

GIFTED AND TALENTED

“Gifted and talented students” shall mean those exceptionally able students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Gifted and talented students are those capable of high performance and require differentiated educational program and/or facilities, beyond those normally provided, in order to fully develop their gifts and talents so as to lead more satisfying lives and enhance the quality of life in their communities.

They can be identified by exceptionally high performance, achievement, or potential in the following areas, singly or in combination:

- A. General intellectual ability,
- B. Specific intellectual ability or academic ability,
- C. Creative or productive thinking ability,
- D. Leadership ability,
- E. Visual or performing arts ability,
- F. Psychomotor ability.

Multiple identification measures will be used. The identification methodology used will be developmentally appropriate, non-discriminatory and related to the programs and services offered (e.g. use math achievement to identify students for a math program).

The Board shall consider the Prek-Grade 12 Gifted Standards of the National Association for Gifted Children in developing their gifted and talented programs.

The District shall provide gifted and/or talented students at all grade levels starting at Kindergarten with programs which provide for their basic education while encouraging optimum development of their special abilities. Programs shall be developed or located which stimulate students to participate constructively in, and contribute to, the activities of their school, the community and society.

Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

Because early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The Superintendent shall coordinate development of criteria to identify gifted and/or talented students and present them to the Board for approval.

GIFTED AND TALENTED (continued)

He/she shall devise indicators of achievement to evaluate success of each program presented to the Board for adoption. The Superintendent shall ensure that minority and female pupils are not underrepresented in the Gifted and Talented programs.

<u>Legal References:</u> <u>N.J.S.A.</u> 18A:35-4.15 through -4.16	Legislative findings and declarations; chess instruction for second-grade students in gifted and talented and special education programs ...
<u>N.J.S.A.</u> 18A:61C-1	Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope
<u>N.J.S.A.</u> 18A:61C-4	Program providing college credit courses for high school students on high school campuses; establishment
<u>N.J.A.C.</u> 6A:8-1.3	Definitions
<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
<u>N.J.A.C.</u> 6A:8-3.3	Enrollment in college courses
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

<u>Cross References:</u> *1600	Relations between other entities and the District
*6010	Goals and objectives
*6121	Nondiscrimination/affirmative action
*6171	Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.

Key Words

Gifted, Talented, Gifted and Talented

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