

ACADEMIC PROGRAMS FOR INTELLECTUALLY GIFTED PUPILS

The Mendham Borough Board of Education recognizes that students whose intellectual readiness is very advanced have academic, social, and emotional needs not met through the general educational programs. The Mendham Borough School District will ensure that intellectually gifted students are offered programming designed to provide them with continual academic growth and support in the areas of social and emotional wellbeing. This policy addresses those students requiring intervention and the instruction and support they need.

For purposes of this policy the following definitions apply:

- A. **Profoundly Gifted:** Students whose extraordinary intellectual ability, as defined by an individually administered I.Q. test, indicates the need for intervention;
- B. **Gifted in Subject Specific Areas(s):** Students who have highly advanced ability in one or more specific content areas(s).
- C. **Advanced Learner(s):** Students who are highly able and motivated beyond the average students in their age group.

Gifted and talented students are defined by the New Jersey State Department of Education as “those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

The board of education believes that there is a diversity of need within the gifted population and successful services for gifted students are based on current research in gifted education.

Identification

The superintendent and or his or her designee shall develop procedures for formal screening and identification of profoundly gifted students in grades 3 through 8. Students in grades K-2 will be informally assessed and identified to ensure developmentally aligned, differentiated instruction. The superintendent or his or her designee will also develop procedures for identifying students gifted in subject specific areas. All information regarding screening, formal testing, assessments, the identification process and results, and formal instructional and support programming will be communicated in writing to parents/guardians. Provision shall be made for an appeal process.

Participation

Participation in the program of gifted services is optional. Parents or guardians of identified profoundly gifted students may choose not to avail themselves of services by informing the superintendent or designee in writing. Identified students remain eligible for services throughout their school career.

Services

The board of education shall provide intervention services to meet the needs of all profoundly gifted students and students gifted in subject specific areas.

For purposes of this section profoundly gifted and students gifted in subject specific areas shall be called gifted students. Intervention services that may be provided are as follows:

GIFTED AND TALENTED (continued)

- A. Regular classroom clustering: Gifted students may be clustered in the regular classroom to facilitate differentiation and interaction with their intellectual peers;
- B. Acceleration: Gifted students may be accelerated in one or more subject areas;
- C. Social and emotional support: The specially designed instructional programs for gifted students will have an affective/emotional component and students will be supported by teaching and administrative staff in the areas of social and emotional well-being;
- D. Differentiation of instruction: Gifted learners' needs will be met through the varied components of differentiation: flexible grouping, compacting, parallel study, and differentiation of content, process, or product.

The general education teacher(s) shall maintain close communication with the principal and the curriculum director to ensure that essential components of the general classroom experience are met. The superintendent shall ensure that appropriate staff is trained, and that administrators monitor and evaluate classroom teachers who provide services to intellectually gifted students.

Advanced Learners

The board is committed to providing an array of services from kindergarten through grade eight to meet the appropriate academic and social/emotional needs of students at all levels of intellectual abilities and readiness. Based on readiness and need, all teachers shall differentiate curriculum and instructional techniques for all students, including those who display advanced ability in one or more areas. Advanced learners are not identified for intervention but shall receive ongoing differentiated instruction. Enrichment opportunities will be provided in a consistent format across the district.

Adopted: December 15, 1997
 Revised: August 31, 2010
 NJSBA Review/Update: April 2015
 1st Reading: May 24, 2016
 Readopted: June 14, 2016

Key Words

Gifted, Talented

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:35-4.15 through -4.16</p> <p><u>N.J.S.A.</u> 18A:61C-1</p> <p><u>N.J.S.A.</u> 18A:61C-4</p> <p><u>N.J.A.C.</u> 6A:8-1.3</p> <p><u>N.J.A.C.</u> 6A:8-3.1</p> <p><u>N.J.A.C.</u> 6A:8-3.3</p> <p><u>N.J.A.C.</u> 6A:30-1.1<u>et seq.</u></p>	<p>Legislative findings and declarations; chess instruction for second-grade students in gifted and talented and special education programs ...</p> <p>Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope</p> <p>Program providing college credit courses for high school students on high school campuses; establishment</p> <p>Definitions</p> <p>Curriculum and instruction</p> <p>Enrollment in college courses</p> <p>Evaluation of the Performance of School Districts</p>
---------------------------------	---	---

Possible

Cross References: *1600 Relations between other entities and the district
 *6010 Goals and objectives

GIFTED AND TALENTED (continued)

- *6121 Nondiscrimination/affirmative action
- *6171 Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.