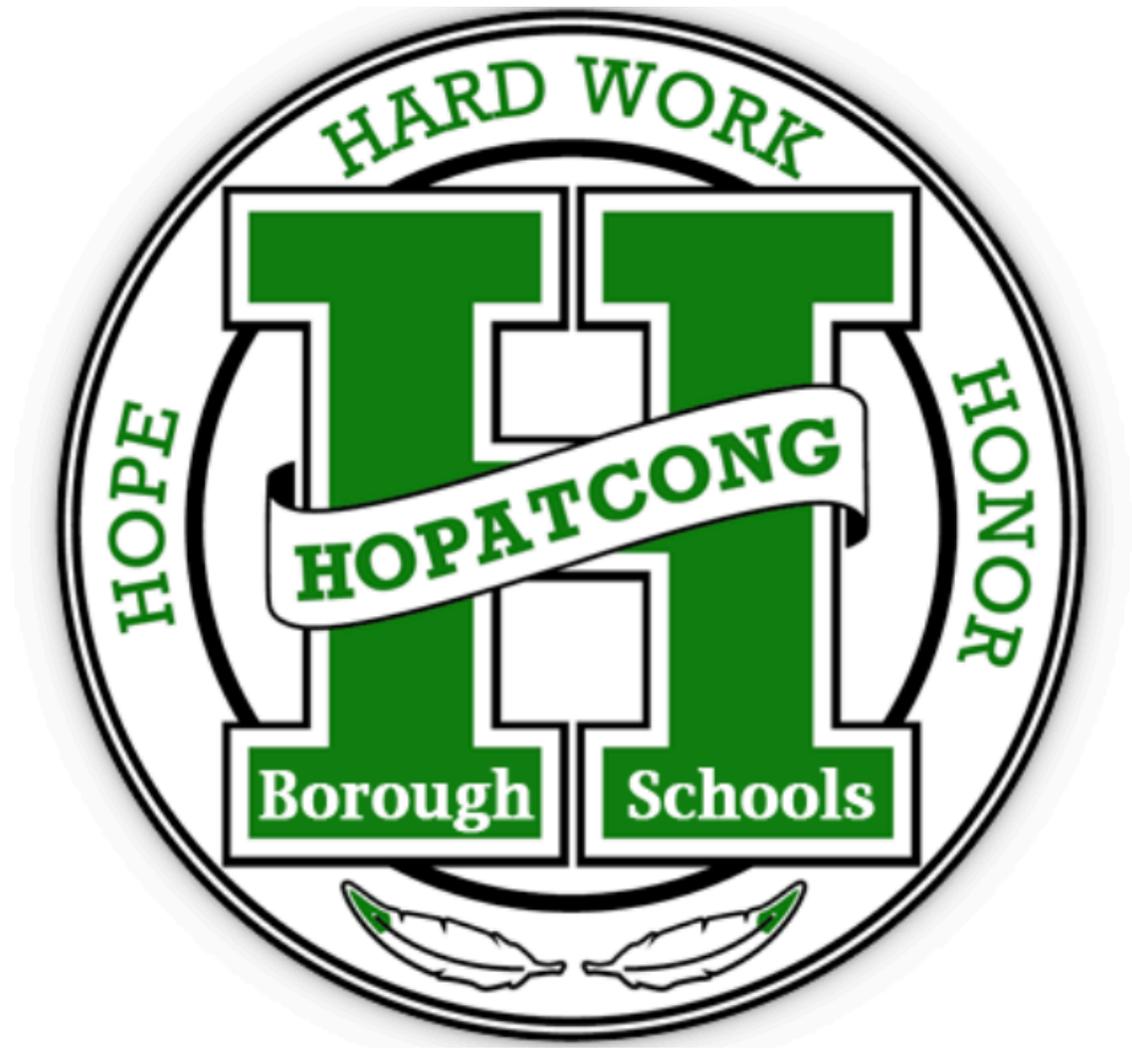


Hopatoncong Borough Schools



Gifted and Talented Manual

School-Based Committees

Durban Avenue

Staff Member Name	Title
Katherine McFadden	Principal
Elissa Rizzo	G&T Teacher
Melanie Ryder	Teacher
Lisa Osbun	Guidance/CST

Tulsa Trail

Staff Member Name	Title
Brian Byrne	Principal
Elissa Rizzo	G&T Teacher
Heather Keegan	Teacher
Lisa Osbun	Guidance/CST

Hopatcong Middle School

Staff Member Name	Title
Lewis Benfatti	Principal
Elissa Rizzo	G&T Teacher
Concetta Spano	Teacher
Melissa Kennedy	Guidance/CST

Hopatcong GATE Program

The Hopatcong Schools Gifted and Talented Education (GATE) program is designed to support gifted students in grades 2-7. Students selected for this program demonstrate a love for learning and growth that extends beyond the classroom. They do not just have high grades but consistently demonstrate a love for learning, are curious to find out why and how the world functions, think creatively and are willing to engage intellectually and collaboratively with the joy of learning being their motivation. Our GATE program is different from advanced classes and is not designed as an additional supplement to the grade-level curriculum. We utilize a pull-out model in which students engage in extracurricular projects, challenges, and learning opportunities outside of the traditional classroom focusing on expanding the intellectual curiosity and growth of the GATE student.

Identification Process

A school-based GATE committee will identify and match students to their appropriate level of service. The purpose of identification is to locate those exceptional students who require special programming to reach their potential. The need for special programming depends on the discrepancy between a child's development and that of his or her classmates.

Screening Process - Universal screening for all students will begin at the end of Kindergarten. Multiple measures will be used to identify students performing at the highest levels of ability compared to their peers within the Hopatcong Borough School District.

Level I - Identification of Students

No child shall be excluded from G&T identification based on other identified learning needs, such as special education or ML. The following measures will be used to identify students. Students who meet at least two of the identification criteria will be considered for further screening.

- Independent reading level at least one year above grade level.
- Grades 2-3 - Majority of "exceeds standards" on Standards-Based Report Cards in ELA and/or Math, and/or exceeding standards on Linkit! Benchmarks

- Grades 4-7 - Majority of A's on report card and/or exceeding standards on Linkit! Benchmarks
- Exceeding Standards on NJSLA

Level II - Further Consideration

Identified students to be considered for placement will have a student profile created using additional data, which will allow for a sound decision to be made by the school-based committee based on aptitude, achievement, creativity, and/or giftedness via:

- The Renzulli Scales for Rating the Behavioral Characteristics of Superior Students (filled out by the classroom teacher).
- An artifact of student work scored via a grade-level rubric to be considered by the committee (submitted by the current teacher)

Level III - Placement

The school-based committee will analyze the criteria from Levels I and II and identify which students require additional services to reach their full potential.

Transfer Students

Students who enter the district mid-year will be evaluated based on Level I indicators. 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. The school-based committee will carefully review data, and parents will be notified in writing if their child qualifies.

Renzulli Scales for Rating the Behavioral Characteristics of Superior Students
Local Cut Scores

Assessed Area	Minimum Cut Score
I. Learning Characteristics	60/66
II. Creativity Characteristics	49/54
III. Motivation Characteristics	60/66
IV. Leadership Characteristics	38/42
V. Communication Characteristics (Precision)	60/66
VI. Communication Characteristics (Expressiveness)	22/24
VII. Planning Characteristics	81/90
VIII. Mathematics Characteristics*	54/60
IX. Reading Characteristics*	33/36

*Students must meet the cut score in these areas

-Students must meet the cut score in at least 6 of the 7 other areas

[Sample Renzulli Scales Document](#)