

EWRSD Gifted & Talented and Enrichment Programs

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What is the Enrichment Program?

The Enrichment Program at EWRSD is a structured educational initiative designed to provide students with additional learning opportunities beyond the standard curriculum. These programs aim to foster intellectual growth, creativity, and skill development by offering activities that are more advanced or specialized than what is typically covered in regular classes. The Enrichment Program focuses on areas such as literacy and/or math, while encouraging critical thinking and problem-solving, aiming to engage and challenge students who demonstrate particular talents in these areas. The goal is to enhance their overall educational experience and encourage lifelong learning.

About the K-5 Enrichment Program:

The K-5 Enrichment Program integrates responsibility, collaboration, resilience, perseverance, and reflection with the development of critical thinking skills. It offers students a transformative journey, empowering them to emerge as versatile and innovative leaders in strategic planning, problem-solving, communication, and motivation. Acquiring these skills enables students to make a positive impact academically and beyond. The Enrichment Program is designed to facilitate this growth, providing a unique opportunity to enhance critical thinking abilities and acquire other essential skills for overall development:

1. **Strategic thinking:** As part of the Enrichment Program, students will learn how to apply strategic planning to their projects and activities. They will develop plans and strategies to achieve their goals, applying logic and reasoning to make informed decisions.
2. **Problem-solving:** Throughout their journey, students will engage in challenging projects that require them to think analytically and solve complex problems. They will tackle demanding tasks where they will analyze, evaluate, and devise innovative solutions.
3. **Communication:** Effective communication is vital in various aspects of life. During the Enrichment Program, students will enhance their communication skills through various activities. They will learn to express their ideas clearly, articulate concepts, and engage in productive discussions.
4. **Motivation:** Motivating oneself and others is a crucial aspect of personal and academic growth. Students will participate in activities where they will develop leadership skills, inspire their peers, and foster a positive and motivated learning environment.

What is the Gifted & Talented Program?

The Gifted & Talented (G&T) Program refers to specialized educational services and opportunities provided to students who demonstrate exceptional abilities or potential in intellectual, creative, artistic, or leadership domains. This program is designed to meet the unique learning needs of gifted children, offering them enriched and accelerated curricula that go beyond the standard grade-level material.

Key characteristics of gifted and talented programs include:

1. **Differentiated Instruction:** Tailoring learning experiences to match the pace, depth, and complexity that challenge gifted students.
2. **Enrichment Activities:** Providing opportunities for in-depth exploration of subjects of interest, including advanced coursework, projects, and research.
3. **Critical Thinking and Problem-Solving:** Emphasizing skills development in areas such as critical thinking, creativity, and problem-solving.
4. **Support for Social and Emotional Needs:** Recognizing and addressing the unique social and emotional needs of gifted students, including opportunities for peer interaction and mentorship.

Gifted and talented programs aim to nurture the potential of these students, fostering their academic growth and personal development while preparing them for future educational challenges and opportunities. At EWRSD, we also incorporate goal setting, peer collaboration, self-reflection, and self-efficacy. By integrating these elements into the G&T curriculum, we aim to develop well-rounded individuals who not only excel academically but also demonstrate resilience, empathy, and a sense of responsibility towards themselves and others. This approach prepares gifted students for future challenges and fosters lifelong habits of self-improvement and personal accountability.

Grades K–1: PETS Enrichment Program

Program Overview

To expand access to higher-order thinking, East Windsor Regional School District offers a K–1 enrichment initiative grounded in the Primary Education Thinking Skills (P.E.T.S.) curriculum. This program blends whole-class instruction with targeted small-group enrichment, ensuring that all students build foundational skills in creativity, logic, and problem-solving—while helping educators identify advanced potential in multilingual learners and other underrepresented groups.

Key Cognitive Skill Development Areas (STEM Thinking)

P.E.T.S. supports essential cognitive capacities foundational for future success in STEM and beyond:

- **1. Processing Speed and Rapid Recall:** Quick-reaction and memory-based games improve cognitive efficiency.
- **2. Attention and Focus:** Engaging tasks build sustained attention and reduce distractibility.
- **3. Working Memory:** Multi-step challenges strengthen the ability to retain and manipulate information.
- **4. Cognitive Flexibility and Problem-Solving:** Open-ended activities nurture adaptive thinking and reasoning.
- **5. Executive Functioning and Self-Regulation:** Planning and decision-making exercises support independent learning and goal-directed behavior.

Grade 2 and Grade 3* Optional Gifted & Talented Opportunity: Enrichment Project

The Grade 2 and Grade 3 Optional Enrichment project is a structured, project-based learning opportunity designed to provide students with a transformative journey in strategic planning and problem-solving. Students act as innovative leaders by applying the Engineering Design Process to a real-world challenge—such as designing a theme park attraction—from initial concept to a final plan.

Grade 2: The project offers an opportunity for students to engage in advanced problem-solving and critical thinking through project-based learning.

Grade 3*: Completion of this project serves as a mandatory prerequisite and ***required pre-referral component for students seeking consideration for the Gifted & Talented Program***, demonstrating their ability to successfully take on and manage additional work.

Learning Objectives:

1. **Strategic Thinking:** Students apply logic and reasoning to develop and refine a project concept across multiple phases of the Engineering Design Process.
2. **Problem-Solving:** Students engage in analytical thinking to evaluate design challenges and devise innovative solutions throughout the design and prototyping phases.
3. **Communication:** Students enhance their ability to express ideas clearly and articulate complex concepts to an authentic audience through a digital pitch.

Participation Criteria:

Participation in the Grade 2 and Grade 3 Optional Enrichment project serves as an evaluation of a student's capacity to manage additional, demanding tasks independently alongside their standard curriculum. This aligns with the district's multi-measure identification process and supports equitable access to gifted and talented pathways for all students, including multilingual learners and students with IEPs or 504 plans.

Grade 3

Identification Process:

Grade 3 Reading Enrichment

- The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores)
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 3 Math Enrichment

- The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores)
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 4

Identification Process:

Grade 4 Reading Enrichment

- The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2025, December 2025, March 2025 Star Scores)
- NJSLA Achievement Level of 5
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 4 Math Enrichment

- The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores)
- NJSLA Achievement Level of 5
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 4 Gifted & Talented

- NNAT3 score in the Superior or Very Superior
- East Windsor Cognitive Abilities Test 70th percentile and above
- STAR Reading and Math Percentile Rank of 80th percentile and above
- Evaluation of students' capacity to manage additional tasks when participating in the program

Grade 5

Identification Process:

Grade 5 Reading Enrichment

- The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores)
- NJSLA Reading Achievement Level of 5
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 5 Math Enrichment

- The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores)
- NJSLA Reading Achievement Level of 5
- Evaluation of students' capacity to manage additional tasks when participating in the program
- Teacher recommendations
- Report Card Information

Grade 5 Gifted & Talented (from testing completed in their 4th grade year, unless otherwise noted)

- NNAT3 score in the Superior or Very Superior
- East Windsor Cognitive Abilities Test 70th percentile and above
- STAR Reading and Math Percentile Rank of 80th percentile and above
- Evaluation of students' capacity to manage additional tasks when participating in the program

Objective:

To establish a comprehensive and equitable testing plan for identifying gifted and talented students based on their exceptional abilities in general intellectual ability, creativity, or specific academic areas.

Testing Criteria:

1. Universal Screening: Utilize a variety of assessment tools and criteria for universal screening, including Star Math and Reading Assessments, Teacher Recommendations, and Work Products.
2. Ongoing Identification: Implement ongoing identification processes to ensure continuous assessment of student abilities throughout their academic journey.
3. Multiple Measures: Employ a combination of assessment tools and criteria to capture the diverse range of giftedness among students. These measures include objective assessments, subjective evaluations by teachers, and evaluation of students' work products.
4. Equity and Access: Ensure equity and access by considering the unique needs of all students, including multilingual learners, those with Individualized Education Programs (IEPs), and those with 504 plans. Use local norms in selection decisions to avoid biases.
5. Transparency: Provide clear and transparent information about the testing criteria, including how specific assessments are weighted and the applicable timelines, on the district website.
6. Flexibility: Maintain flexibility in the identification process by considering all relevant data and understanding the limitations of each assessment tool. Provide professional development to educators on data analysis and interpretation.

Assessment Tools: EWRSD Cognitive Abilities Assessment, NNAT3, Utilize Star Math and Reading Assessments, Teacher Recommendations, and Work Products to identify students demonstrating exceptional abilities.

Ongoing Assessment: Implement continuous assessment processes to ensure timely identification of gifted and talented students.

Evaluation Criteria: Assess students based on their performance in academic areas, creativity, and other indicators of exceptional ability.

Decision Making: Use a multidisciplinary team approach to review assessment results and make informed decisions about students' eligibility for gifted and talented services.

Note: This testing plan adheres to best practices and considerations for identification outlined by the New Jersey Association for Gifted Children, the New Jersey Department of Education, and the Strengthening Gifted and Talented Education Advisory Committee.

1. Twice-Exceptional K-5 Students:

Provisions are ongoing in kindergarten through grade 12 for the identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. We ensure equal access to a continuum of gifted and talented education services. The identification process includes consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans. We develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including, but not limited to, additional education activities.

2. K-5 Continuum of Services:

The continuum of gifted and talented services and instructional adaptations that will be provided for identified K-5 students, such as curriculum compacting, subject-area acceleration, cluster grouping, etc. are listed in the chart below.

Enrollment in advanced courses alone may not meet the needs of all gifted K-5 students. For further information regarding national gifted standards used in our curriculum development, refer to [this](#) document.

3. K-5 Professional Development:

Our Gifted and Talented teachers have teaching experience and specialized knowledge in gifted and talented education. They provide support by identifying and sharing research and resources to our K-5 school as they develop, implement, and review their gifted and talented services. There are professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development. Teachers, staff, and administrators can access additional professional development opportunities by visiting these sites: [NAGC](#) and [NJAGC](#).

4. Transparency for K-5 Programs:

This document serves as the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information includes the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

Rubrics for our Performance Indicators

Performance Indicator: A rating of "E" (Exceeding Expectations) indicates that a student is surpassing grade-level expectations. Only students in the 3rd, 4th, and 5th-grade enrichment math programs who meet the program's criteria will qualify for a rating of "E". Students in the 3rd and 4th-grade reading enrichment programs are also eligible for a Performance Indicator rating of "E". 5th-grade students will collaborate with their classroom reading teachers to assess, using various measures, whether they are exceeding grade-level expectations.

Measures progress each trimester on a student's growth towards mastery of grade level standards

E - Exceeding Expectations

- **What the Learner Can Do:** Applies skills beyond grade-level expectations; extends thinking creatively or analytically; transfers learning to new, more complex contexts.
- **Evidence to Look For:** Project work with extensions; self-driven inquiry; above-level rubric ratings; observed independent problem-solving.
- **Types of Support Typically Required:** No support needed to complete tasks; chooses own strategies and tools; initiates extensions or enrichment independently.

M - Meeting Expectations

- **What the Learner Can Do:** Consistently meets standard; demonstrates independence and accuracy; uses strategies taught in class.
- **Evidence to Look For:** Independent tasks aligned to standards; consistent accuracy on assessments; rubric scores at-level; productive peer collaboration.
- **Types of Support Typically Required:** Occasional prompts or check-ins; access to anchor charts or tools; peer discussion or small group review.

A - Approaching Expectations

- **What the Learner Can Do:** Inconsistently meets standard; needs reminders or re-teaching; demonstrates partial understanding.
- **Evidence to Look For:** Task completion with teacher support; use of sentence starters, graphic organizers; rubric scores approaching level; notes show need for reteach.
- **Types of Support Typically Required:** Frequent chunking or redirection; visual or verbal prompts; guided practice/small group; modified tasks or supports (e.g., sentence stems).

D - Developing Toward Expectations

- **What the Learner Can Do:** Struggles to access grade-level content; needs high or individualized support; beginning to build foundational skills.
- **Evidence to Look For:** Difficulty with core task without help; heavy reliance on modeling; below-level rubric scores; IEP/intervention notes guiding instruction.
- **Types of Support Typically Required:** 1:1 teacher support; alternate formats (oral response, manipulatives); re-teaching in foundational skills; SPED/MLL scaffolds.

NA = Not assessed

ENTRANCE CRITERIA: MATH

Performance Indicator: A rating of "E" (Exceeding Expectations) indicates that a student is surpassing grade-level expectations. Only students in the enrichment programs who meet the program's expectations will be eligible for a rating of "E". For 5th-grade reading enrichment, students will collaborate with their classroom reading teachers to assess, using various measures, whether they are exceeding grade-level expectations.

Entrance Criteria for Enrichment Math Students:

To identify students for the enrichment math program, we will establish entrance criteria based on their performance on the Star Math assessment, among other factors. The entrance criteria are as follows:

1. **Star Math Assessment:** Students will be evaluated based on their performance on multiple Star Math assessments. In order to qualify for the enrichment math program, students should achieve scores at or above the 90th percentile on these assessments. This indicates their advanced math proficiency compared to their grade-level peers.
2. **enVisions Benchmarks:** In addition to the Star Math assessment, students will also be assessed using the enVisions benchmarks, specifically the Grade Level Readiness Assessment. They should consistently demonstrate proficiency at or above the level set for these benchmarks, showcasing their mastery of grade-level math standards.
3. **Teacher Recommendations:** Teachers will play a crucial role in the selection process by providing recommendations based on their observations and classroom assessments. They will assess students' mathematical abilities, problem-solving skills, and potential for advanced math learning. These recommendations will be considered alongside the assessment results.
4. **Additional Assessments:** In the evaluation process for students in grades 4 and 5 being considered for the enrichment program, the New Jersey Student Learning Assessment (NJSLA) will be taken into consideration. Students should have achieved a score of "5" exceeding expectations or a score of "4" meeting expectations. Additionally, for 3rd graders, additional math assessments may be administered to further assess students' mathematical thinking, reasoning, and problem-solving abilities. These assessments may involve performance tasks, problem-solving exercises, or written responses, providing a comprehensive evaluation of students' math skills.

By considering these multiple measures, including the performance on multiple Star Math assessments, the enVisions benchmarks, teacher recommendations, and additional assessments, we aim to identify students who consistently demonstrate advanced mathematical skills and a deep understanding of grade-level content. Students who meet the criteria in these areas will be invited to participate in the enrichment math program.

The students who meet the entrance criteria will receive the following instructional support:

3rd Grade Math Enrichment:

- Students in 3rd grade will receive math enrichment through small group instruction that focuses on their specific needs and challenges.
- They will utilize a personalized math path through the Teach to One Program, which will provide targeted practice and instruction aligned with their individualized learning goals.
- Students will engage in project based learning to enhance their math knowledge and skills

SAMPLE DAILY LESSON

- 5 minutes: Warm-up activities (i.e. FACEing Math) to build classroom skills to enhance/advance math skills
- 25 minutes: 3 days a week --Monthly Choice Board Projects focus on specific math strands. Students will use a checklist and a rubric for organization and to ensure all requirements are fulfilled.
 - 2 days a week students --Teach to One online targeted practice
- Teacher will provide lessons and related anchor charts for whole class and/or individual students (as needed)

4th & 5th Grade Math Enrichment:

- Students in 4th and 5th grade will receive math enrichment through both small group instruction and one-on-one coaching to address their unique learning needs.
- They will participate in the Teach to One Program, which offers personalized learning experiences and tailored instruction based on their specific strengths and areas for growth, referred to as a “roadmap.”

SAMPLE DAILY LESSON

- Students look over their current Teach to One roadmap and identify a skill that they are ready to learn, practice, and demonstrate understanding through assessment.
Note that students may be working independently, in pairs, or with a teacher. This varies based on the needs of the students during a given class.
- Students complete the “learn” portion of the lesson by watching instructional videos at their academic level. During this time, they should also review the vocabulary and objectives that go along with the skill.
- Next, students practice the skill on programs such as IXL or Khan Academy. Once they feel comfortable with the concept, they are invited to complete 3 sample assessment questions on Teach to One.
- As a measure of understanding, students complete a 5 question assessment on the Teach to One program. Students are required to get at least 4 out of 5 questions correct in order to pass a skill.

Through these targeted instructional approaches, we aim to provide differentiated and individualized support to meet the advanced learning needs of our enrichment math students. By leveraging resources such as the Teach to One Program, we can ensure that students receive high-quality instruction aligned with their abilities and foster their continued growth in mathematics.

Please note that the specific thresholds and criteria may be adjusted based on the availability of resources and the capacity of the enrichment math program.

ENTRANCE CRITERIA READING

Performance Indicator: A rating of "E" (Exceeding Expectations) indicates that a student is surpassing grade-level expectations. Only students in the enrichment programs who meet the program's expectations will be eligible for a rating of "E". For 5th-grade reading enrichment, students will collaborate with their classroom reading teachers to assess, using various measures, whether they are exceeding grade-level expectations.

Entrance Criteria for Enrichment Reading Students:

To identify students for the enrichment reading program, we will establish entrance criteria based on their performance on the Star Reading assessment, among other factors. The entrance criteria are as follows:

1. **Star Reading Assessment:** Students will be evaluated based on their performance on multiple Star Reading assessments. In order to qualify for the enrichment reading program, students should achieve scores at or above the 90th percentile on these assessments. This indicates their advanced reading proficiency compared to their grade-level peers.
2. **Running Records:** In addition to the Star Reading assessment, students' reading levels will be assessed using running records. Students should consistently demonstrate reading levels above their grade-level expectations, showcasing their mastery of advanced reading skills, including comprehension, vocabulary, and fluency.
3. **Teacher Recommendations:** Teachers will play a crucial role in the selection process by providing recommendations based on their observations and classroom assessments. They will assess students' reading abilities, comprehension skills, and potential for advanced reading learning. These recommendations will be considered alongside the assessment results.
4. **Additional Assessments:** In the evaluation process for students in grades 4 and 5 being considered for the enrichment program, the New Jersey Student Learning Assessment (NJSLA) will be taken into consideration. Students should have achieved a score of "5" exceeding expectations or a score of "4" meeting expectations. Furthermore, additional reading assessments may be administered to further evaluate students' reading fluency, vocabulary, and comprehension abilities. These assessments may include reading passages, comprehension questions, or written responses, providing a comprehensive evaluation of students' reading skills.

By considering these multiple measures, including the performance on multiple Star Reading assessments, running records indicating reading levels above grade level, teacher recommendations, and additional assessments, we aim to identify students who consistently demonstrate advanced reading skills and a deep understanding of grade-level content. Students who meet the criteria in these areas will be invited to participate in the enrichment reading program.

The students who meet the entrance criteria will receive the following instructional support:

3rd Grade Reading Enrichment:

- Students in 3rd grade will receive reading enrichment through small group instruction that focuses on their specific needs and challenges.
- Through the shared inquiry process and literary texts, students will further their curiosities about various topics.
- Teachers will release responsibility to students throughout the year, allowing for student-led class discussions.

SAMPLE DAILY LESSON

- 5 minutes: Review text vocabulary and text opener. Students will discuss their own connections to the theme that goes along with the opener.
- 20 minutes: Teacher will read aloud a story from Jr. Great Books as students follow along. Teachers will pause frequently and invite students to share their questions and curiosities relating to the text. Peers may answer each others' questions using text evidence and inferences, if possible.
- 5 minutes: Students will reflect on their participation during shared inquiry, as well as their understanding of the text. They will also identify their personal strengths from the discussion and an area that they would like to improve upon.

Please note that the specific thresholds and criteria may be adjusted based on the availability of resources and the capacity of the enrichment reading program.

Please note that the 5th-grade reading enrichment program will begin in the 2026-2027 academic year.

Through these targeted instructional approaches, we aim to provide differentiated and individualized support to meet the advanced learning needs of our enrichment reading students. By leveraging instructional strategies such as shared inquiry discussions, research, presentations, and debates, we can ensure that students receive high-quality instruction aligned with their abilities and foster their continued growth in reading and critical thinking.

Math Enrichment

Grade Level	Entrance Criteria	Learning Objectives	Resource(s)
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	- The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores) - Evaluation of students' capacity to manage additional tasks when participating in the program - Teacher recommendations - Report Card Information	Students in enrichment should showcase not only their mathematical knowledge but also their ability to think critically, solve problems creatively, and communicate effectively in mathematical contexts. Students will demonstrate increasing confidence and efficacy in the area of advanced math.	Teach to One izak9
4	- The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores) - NJSLA Achievement Level of 5 - Evaluation of students' capacity to manage additional tasks when participating in the program - Teacher recommendations - Report Card Information	Through the use of Teach To One program, students will demonstrate mastery of advanced math skills and standards. Students will demonstrate increasing confidence and efficacy in the area of advanced math.	Teach to One izak9

5	• The use of STAR Math Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores) • NJSLA Reading Achievement Level of 5 • Evaluation of students' capacity to manage additional tasks when participating in the program • Teacher recommendations • Report Card Information	Through the use of Teach To One program, students will demonstrate mastery of advanced math skills and standards. Additionally, students will complete choice board projects targeting above grade-level standards. Students will demonstrate increasing confidence and efficacy in the area of advanced math.	Teach to One izak9
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Reading/Writing Enrichment

Grade Level	Entrance Criteria	Learning Objectives	Lesson Activities
3	• The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores) • Evaluation of students' capacity to manage additional tasks when participating in the program • Teacher recommendations • Report Card Information	Through shared inquiry discussions, students will learn to analyze texts, ask probing questions, and evaluate evidence. They develop skills in making connections between ideas, drawing inferences, and forming hypotheses based on evidence presented in the text.	Lessons include, but are not limited to: -Junior Great Book stories, which include a wide variety of genres, along with the shared inquiry discussion. -Choice boards and RACE writing prompts
4	• The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023,	Students will be exposed to the research process as they dissect primary and secondary sources in history. They will use this information to	Lessons include, but are not limited to: -Analyzing primary and secondary sources. -Formulating debates and utilizing proper

	December 2023, March 2024 Star Scores) • NJSLA Achievement Level of 5 • Evaluation of students' capacity to manage additional tasks when participating in the program • Teacher recommendations • Report Card Information	develop well-thought-out claims in the form of debates and other collaborative activities.	debating techniques -Lessons in public speaking (as it pertains to the Enrichment Program activities)
5	• The use of STAR Reading Percentile Rank. Last 3 must average to 90-99th percentile. (Example- September 2023, December 2023, March 2024 Star Scores) • NJSLA Achievement Level of 5 • Evaluation of students' capacity to manage additional tasks when participating in the program • Teacher recommendations • Report Card Information	Students will conduct extensive research to develop their own unique and creative methods of storytelling.	Lessons include, but are not limited to: -Storytelling through research with an end goal in mind. -Utilizing creative and original means of teaching an authentic audience

G&T Program

Grade Level	Entrance Criteria	Learning Objectives	Projects
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A
4	• NNAT3 score in the Superior or	Project 1:	Project 1:

	Very Superior • East Windsor Cognitive Abilities Test 70th percentile and above • STAR Reading and Math Percentile Rank of 80th percentile and above • Evaluation of students' capacity to manage additional tasks when participating in the program	• define and explain the functions of a business • practice decision making skills in a real world situation • engage effectively in a range of collaborative discussions with diverse partners building on others ideas and expressing their own Project 2: • identify ways that humans negatively impact the environment • research ways in which humans have made positive strides towards helping the environment • practice decision making skills in real world situations	-BizWorld: Students learn about the entrepreneurial cycle through project-based learning. Project 2: -Environmental Science: Students research and analyze the impact, both positive and negative, that humans have on the earth.
5	<i>*From testing completed in their 4th grade year, unless otherwise noted</i> • NNAT3 score in the Superior or Very Superior • East Windsor Cognitive Abilities Test 70th percentile and above • STAR Reading and Math Percentile Rank of 80th percentile and above • Evaluation of students' capacity to manage additional tasks when participating in the program	Project 1: • generate research topic ideas and focused research questions • research and read more about your topics of interest • communicate ideas to an authentic audience Project 2: • write a resume that highlights leadership experiences, strengths and abilities • create a budget using a variety of sources (newspapers, advertisements, want ads, catalogs, local media, ect.) • track spending and reflect on choices.	Project 1: -STELLAR: Students learn about all parts of the research cycle, formulate a strong research question, and then present their findings to an authentic audience. Project 2: -Can You Make It? Students learn all about financial responsibility by creating a fictional budget and making realistic purchases.

Parent Procedures, Consultation, Complaints, & Appeals

In accordance with East Windsor Regional School District Board Policy 2464 and state mandates regarding Gifted and Talented education, parents/guardians are provided clear pathways for consultation, expressing concerns, and appealing identification or placement decisions.

State Reporting & QSAC Alignment

Pursuant to N.J.S.A. 18A:35-37, the district files required reports with the New Jersey Department of Education Coordinator for Gifted and Talented Services on a schedule coinciding with the district's New Jersey Quality Single Accountability Continuum (QSAC) review.

Parent Consultation & Communication

Parents/guardians are notified in writing regarding student identification and placement in Gifted and Talented or Enrichment programs. Ongoing consultation and communication regarding student progress, program expectations, and continuum of services are maintained throughout the academic year.

Note: *Families are encouraged to review the yearly notification letters sent home for the most up-to-date entrance criteria and program details.*

Appeals Process for Identification & Placement

If a parent or guardian wishes to appeal an identification or placement decision, the following steps must be followed:

1. **Written Request:** Submit a written email request for appeal to the District Gifted and Talented Supervisor (kweiss@ewrsd.k12.nj.us) within 10 school days of receiving placement results, stating specific reasons and providing any supporting documentation or evidence of advanced ability.
2. **Committee Review:** A multidisciplinary committee (comprising G&T teachers, classroom teachers, building administrators, etc.) will convene to review the appeal, student performance data, multiple assessment measures, and additional evidence submitted.
3. **Notification of Decision:** The parent or guardian will receive a written determination from the committee within 15 school days of the appeal meeting.

Complaint Process (Policy 2464 & State Mandates)

An individual who believes that the East Windsor Regional School District has not complied with state law or board policy regarding Gifted and Talented services may file a formal complaint:

1. District Level: Submit a written complaint specifying the alleged non-compliance to the Superintendent of Schools or designee. The Superintendent will review the complaint and issue a formal response within 30 calendar days.
2. Board of Education Review: If unresolved at the Superintendent level, the complainant may request a review by the East Windsor Regional Board of Education.

State Level Petition: Pursuant to state regulations, if the complaint remains unresolved following the local Board process, an appeal/petition may be submitted to the Executive County Superintendent of Schools or the Commissioner of Education.