
GIFTED AND TALENTED

The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the New Jersey Student Learning Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed regularly.

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.

“Gifted and talented students” shall mean those students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the 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 chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. The board directs the chief school administrator to take into consideration the prekindergarten through grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing school and district programs for gifted and talented students. **Student PARCC mastery level may be utilized as an ancillary score in the 2017-2018 school year for GATE.**

The chief school administrator shall devise indicators of achievement to evaluate the success of each program presented to the board for adoption.

The chief school administrator shall take the appropriate measures to ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.

www.oxfordcentral.org/GATEcurriculum.pdf

Date:

First Adoption: August 15, 1990

Review Date: March 3, 2008

Revision and Adoption: June 26, 2008

Review Date: July 20, 2011 – No Changes

Review Date: July 20, 2012 – No Changes

Review Date: July 10, 2017

Revision and Adoption: July 20, 2017

Legal References:

<u>N.J.S.A.</u> 18A:35-4.15 through -4.16	Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ...
<u>N.J.S.A.</u> 18A:61C-10	Dual enrollment agreement increased availability of college-level instruction and scope
<u>N.J.S.A.</u> 18A:61C-11	Acceptance of course credit
<u>N.J.S.A.</u> 18A:61C-15	Eligibility to receive college credit
<u>N.J.S.A.</u> 18A:61C-16	Awarding college credit
<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:13-2.3	Standards-based instruction
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review

National Association for Gifted and Talented, www.nagc.org

Pre-K-Grade 12 Gifted Programming Standards,
<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>

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

Key Words

Gifted, Talented