

GIFTED AND TALENTED

The Pennsville Board of Education recognizes its responsibility for the provision of appropriate instructional adaptations and services for exceptionally able students. To that end, the Board directs each such pupils in the District be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop, and the Board will adopt, appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments. In this regard, gifted and talented students will be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Such programs will be designed to provide educational challenges to students identified as gifted and talented, and ensure that these students interact with other students, as well as have opportunities for learning among themselves. Furthermore, such programs will also 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. Every effort should be made to make use of community resource persons and groups, and local post-secondary institutions. These programs will be reviewed by the Superintendent or his/her designee annually.

In addition, since 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. Notwithstanding the foregoing, and the fact that early discovery of the gifted is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many students. Accordingly, the Superintendent or his/her designee will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in kindergarten and reviewed annually through grade 12. These procedures will be reviewed the Superintendent or his/her designee annually.

Date: May 17, 1988

Date Revised: April 26, 2010

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:30-1.4	Evaluation process for the annual review
N.J.A.C. 6A:32-14.1	Review of mandated programs and services

**Possible
Cross References:**

1600	Relations between other entities and the district
6010	Goals and objectives
6121	Nondiscrimination/affirmative action
6171	Special instructional programs