

GIFTED AND TALENTED

The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented pupils in kindergarten through grade 8. Gifted and talented pupils shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to pupils identified as gifted and talented and shall be reviewed annually.

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

“Gifted and talented pupils” shall mean those exceptionally able pupils 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.

Because early discovery of a gift or talent is important, it is essential that the identification of these pupils be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children. The chief school administrator shall oversee the development procedures for the identification of gifted and talented pupils at every grade level.

The individualized educational programs offered these identified pupils should encourage and challenge them in the specific areas of their outstanding abilities, but may not replace the basic instructional program of the various grades of this district. The program offered an exceptional pupil may be infused into the pupil's regular instructional program. When the program is infused in the general education program, a written description of the curriculum and schedule accommodations shall be prepared and filed in the pupil's record.

The chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented pupils indicating content, process, products, and learning environment. The chief school administrator shall devise indicators of achievement to evaluate success of each program presented to the board for adoption.

Programs for the gifted and talented should be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent or guardian of any pupil identified as gifted or talented shall be consulted regarding any program designed to address his or her particular needs.

Adopted: November 14, 1989
Revised: April 30, 1997; May 24, 2005
NJSBA Review/Update: June 2013
Readopted: January 28, 2014

Key Words

Gifted, Talented

Legal References: N.J.S.A. 18A:35-4.15

Legislative findings and declarations; chess instruction for

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through -4.16	second-grade pupils 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 pupils 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:30-1.1et seq.	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Possible

<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.