

## **File Code 6171.2 GIFTED AND TALENTED**

### Definitions

"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.

"Instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

The board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 8 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.

### Gifted and Talented Curriculum and Instruction

The board shall provide appropriate kindergarten-through-grade-12 (K-12) educational services for gifted and talented students. The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. The identification process shall include multiple measures. 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.

The chief school administrator or designee shall ensure that the curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards. The curriculum and instruction shall provide educational challenges to students identified as gifted and talented and shall be reviewed regularly.

Curriculum and instruction shall be designed with consideration for 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, and develop higher levels of thinking. Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team shall be made for students with disabilities or 504 plans.

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.

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

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

### Coordinator for Gifted and Talented Services

The state coordinator for gifted and talented services appointed by the commissioner of education, shall be responsible for reviewing the information about gifted and talented services provided by the district. The chief school administrator or designee shall file a report with the coordinator on a schedule that coincides with the district's New Jersey Quality Single Accountability Continuum (NJQSAC) review. The report shall include, but not be limited to:

- A. The gifted and talented continuum of services, policies, and procedures implemented in the school district;
- B. The total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;
- C. The professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and
- D. The number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.

### Complaint Process

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. The complaint shall be submitted in writing to the

board office. The chief school administrator or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the board. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the board, the individual may then file a petition of appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with law ([N.J.S.A. 18A:6-9](#)) and the procedures set forth in State Board of Education regulations.

This complaint policy shall be linked to the homepage of the board's website.

#### Information Available on Website

Detailed information shall be available on the district website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

Adopted: May 19, 2005

NJSBA Review/Update: January 2012, May 2015, September 2016, Fall 2020

Readopted: July 23, 2015, November 2016, August 2021

Key Words

Gifted, Talented

#### Legal References:

[N.J.S.A. 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...

[N.J.S.A. 18A:61C-1](#) Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope

[N.J.S.A. 18A:61C-4](#) Program providing college credit courses for high school students on high school campuses; establishment

[N.J.A.C. 6A:8-1.3](#) Definitions

[N.J.A.C. 6A:8-3.1](#) Curriculum and instruction

[N.J.A.C. 6A:8-3.3](#) Enrollment in college courses

[N.J.A.C. 6A:30-1.1](#) *et seq.* Evaluation of the Performance of School Districts

#### Possible Cross References:

\*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.

**Berlin Township School District**

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