

Brielle Elementary School



R.E.A.C.H. Information Guide

2024-25



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New Jersey Gifted Education Legislation

Governor Phil Murphy signed the Strengthening Gifted Education in New Jersey bill into law on January 13, 2020. The “Strengthening Gifted and Talented Education Act,” establishes various school district responsibilities in educating gifted and talented students. The bill codifies a requirement included in State Board of Education regulations that boards of education ensure appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards. Under the bill, the Brielle School District is required to:

- Ensure that appropriate instructional adaptations are designed for gifted and talented students;
- Make provisions for an ongoing identification process for gifted and talented students that includes multiple measures to identify student strengths in various academic areas;
- Clarify that a student can be gifted in only one or in multiple subject areas;
- Maintain a list of students identified as gifted and talented in each grade level;
- Develop and document appropriate curricular and instructional modifications used for gifted and talented students including content, process, products, and learning environment;
- Take into consideration the K-grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students;
- Provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards in one or more content areas at the instructional level of the student, not just the student’s grade level;



- Actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction; and
- School districts must make information about gifted education available on the district webpage to include policies, and procedures used to identify students as gifted and talented, appeal processes, and the continuum of services offered to gifted and talented students in the district.



Philosophy

The Brielle Elementary School District is dedicated to developing the unique abilities of each child; inspiring the achievement of personal excellence and providing quality education for life-long learning. The R.E.A.C.H.(Realizing Excellence through Academic CHallenge) Program at Brielle Elementary School recognizes exceptionally able students, those who perform or show the potential to perform at high levels of ability. This program offers meaningful opportunities and a curriculum modified by content, process, products, and learning environment, which enables these students to achieve in accordance with their capabilities. We are committed to providing a flexible continuum of enrichment and acceleration opportunities designed to actively challenge and engage students within a supportive and nurturing environment.

Program Goals

- Students will develop skills to increase their potential and also to be able to collaborate with like peers.
- Students will become reflective and aware of their strengths in their learning process, as well as where they can grow.
- Students will engage in metacognition and be able to communicate their thoughts and ideas appropriately.
- Students will utilize thinking skills to discover, analyze, and evaluate information to solve problems.
- Students will demonstrate the ability to use creative problem-solving skills.
- Students will work effectively in group situations both as a leader and as a member of the group.
- Students will design and construct meaningful research.
- Students will acquire the skills to retrieve and disseminate information using a variety of media.
- Students will demonstrate the ability to pursue areas of interest through in-depth investigation.
- Students will develop an understanding of themselves and their own unique interests and abilities that will foster a feeling of belonging to society in order to assist them in reaching their intellectual potential.



Services Provided to Students (K-8)

Gifted education services provided to students in the Brielle Elementary School District will be enriching, engaging, and most importantly developmentally appropriate. All curriculum documents provide accommodations for students that exhibit gifted qualities, allowing for differentiation of content right in the classroom setting. Those students further identified for gifted programming will receive pull-out instruction.

What will a K-1 program look like?

Children develop and blossom at different rates and not in the same way. Developmentally appropriate, ongoing, observation-based assessment occurs where teachers observe their students during regular, everyday activities on a continuous basis throughout the year.

During these developmental years it is appropriate to allow for children to become acquainted with the learning process and social nuances of the school setting. Children develop and blossom at different rates and not in the same way. Developmentally appropriate, ongoing, observation-based assessment occurs where teachers observe their students during regular, everyday activities on a continuous basis throughout the year.

Our gifted and talented teacher pushes into each K-1 classroom throughout the school year using the Primary Education Thinking Skills [PETS] program. The teacher collects anecdotal data from student performance on PETS activities; the information gathered is critical to use when designing appropriate differentiated learning experiences for young learners. Through analysis of the PETS assessments, teachers are better able to make instructional decisions and provide strategies and activities that allow all students to experience success. The PETS program allows our gifted teachers to identify and foster gifted potential, grow students' thinking skills and provide opportunities for advanced students to demonstrate the highest levels at which they are able to achieve. The gifted teacher may consult with the classroom teacher to provide extension activities as appropriate.



What will a grade 2-3 program look like?

During the school year, students will meet in small groups during the school day. Enrichment will be based on the National Association for Gifted Children Programming Standards. The students are clustered together so that lessons are differentiated to meet their learning needs both in and out of the classroom. Students will be provided with opportunities to challenge their thinking, explore their interests, interact with the world at large and grow socially and emotionally. During this time of exploration and learning, a developmentally appropriate program will support the foundational skills being developed.

What will a grade 4-8 program look like?

Students will meet in small groups to complete higher-level design thinking challenges. Learning activities focus student discovery on relationships, systems and structures that exist all around him. Students will participate during a period once a week. Students will also be offered to attend an out-of-district program once a year hosted by The Shore Consortium for the Gifted and Talented.

[National Standards in Gifted and Talented Education](#)



Identification Process

The identification process is an ongoing process and will occur every spring in grades 2 and 5. Students are identified using multiple measures. No single assessment instrument or its results denies student eligibility for The R.E.A.C.H. Program. Data is collected and compiled during the school year and the assigned grade level rubric will be used for the above mentioned grade levels during the spring of that academic year. Once the data is reviewed, students must achieve a required matrix score for acceptance into the pull-out R.E.A.C.H Program. Parents will then receive notification by email if your child has been found eligible for the R.E.A.C.H. Program.



Gifted and Talented Identification Matrix

Grade 2

CogAT Scores/ Age Percentile	Points Earned
98-99%	3
93-96%	2
90-92%	1
<90%	0

IXL Math	Points Earned
400+	3
350+	2
300+	1
250+	0

IXL ELA	Points Earned
400+	3
350+	2
300+	1
250+	0

Teacher Recommendation	Points Earned
Exceeding	3
Meets	2
Approaching	1
Not Exhibiting	0

12 total points possible



Grade 5

CogAT Scores/ Age Percentile	Points Earned
98-99%	3
93-96%	2
90-92%	1
<90%	0

IXL Math	Points Earned
700+	3
650+	2
600+	1
550+	0

IXL ELA	Points Earned
700+	3
650+	2
600+	1
550+	0

Teacher Recommendation	Points Earned
Exceeding	3
Meets	2
Approaching	1
Not Exhibiting	0

12 total points possible



Teacher/Parent Appeal Process

The definition of “Gifted and Talented students” according to the National Association for Gifted Children is:

“Students with gifts and talents perform – or have the capability to perform – at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.”

We recognize the parents/teachers play a vital role in the identification process. In certain circumstances, a child who is not identified through our matrix but Parent/ Guardians/teachers believe the child is performing well above grade level or is demonstrating exceptional characteristics or talents may submit an appeal letter. These appeal requests will take place once a year. They must be submitted by June 30 of the current academic year. Parents/teachers will be notified by email within 15 working days of the committee’s selection decision.

If parents would like to appeal the initial decision, their child will be able to take the SAGES3 as another level of assessment.

Parents should reach out to Ms. Nancy Pearson npearson@brielleschool.org with the appeal request.



R.E.A.C.H. Complaint Process
C.18A:35-38 Complaint for Noncompliance

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

1. File a complaint in writing to the Brielle School Board of Education.
 - a. The Superintendent or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the Board of Education.
 - b. The Board of Education shall issue a decision, in writing, to affirm, reject, or modify the district's action in this matter.
2. If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the Board of Education, the individual may file a petition of appeal of the Board's written decision to the Commissioner of Education through the 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.



Professional Development Opportunities

In order to reach gifted children in the best way possible, educators and families of gifted children need support and guidance in the most innovative practices. There are many resources that can be found in New Jersey for both face-to face and online learning. Below is a list of possible opportunities that both teachers and families can take advantage of:

1. National Association for Gifted Children- On-Demand Learning (Webinar, Powerpoints, etc.) <https://www.nagc.org/>
2. New Jersey Consortium for Gifted and Talented Programs- <http://thenjcgtp.org>
3. Monmouth County Curriculum Consortium- [MC3](#)
4. NJAGC Spring Conference