

Salem City Board of Education District Policy Manual

Instructional Program

Series 6000

Gifted & Talented Program

Policy 6171.2

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Date Revised: January 9, 2008

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Date Reviewed & Approved: January 2, 2019

The district shall provide a program of study for exceptionally able (gifted and/or talented) students in Grades Kindergarten through Grade 12 who display outstanding intellectual abilities, academic aptitudes, unique creativity, productive thinking, leadership traits or exceptional talent in the visual and performing arts and in psychomotor skills. Students will have opportunities to enhance/expand their basic education and gain further knowledge and proficiency in areas of special interest and ability. The Salem City Board of Education recognizes its responsibility to provide continuous, differentiated, and appropriate educational programs for those exceptionally able students, from the standpoint of sound educational practice and in terms of the intent of State and Federal Law.

Programs will be developed to respond to the range of needs and abilities among gifted and talented students. A variety of instructional methods, grouping and schedules shall be used to provide programs designed to encourage creative thinking, problem solving, and research skills in an effort to further develop higher order thinking skills, abilities, interests, and independent learning.

Acknowledging that special abilities and skills appear at different times in the development of many children the district will carry out a broad-based screening of all students at all grade levels (K-12). Recognizing there is a range of abilities among these identified students, this screening will identify exceptionally able students using multiple indicators of academic and creative potential, including but not limited to tests of academic achievement, aptitude and creativity, samples of student work, nominations obtained from teachers, parents/guardians, community members and the students themselves. The screening process will take place each Spring in preparation for the following academic year.

Students moving into the district during the year will be reviewed for participation based on the program criteria from their previous district. As with all students, students new to the district may be recommended to participate in the Spring for the following school year.

The Superintendent of Schools shall coordinate development of criteria to identify gifted and /or talented students and present them to the Board for approval.

The Board directs the Superintendent of Schools to develop educational programs for the gifted and talented that both discover and develop special skills but also provide the opportunity for all students to express their special skills and talents. Such programs shall be developed in consultation with the teaching staff members and involve, whenever possible,

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parents /guardians and the students. All programs shall conform to the guidelines developed by the NJ Department of Education.

The Superintendent of Schools shall coordinate development of criteria to identify gifted and /or talented students and present them to the Board for approval.

Regulations

The Board of Education shall:

- *ensure that appropriate instructional adaptations are designed for students who are gifted and talented;*
- *make provisions for an ongoing Kindergarten through Grade 12 identification process for gifted and talented students that includes multiple measures in order to identify student strengths in various intellectual ability, creativity, or specific academic areas. A student shall not be required to meet all considered measures in order to be identified as gifted and talented.*

The district shall ensure equal access to a continuum of Gifted and Talented education services the identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans; maintain a list of students identified as gifted and talented in each grade for each school in the school district; develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including but not be limited to additional education activities such as academic competitions, guest speakers, and/or lessons with a specialist. Any modifications shall be identified in staff and student schedules, lesson and unit plans, and

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budgets for educational materials take into consideration the Pre-K-Grade 12 Gifted Programming Standards, Position Statements, and White Papers of the National Association for Gifted Children in developing programs for identifying and serving gifted and talented students; provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student; and actively assist and support professional development for teachers, educational services staff, and school leaders in the area of Gifted and Talented instruction.

The Commissioner of Education shall appoint a coordinator for Gifted and Talented services. The coordinator shall have teaching experience and specialized knowledge in gifted and talented education. The coordinator shall be responsible for providing support by identifying and sharing research and resources to school districts as they develop, implement, and review their local gifted and talented services.

The coordinator shall be responsible for reviewing the information about gifted and talented programs implemented in services provided by the district to ensure compliance with support implementation.

The district shall file with the coordinator a report within the first full school year following the date of enactment and every three years by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum review pursuant to section 11 of P.L.1975, c.212 (C.18A:7A-11).

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The report shall include, but shall not be limited to:

- *the Gifted and Talented continuum of services, policies, and procedures implemented in the district;*
- *the total number of students receiving gifted and talented services in each grade level and the total number of students who have applied for acceptance into the program.*
- *The data shall also be disaggregated by race, gender, special education designation, and English language learner designation, with an individual student being counted only once;*
- *the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and,*
- *the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.*

The Commissioner of Education shall develop a protocol pursuant to which an individual may submit a complaint alleging that a school district is not in compliance with the provisions of this act, and the executive county superintendent of schools shall investigate the complaint. The protocol shall also include procedures for remediating gifted and talented programs in school districts found to be in noncompliance.

A complaint submitted to the Executive Superintendent may only allege noncompliance that has occurred within one year prior to the date that the complaint is submitted. The complaint shall include:

- *a statement that the identified district is not in compliance with the provisions of this act, and the specific facts on which the allegation of noncompliance is based; and*
- *the name, address, and contact information of the complainant.*

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The Executive County Superintendent shall complete the investigation within 60 calendar days after receipt of the complaint and issue a written decision with proposed remediation, if necessary, to the complainant and the district. An individual who believes that a school district has not complied with the provisions of this act may file a complaint with the Board of Education.

The right to file a complaint shall be set forth in the Board's policy on Gifted and Talented Education. The policy shall be linked to the homepage of the Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

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 N.J.S.18A:6-9 and the procedures set forth in State Board of Education regulations.

The district shall make detailed information available on its 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.

A student record shall document that the student has been identified by the school district as a gifted and talented student.

An individual who believes that the school district has not complied with the provisions of this act may file a complaint with the Education. The right to file a complaint shall be set forth in the Board's policy on gifted and talented education. The policy shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

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Legal References

NJSA 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 ...
18A:61C-1 Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope
18A:61C-4 Program providing college credit courses for high school students on high school campuses; establishment

NJAC 6A:8-1.3 Definitions
6A:8-3.1 Curriculum and instruction
6A:8-3.3 Enrollment in college courses
6A:30-1.4 Evaluation process for the annual review
6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts
New Jersey Quality Single Accountability Continuum (NJQSAC)

Possible Cross References

1600, 6010, 6121, 6171