



# POLICY

**Haddonfield  
Board of Education**

# PROGRAM

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## **2464 GIFTED AND TALENTED STUDENTS**

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, “gifted and talented students” means students who possess or demonstrate high levels of ability, 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.

For the purpose of this Policy, “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 Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. 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.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will take into consideration the Gifted Programming Standards Position Statements and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students.

The district will 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. The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction. The district shall file with the New Jersey Department of Education Coordinator for



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Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; 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. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint 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. 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.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

N.J.S.A. 18A:61A-2; 18A:35-4.16 ; 18A:35-34 through 39  
N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5  
P.L. 108-382, Sec. 10201 et seq.

BOE Approval Date: 11/15/2018  
BOE Revised Date: 11/19/2020



# REGULATION

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### **R 2464 GIFTED AND TALENTED STUDENTS**

#### A. Identification and Selection

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented students and will be alert to students who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
2. Each spring, the Assistant Superintendent of School will share with parents and staff the Gifted and Talented nomination form. Parents and teachers may nominate their students to be considered for eligibility. All nominations will be provided access to the eligibility process. This process will occur within the first 8 weeks of school for kindergarten students and those students new to the district/

#### B. Selection Criteria

Gifted and talented students are students who possess or demonstrate high levels of ability 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.

Students with a confluence of the three primary gifted behaviors are in need of specialized instruction. These three behaviors are passion on task, creativity, and test scores that are significantly higher than the norm for their age. Giftedness can be found in any age, demographic, and personality type. It is important that adults look hard to discover their potential and to support children as they strive to improve.

Selection criteria will be consistent with the District's Gifted and Talented Identification Rubric, which uses multiple measures to determine if a student is in need of specialized support for giftedness. Haddonfield School District's multiple measures include, but are not limited to the following:

1. SAGES 3 Assessment in the areas of Verbal, Nonverbal, and Quantitative reasoning.
2. LinkIt Language Arts Assessment
3. LinkIt Mathematics Assessment
4. The Kingore Teacher Observation Inventory
5. The Kingore Parent Observation Inventory
6. New Jersey Student Learning Assessments

#### C. Program



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1. When a student has been identified as gifted or talented, the Gifted and Talented teacher or designee will:
  - a. Confer with the student's parent(s) or legal guardian(s) on the goals of the student's program and secure the parent(s) or legal guardian(s) cooperation and permission for the student's participation in the program,
  - b. Confer with the student's teacher about a proposed educational program for the student, and
  - c. Prepare and present to the parent a written educational plan for the student for review and feedback.
2. The enrichment needs of gifted and talented students can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted students and the program will address appropriate content, process, products, and learning environment.
3. Each student's program will seek to involve the student in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. The enriched educational program for a gifted and talented student may consist of:
  - a. Additional classroom studies and assignments,
  - b. Special classes in appropriate studies,
  - c. Out-of-class sessions with the Gifted and Talented teacher or other district specialist.
  - d. Independent projects assigned by the classroom teacher or specialist, and/or Gifted and Talented Teacher
  - e. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.
6. A classroom teacher may provide for the needs of gifted and talented students by:
  - a. Presenting content material that is related to broad-based issues, themes, or problems,
  - b. Integrating multiple disciplines into the study area,



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- c. Allowing for in-depth learning of a topic selected by the student within the study area,
- d. Developing the student's independent and self-directed study skills,
- e. Developing research skills and methods,
- f. Integrating higher level thinking skills into the curriculum,
- g. Focusing on open-ended tasks,
- h. Using new techniques, materials, and forms,
- i. Encouraging the development of self-understanding, and
- j. Encouraging self-appraisal and evaluation.

#### D. Exit Procedures

1. Each student identified as gifted and talented will remain eligible for Gifted and Talented programming, with the exception of students entering grade three. All students that qualify in K-2 will need to requalify for grade three.
2. The program may be revised as required to meet the student's needs and interests.
3. The student may be withdrawn from the gifted and talented program when:
  - a. The student's academic record indicates a decline in performance,
  - b. The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
  - c. The student's parent(s) or legal guardian(s) requests a withdrawal.
4. A decision to withdraw a student from the gifted and talented program will be made by the student's classroom teacher, the principal, the Gifted and Talented Teacher or Specialist, the student's parent(s) or legal guardian(s), and, where appropriate, the student.

BOE Revised Date: 11/30/2021

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