

## GIFTED AND TALENTED

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### Gifted and Talented Identification Procedures

Students are identified as Gifted/Talented in accordance with state recommendations, through coordinated objective and subjective information using multiple, specific criteria. The identification process is reviewed annually. Appropriate educational challenges are provided for these students. Students are considered in the following areas: Intellectual Ability, Academic Skills, Creativity, Leadership, and Artistic Talent.

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.

In the Kittatinny Regional Consortium, identification procedures have been developed and implemented based upon local school population as per New Jersey educational code. The five school districts have adopted a unified approach. Consideration of candidates for participation in gifted education services will be based on a variety of measures relating to general intellectual ability, specific academic aptitude, creativity and leadership. Eligibility for participation will be reviewed annually using the prescribed identification process. Students' final eligibility determination will be made by a committee comprising of administrators and teachers after a thorough review of the entrance criteria. Students that move into the district may be reviewed any time of the year. Upon selection for inclusion, parents will be notified and must provide permission for participation. Any student who is accepted into the program may participate until he/she no longer meets the criteria for that grade level or neglects to complete work and/or projects as contracted.

As students shift into Kittatinny Regional High School, the chronological peer group shifts and may result in changes in students' eligibility status for gifted education services. Students transitioning into Kittatinny Regional High School will self-identify to participate in the screening process. Multiple criteria used in the confidential identification process may include (but is not limited to) the following:

- Cognitive Abilities Assessment Data
- Standardized Test Scores
- Gifted Student Screening Assessment
- Creative and Critical Thinking Assessments
- Teacher Rating Scales
- Parent Information Forms

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- Student Response Questionnaire

Current academic progress is reviewed of all seventh graders following the first marking period and at the end of the seventh-grade year to consider any student achieving far beyond his/her peers that may have been missed during the initial screening process.

**Program**

At the seventh and eighth grade level, identified students choosing to participate in Kaleidoscope receive supplementary educational opportunities. The students will be exposed to many different projects that will challenge their creative thinking, critical thinking and problem solving skills. Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provides experiences that require critical thinking, problem solving, independent study skills, communication, and persistence in the face of challenges. When engaged in high quality gifted services, students will develop their unique abilities, maintain their passion for learning, and can contribute to the strength and vitality of our school and community.

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 ethnicity and gender balance is reflected in gifted and talented, accelerated/advanced courses and honor societies.

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<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; 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](http://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>

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**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

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