

**Policy**

---

GIFTED AND TALENTED

The Superintendent of Schools shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade eight. Gifted and talented students 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 students identified as gifted and talented and shall be reviewed annually.

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.

The individual educational programs offered to students with exceptional abilities should encourage and challenge them in the specific areas of their abilities, but may not replace the basic instructional programs of the various grades of the district. The program offered to an exceptional student may be infused into the student's regular instructional program, provided that a written description of the infusion has been prepared and filed in the student's record.

"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.

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 of Schools and Director of Curriculum and Instruction shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. The Superintendent of Schools and the Director of Curriculum and Instruction shall take into consideration the Pre-K – Grade 12 Gifted Program Standards of the National Association of Gifted Children (NAGC) in developing programs for gifted and talented students. The NAGC standards established requisite and exemplary gifted program standards and can be accessed at [www.nagc.org/webprek12.html](http://www.nagc.org/webprek12.html).

The Superintendent of Schools shall devise indicators of achievement to evaluate success of each program presented to the board for adoption.

Adopted: June 5, 2001  
Revised: December 6, 2005; June 2015  
NJSBA Review/Update: September 2009  
Readopted:

Key Words

Gifted, Talented

GIFTED AND TALENTED (continued)

<b>Legal References:</b> <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

**Possible**

<b>Cross References:</b> *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.