

Byram Township School District



Gifted & Talented Handbook
2026 - 2027

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Section 1: Introduction

Byram Township School District is dedicated to the development of all students and strives to provide the highest quality education. We also recognize that some learners possess unique talents and abilities, in which case, we are committed to providing those students with an education that goes beyond the material covered in their general education classroom.

Section 2: S.E.E.K. Gifted and Talented Program Overview

Mission

The mission of the S.E.E.K. Gifted and Talented Program is to provide challenging and engaging learning experiences and opportunities for growth that enable students with high potential, talent, and exceptional capacity to develop their talents while promoting creativity, and higher level cognitive skills.

Purpose

Byram Township School District encourages gifted students to excel through the S.E.E.K. Gifted and Talented Program. The purpose of the program is to make available challenging content matter, provide opportunities for the gifted learner to reach his/her potential, and meet their unique emotional, social, and intellectual needs for life-long success.

According to the US Department of Education, a student who is gifted and talented is: one who demonstrates or shows potential for high achievement in intellectual, creative, artistic, or leadership areas, or in specific academic fields, and who requires specialized educational services or activities to meet their potential.

The purpose of the S.E.E.K. Gifted and Talented Program is to develop critical thinkers. To achieve this, we have developed a program that expands beyond-the-classroom experiences. Students are required to utilize the highest

level thinking skills of analysis, synthesis, evaluation, and application. Research indicates that achievement rates are higher when students are more actively involved in the learning process. Gifted and Talented students will be exposed to a variety of learning modes emphasizing: reading/research, exploration, instruction/clarification and analysis of content, guided group discussions, practice by demonstration, and technology. S.E.E.K. students are challenged to develop knowledge acquisition, thinking skills, creative expression, and student interaction.

Portrait of a Gifted Learner



Goals

The S.E.E.K. Gifted and Talented program will:

- increase opportunity for academic growth
- provide the opportunity to pursue independent research
- develop critical thinking skills
- allow the ability and desire for the student to express self creatively
- help the student develop an understanding of his/her worth, abilities, potentials, and limitations
- provide instruction that bears a meaningful relationship to the needs and interests of the student
- promote enjoyment of the learning process and the acquisition of skills necessary for a lifetime of continuous learning and adaptations to change

Program Eligibility

In the Byram Township School District, efforts are made to identify gifted and talented students using grade banding, thus resulting in three groups: K-2, 3-4, and 5-8. The screening methods used to identify gifted students will differ by grade bands. Student eligibility for Byram Township School's **S.E.E.K. Gifted and Talented Program** is determined through the use of multiple criteria. One of the criteria used is the SAGES 3 (Screening Assessment for Gifted Elementary and Middle School Students) Aptitude Test. Byram Township School District recognizes that students require multiple modes of screening in order to ensure they are being given every opportunity to display their potential gifts and talents.

SAGES 3 Overview:

As part of the identification process, students who are nominated for S.E.E.K. will have the opportunity to take the SAGES 3 (Screening Assessment for Gifted Elementary and Middle School Students) Aptitude Test.

The SAGES 3 assessment measures different areas of giftedness and academic aptitude, which are grouped into two main composites: Reasoning Ability and Academic Ability.

Reasoning Ability Composite is comprised of the following two subtests:

- Nonverbal Reasoning: Assesses the ability to identify and analyze relationships between figures and pictures to solve problems, often using an analogy format.
- Verbal Reasoning: Measures the ability to understand and logically process written and verbal information, also using an analogy format based on word relationships.

Academic Ability Composite is comprised of the following two subtests:

- Language Arts/Social Studies: Evaluates knowledge and aptitude in language arts (including spelling, literature, and composition) and social studies.
- Mathematics/Science: Assesses skills and knowledge in mathematics and science, including problem-solving and numerical reasoning.

Identification Process

K-2

- Student Characteristics Checklist
- Core Curriculum Rubric
- Dibels Reading Benchmark Assessment
- Acadience Math Benchmark Assessment
- SAGES 3 Gifted Assessment

3-4

- Student Characteristics Checklist
- Core Curriculum Rubric
- IXL Reading Benchmark Assessment
- IXL Math Benchmark Assessment
- SAGES 3 Gifted Assessment

5-8

- Student Characteristics Checklist
- IXL Reading Benchmark Assessment
- IXL Math Benchmark Assessment
- SAGES 3 Gifted Assessment
- NJSLA Scores

Nomination Process

Byram students can be nominated to be assessed for Gifted and Talented services in multiple ways. All nominated students will be assessed cognitively, creatively, and academically.

Teacher Nomination:

Teachers can nominate students that they believe should be considered for the S.E.E.K. Program. Once teachers have identified students to be nominated for the S.E.E.K. Program, teachers can submit their nominations by filling out a teacher nomination form. See *Appendix C* for the Teacher Nomination Form.

Parent Nomination:

Parents of students in grades 2-7 may nominate their child for the S.E.E.K. Program. Parents can nominate their child by submitting a parent nomination form. See *Appendix D* for the Parent Nomination Form.

Student Self-Nomination:

Students in grades 6-7 may self-nominate themselves for the S.E.E.K. Program. Students can nominate themselves by submitting a student self-nomination form. See *Appendix E* for the Student Self-Nomination Form.

Please note: Gifted and Talented recommendations, evaluation rubrics, and teacher checklists are not maintained as part of the permanent student record and as such, are not subject to review by students or parents.

Program Format

- Students will participate in Project/Problem Based Learning, contingent on student interest and giftedness with the teacher acting as the facilitator.
- Units of study will be based on a variety of National Association for Gifted Children Standards and the New Jersey Student Learning Standards in various subject areas.
- Students will demonstrate their understanding of selected topics through any of the following assessments: writing reports, completed projects, portfolios, presentations, and/or teacher conferencing.

Continuation and Exit Criteria

Continuation in the S.E.E.K. Gifted and Talented Program after selection is a **privilege**. Students must meet each challenge to the best of their ability. They must maintain their academic standing in all subject areas to remain in the program. Additionally, students will be reevaluated and retested every year for Gifted and Talented determination and/or placement.

A student enrolled in S.E.E.K. who is experiencing difficulty in their gifted and mainstream courses and/or no longer meets the pre-established criteria, may be exited from the Gifted and Talented Program. S.E.E.K. students on probation or removed from the program can be reviewed at the end of the semester for reinstatement.

Students being considered for exiting of the S.E.E.K. Gifted and Talented Program will be reviewed by the S.E.E.K. Gifted and Talented Program faculty. A conference will take place with the parents and members of the faculty to discuss student placement. The evaluation and exit process is in compliance with the New Jersey Department of Education Requirements for Gifted and Talented Programs.

The exit criteria will be any of the following:

- "Not Meeting" in any core content area, not including special areas (Grades K-4)
- C or below in any core content area, not including special areas (Grades 5-8)
- The student has not completed two or more Gifted and Talented assignments.
- The student has 3 or more repeated absences from S.E.E.K. that are contributing to incomplete/missing assignments.
- Consistent incomplete classwork or homework assignments in any course.

Section 3: Admissions Process and Rubrics

Grades K-2 Admissions Process:

Students in grades K-2 are screened based upon six separate criteria: Student Characteristics Checklist, Core Curriculum Rubric (ELA & Math), Dibels Reading Benchmark Assessment, Acadience Math Benchmark Assessment, and the "Probability of Giftedness" portion of the SAGES 3 Gifted Assessment. A minimum score of **31** is required for acceptance into the program. Administration reserves the right to adjust cut scores to reflect changes in the academic environment.

K - 2							
Criteria	4	3	2	1	% Weight	Total Points Possible	Total Points Earned
Student Characteristics Checklist	55-60	49-54	43-48	42 or <	20%	8	
Phonics First / CKLA Language Arts Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	15%	6	
Illustrative Math (IM) Math Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	15%	6	
Dibels Reading Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
Acadience Math Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
SAGES 3 Probability of Giftedness	130 +	120 - 129	110 - 119	90 - 109	30%	12	

Cumulative Total: ____ / 40 points

Grades 3-4 Admissions Process:

Students in grades 3-4 are screened based upon six separate criteria: Student Characteristics Checklist, Core Curriculum Rubric (ELA & Math), IXL Reading Benchmark Assessment, IXL Math Benchmark Assessment, and the "Probability of Giftedness" portion of the SAGES 3 Gifted Assessment. A minimum score of **31** is required for acceptance into the program. Administration reserves the right to adjust cut scores to reflect changes in the academic environment.

3 - 4							
Criteria	4	3	2	1	% Weight	Total Points Possible	Total Points Earned
Student Characteristics Checklist	55-60	49-54	43-48	42 or <	20%	8	
CKLA Language Arts Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	15%	6	
Illustrative Math (IM) Math Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	15%	6	
IXL Reading Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
IXL Math Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
SAGES 3 Probability of Giftedness	130 +	120 - 129	110 - 119	90 - 109	30%	12	

Cumulative Total: ____ / 40 points

Grades 5-8 Admissions Process:

Students in grades 5-8 are screened based upon seven separate criteria: Student Characteristics Checklist, Core Curriculum Rubric (ELA & Math), IXL Reading Benchmark Assessment, IXL Math Benchmark Assessment, the "Probability of Giftedness" portion of the SAGES 3 Gifted Assessment, and NJSLA Scores. A minimum score of **32** is required for acceptance into the program. Administration reserves the right to adjust cut scores to reflect changes in the academic environment.

5 - 8							
Criteria	4	3	2	1	% Weight	Total Points Possible	Total Points Earned
Student Characteristics Checklist	55-60	49-54	43-48	42 or <	20%	8	
CKLA Language Arts Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	10%	4	
Illustrative Math (IM) Math Curriculum	Exceeds Grade Level	Meets Grade Level	Below Grade Level	Well Below Grade Level	10%	4	
IXL Reading Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
IXL Math Benchmark Assessment	Exceeds Grade Level	Meets Grade Level	Below Grade Level	N/A	10%	4	
SAGES 3 Probability of Giftedness	130 +	120 - 129	110 - 119	90 - 109	30%	12	
NJSLA Scores	NJSLA Exceeds	NJSLA Meeting	NJSLA Approaching	NJSLA Not Meeting	10%	4	

Cumulative Total: ____ / 40 points

Section 4: Appeals Process

Parents and guardians requesting for their child to be reconsidered for admission into the S.E.E.K. Gifted and Talented Program must submit an Appeal Form and supporting documents to the principal within seven business days of receiving your child's non acceptance letter. See **Appendix K** for Parent Appeal Form. Appeals will be reviewed and decided upon by the S.E.E.K. Gifted and Talented Program faculty. Parents/guardians will receive a letter within ten business days of the appeal notifying them of the final decision. Please note that your child may be retested the following school year for the Gifted and Talented S.E.E.K. program if they did not qualify this school year.

Section 5: Student Code of Conduct

Byram Township School District is committed to providing all scholars with educational opportunities designed to prepare them to be productive members of a democratic society by developing each individual's ability to use higher thinking skills, logically solve problems and make rational, responsible decisions. It is the specific responsibility of the school instructional staff and administration to provide an environment in which that education can take place. To that end, these guidelines seek to list those behaviors, and the consequences of those behaviors, that may impede or disrupt the educational program of the school and the safety and well-being of our students. It is our hope that these guidelines will assist parents, students, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit.

Major Violations

Major violations of conduct include the following: continued, willful, and open defiance to school authority; assault on school personnel or other students; defacing or damaging school property; threats, extortion, or use of profanity; theft, truancy, smoking on school property; possession, use, sale or distribution of drugs or alcohol; possession or concealment of weapons.

Minor Violations

Minor violations constitute negative behaviors at the lower level of seriousness or at a first stage of incidence. Some examples include name-calling, distractive or disruptive behavior, violating classroom rules. Minor violations will be addressed with the student individually. Parents will be notified (email and/or written notice) if minor violations continue in the classroom.

Administrative Procedures

The following Administrative behaviors will be included as standard guidelines in addressing major violations:

- Student / administrator conference
- Parent notification (phone and/or written notice)
- Parent / administrator conference

Additional steps may be used by the administrator in dealing with major violations. These options will vary as to where and how often they are used, according to the problem situation. The administrator will use his/her judgement on an individual basis.

Section 5: Appendices

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S.E.E.K. Gifted and Talented Student Characteristics Checklist

Gifted students are defined by the National Association for Gifted Children as students who are capable of performing at higher levels compared to students of the same age, experience, and environment in one or more domains. The following list of characteristics represents traits and/or behaviors that may be observed in advanced students.

Student Name: _____

Grade: _____

Homeroom Teacher: _____

Date: _____

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
Student Characteristics				Score
The student is highly curious.				
The student discusses in detail with elaboration.				
The student enjoys learning and seeks out projects or additional tasks.				
The student has an extensive vocabulary and thrives on complexity.				
The student operates ahead of the class pace.				
The student has creative or “out of the box” ideas.				
The student is receptive to constructive criticism.				
The student takes time and pride in producing quality work.				
The student can work in a group without distractions or conflicts.				
The student is self motivating and requires little supervision or reminders.				
The student can transition in and out of class smoothly and without interruptions.				
The student can pick up where they left off if they leave the room and come back in.				
Total Score:				

Byram Township School District

S.E.E.K. Gifted and Talented Core Curriculum Rubric

Student Name: _____

Grade: _____

Homeroom Teacher: _____

Date: _____

Core Curriculum Rubric			
Please mark where the student is currently falling overall			
Curriculum	Exceeding	Meeting	Below
CKLA / Phonics First			
IM			

Byram Township School District

S.E.E.K. Gifted and Talented Teacher Nomination Form

Please complete the following information when nominating a student for Gifted and Talented Services.

Student Name: _____ Grade: _____

Nominating Teacher: _____ Date: _____

Assessment Data:

<u>ELA</u>	<u>Mathematics</u>
------------	--------------------

Please check below which area(s) may apply to the student, and give specific examples of behavior which support this area nomination. For example; A) What indicators of giftedness do you see in the student? B) What products, activities, or behaviors suggest to you that this student needs gifted & talented services?

- x General Intellectual Ability

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

× **Specific Academic Ability**

Shows unusual/advanced ability in: Specify Area (e.g. reading, math, science, etc)

× **Creative Ability**

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be risk-taker, adventurous, non-conforming, often asks “why?”, or sees the unusual.

× **Leadership Ability**

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

What makes the student S.E.E.K. material in your opinion?

Additional Teacher Narrative:

Please complete and sign the form and return to the S.E.E.K. Teacher.

Teacher Name: _____

School: _____

Teacher Signature

Date

Thank you for your nomination!

Byram Township School District

S.E.E.K. Gifted and Talented Parent Nomination Form

Student Name: _____ Grade: _____ Date: _____

Parent Name: _____ HR Teacher: _____

Byram Township School District has multiple measures in place that identify all students eligible for the S.E.E.K. Gifted and Talented Program. However, parents/guardians should complete this form if they believe their child is performing well above grade level or demonstrating exceptional strengths or talents and would like their child's performance and achievement to be reviewed to determine eligibility for gifted education services.

Listed below are some differences to help you distinguish between a bright child and a gifted learner. The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

Once this form is received, the gifted placement team will consult with instructional staff and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be communicated to parents through a letter.

Bright Child	Gifted Learner
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense

Parent/Guardian Inventory Checklist

Please check one column after each of the following statements that best describes your child.

When have you observed this characteristic?	Seldom or never	Occasionally	Most of the time	Virtually all of the time
Imagines things to be different than the way they actually are. "Wonders what if?" or "What would happen if?"				
Has self-stimulated curiosity; shows independence in trying to learn more about something.				
Chooses difficult problems over simple ones.				
Is selected by peers for positions of academic leadership.				
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
Uses unique and unusual ways to solve problems.				
Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
Reasons things out, thinks clearly, and comprehends meaning.				
Expresses interest in understanding self and others.				
Is alert and keenly observant and responds quickly.				
Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.				
Makes generalizations and draws conclusions that summarize complex information easily.				
Can perform more difficult mental tasks than peers.				
Tends to direct others in activities.				
Is able to work through frustration and maintain focus.				
Sees flaws in things, including own work, and can suggest better ways to do a job or reach an objective.				
Has many different ways of solving problems.				
Challenges authority when sense of justice is offended, structures alternative approaches.				
Displays a mature sense of humor.				
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Please check below which area(s) may apply to your child, and give specific examples of behaviors that support this area of nomination. Attach student work that illustrates the ability being considered.

x General Intellectual Ability

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

x Creative Ability

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.

× **Specific Academic Ability**

Shows unusual/advanced ability in: ____ Language Arts ____ Math

Thinks logically and symbolically about quantitative and spatial relationships, can articulate a thorough and detailed response, sees multiple pathways to solve problems, or thinks abstractly and shows insight into novel situations.

× **Leadership Ability**

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

Briefly describe your child's major interests, hobbies and other creative endeavors.

What are your main reasons for referring your child for the gifted and talented program? Share your insights about his/her talents, abilities, and learning needs. (Please Note: Teachers are expected to challenge every student according to his/her abilities. Therefore, a desire to have your child challenged is NOT a reason for a gifted program referral.)

Please attach any other information which you believe is relevant and would assist us in getting to know your child's interests and abilities. (Ex. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs). **Please complete and sign the form and return to the S.E.E.K. Teacher.**

I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process.

Parent or Guardian's Name: _____

Phone Number: _____

Email address: _____

Parent/Guardian Signature

Date

Thank you for your nomination!

Byram Township School District

S.E.E.K. Gifted and Talented Student Self-Nomination Form

(Grades 6-7 only)

Students, in Grades 6 or 7, should complete this form if they believe they are performing well above grade level and/or are demonstrating exceptional strengths or talents. This indicates that they would recommend their performance and achievement be reviewed for eligibility for gifted education services.

Upon receiving this form, the S.E.E.K. Gifted and Talented team will consult and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be shared with the student, their parents, and teachers.

Student Name: _____

Grade: _____

Homeroom Teacher: _____

Date: _____

Please rate yourself on each of the following traits, aptitudes, and behaviors using the scale below:	
<u>Weak</u> 1	<u>Average</u> 2
3	4
5	<u>Strong</u>
I have goals for when I grow up.	
I am an enthusiastic learner and highly curious.	
I complete tasks in a timely manner.	
I am interested in understanding myself and others. I can motivate others.	
I am able to express my thoughts and ideas clearly using precise language.	
I am flexible in my thinking. I can adapt to situations in the interest of a group. I don't withdraw when things aren't going my way.	
I am a natural leader. I can organize and lead groups well.	
I already know most of the things taught in school.	
I am very observant- I only need to do something once or twice to master it.	
I think things through in a logical manner. I think critically and come up with plausible answers.	
I score in the top 5% on my assignments and tests.	
I enjoy intellectually challenging activities (logic puzzles, difficult math problems, creative writing, etc)	

I am highly critical of my own academic performance I want everything to be perfect.	
I ask in-depth questions regarding my learning.	
I can often solve problems in unusual ways- I can adapt a strategy easily if it's not working.	
I can use everyday materials in new and exciting ways.	
I create wild, sometimes seemingly silly ideas easily.	
I self-engage in creative hobbies (music, drama, performance, art, imaginative play, etc).	
I display original talent in art, music, writing, dancing, acting, etc.	

Answer the following questions:

1. What special abilities do you possess that are unlike other students in your class?

2. Describe any outstanding achievements and/or accomplishments you have made.

3. If you could meet anyone (present day or from the past), who would it be and why? What would you talk about or do?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. What is one problem in the world that you would like to fix and why? How would you tackle this problem?

[illegible]

5. Why do you want to join the S.E.E.K Gifted and Talented Program? What makes you the perfect candidate? How would you contribute to the program?

I understand that tests of ability, aptitude, or achievement may be administered to me as part of the identification process. Please make sure you have answered all the questions and fill out the portion below with a parent or guardian.

Please complete and sign the form and return to the S.E.E.K. Teacher.

Student Name: _____

Student Signature

Date

Parent or Guardian's Name: _____

Phone Number: _____

Email address: _____

Parent/Guardian Signature

Date

Thank you for your nomination!

Byram Township School District

S.E.E.K. Gifted and Talented Program

Permission for Testing



11 Mansfield Drive
Stanhope, NJ 07874

P: (973) 347-1047

<https://www.byramschools.org>

Student Name: _____ Date: _____

Homeroom Teacher: _____ Grade: _____

Dear Parent/Guardian:

Your child has been nominated for the Byram Township School District's Gifted and Talented Program, S.E.E.K. As part of the identification process, further testing is needed. Students who are nominated will have the opportunity to take the SAGES 3 (Screening Assessment for Gifted Elementary and Middle School Students) Aptitude Test. The SAGES 3 assessment will be administered during the regular school day.

The SAGES 3 assessment measures different areas of giftedness and academic aptitude, which are grouped into two main domain composites: Reasoning Ability and Academic Ability.

Reasoning Ability Composite is comprised of the following two subtests:

- Nonverbal Reasoning: Assesses the ability to identify and analyze relationships between figures and pictures to solve problems, often using an analogy format.
- Verbal Reasoning: Measures the ability to understand and logically process written and verbal information, also using an analogy format based on word relationships.

Academic Ability Composite is comprised of the following two subtests:

- Language Arts/Social Studies: Evaluates knowledge and aptitude in language arts (including spelling, literature, and composition) and social studies.
- Mathematics/Science: Assesses skills and knowledge in mathematics and science, including problem-solving and numerical reasoning.

I understand that the SAGES 3 assessment is part of the identification process into the S.E.E.K. Gifted and Talented Program and hereby give permission for my child to be tested.

Please complete and sign the form and return to the S.E.E.K. Teacher.

Parent or Guardian's Name: _____

Parent/Guardian Signature

Date

Upon completing this form and submitting it to the main office, a Gifted and Talented Teacher will notify you once the SAGES 3 Assessment has been completed in the form of a letter. Please note that if permission is not granted for the SAGES 3 testing, the identification process for inclusion into the program will not continue. Please note that students will be reevaluated and retested every year for Gifted and Talented determination and/or placement.

Byram Township School District

S.E.E.K. Gifted and Talented Program



11 Mansfield Drive
Stanhope, NJ 07874

P: (973) 347-1047

<https://www.byramschools.org>

Dear Parent/Guardian:

Congratulations! Upon review of your child's grades, submitted materials, and test scores, it has been determined that they would be a great fit for the Byram Township School District's Gifted and Talented Program, S.E.E.K. This is a remarkable achievement and opportunity for advanced learning and we congratulate you and your child.

If you and your child wish to accept the offer of enrollment, please fill out the attached permission form within five school days and return it to the main office.

We look forward to helping your child achieve their true and highest potential and cannot wait to get started.

Sincerely,

S.E.E.K. Teacher
Byram Lakes Elementary School

S. **E.** **E.** **K.**
Stimulate. Enrich. Evolve. Kindle.

... the possibilities are endless.

Byram Township School District

S.E.E.K. Gifted and Talented Program

Permission Form

Students participating in the S.E.E.K. Gifted and Talented Program at the Byram Township School District will be pulled out of their general education classroom during the school day. Please note that students will not be pulled out during core content subjects.

I hereby grant permission for my child, _____, to participate

in the _____ S.E.E.K. Gifted and Talented Program at
(school year)

_____ My child is in grade _____ and their
(name of school)

homeroom teacher is, _____.

Please complete and sign the form and return to the S.E.E.K. Teacher.

Parent/Guardian Name: _____

Parent/Guardian Signature

Date

Please note that students will be reevaluated and retested every year for Gifted and Talented determination and/or placement.

Byram Township School District

S.E.E.K. Gifted and Talented Program

Student Contract

The Byram Township School District's Gifted and Talented Program, S.E.E.K. was developed to provide the participants with a non-graded learning experience. The district is particularly mindful that special talents and abilities need to be nurtured and encouraged if they are to flourish.

In order to achieve this, students are required to adhere to the following expectations:

- Regular attendance to S.E.E.K. classes and activities.
- Demonstrate appropriate behavior at all times.
- Perform to the standards set in both their daily classes and the S.E.E.K. Program.
- Assignments must be up-to-date and completed on time in all classes and S.E.E.K. Program.

Failure to do so may result in a probationary period or removal from the program. This would be determined by administration, the S.E.E.K. teacher, and the classroom teacher(s).

Parents, please make sure you read the bulleted expectations above with your child and have them sign below. The bottom portion of this letter must be detached and promptly returned to your child's S.E.E.K. teacher in order for your child to participate in the program for this school year.

Thank you very much!

Sincerely,

S.E.E.K. Teacher
Byram Township Schools

Please complete and sign the form and return to the S.E.E.K. Teacher.

S.E.E.K. Contract

My child and I have read the handbook and agree to the terms of the requirements of the S.E.E.K. Gifted and Talented Program.

Student Name: _____

Grade: _____

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Byram Township School District

S.E.E.K. Gifted and Talented Program



11 Mansfield Drive
Stanhope, NJ 07874

P: (973) 347-1047

<https://www.byramschools.org>

Dear Parent/Guardian:

Your child, _____ was nominated for consideration into the S.E.E.K. Gifted and Talented Program for the _____ school year. Upon review of the nomination, the Admissions Committee determined that your child does not meet the criteria established by the district for placement into the S.E.E.K. Program at this time.

Our general education curriculum is exemplary and will be available in the classroom to ensure that your child continues to meet their highest potential. Differentiation will consist of carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and integrate instructional strategies that engage learners at appropriate levels of challenge. Additionally, your child may participate in curriculum enrichment opportunities that offer extensions to the classroom curriculum. Extensions for students who have already mastered grade level material will include adjustments to the curriculum that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning that promotes higher order thinking.

If you have any questions or concerns, you can contact the main office to set up an appointment.

Sincerely,

S.E.E.K. Teacher
Byram Township Schools

Please note that your child may be retested the following school year for the Gifted and Talented S.E.E.K. program.

Byram Township School District

S.E.E.K. Gifted and Talented Program

Parental Appeal Form

Student Name: _____ Grade: _____

Homeroom Teacher: _____

I hereby request that, _____, be reconsidered for admission into the S.E.E.K. Gifted and Talented Program. I also wish to submit further information about my child's potential, accomplishments, and/or aptitude for review by the S.E.E.K. Program Committee.

Parent Name: _____

Parent Signature

Date

Please complete and sign the form and return to the S.E.E.K. Teacher.

Byram Township School District

S.E.E.K. Gifted and Talented Program

Response to Appeal Non-Acceptance



11 Mansfield Drive
Stanhope, NJ 07874

P: (973) 347-1047

<https://www.byramschools.org>

Dear Parent/Guardian:

The S.E.E.K. Gifted and Talented Committee has carefully reviewed the additional information you provided on behalf of your child, _____. Unfortunately, the committee has decided that he/she will not be granted acceptance into the program at the time. This was a difficult decision and we understand that it may be discouraging to receive this news. However, do not let it deter your child from continuing to work hard and strive for excellence, as that will aid them in being considered for future placement into the program.

As previously noted, our outstanding General Education Curriculum will be available in the classroom to ensure that your child continues to excel and reach their highest possible potential. Differentiation will consist of carefully planned, coordinated learning experiences that reach beyond the curriculum and engage all learners. The Byram Township School District always strives to meet students where they are, whether it is in the General Education or Gifted and Talented classroom.

Additionally, we encourage your child to participate in curriculum enrichment opportunities that extend beyond the material they are covering in the classroom. Extensions for students who have already mastered grade level material will include adjustments to the curriculum that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning that promotes higher-level thinking and creativity.

Thank you so much for your time and understanding.

Sincerely,

S.E.E.K. Teacher
Byram Township Schools

Please note that your child may be retested the following school year for the Gifted and Talented S.E.E.K. program.