

PROGRAMS FOR THE GIFTED AND TALENTED

The Board of Education encourages educational programs which challenge and promote the realization of individual potential in all students. The Board also recognizes that further efforts are necessary to extend educationally and in a cost-effective manner the allocation of resources towards appropriate programs for students identified as gifted and talented.

I. *Definition of Gifted Students*

Gifted students are those who, by virtue of their outstanding characteristics as identified by professionally qualified persons, are capable of high performance in the area of general intellectual ability and/or academic aptitude.

From an operational viewpoint, the Board considers the gifted as those students whose abilities and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs.

II. *Screening Procedures*

The screening procedures for identifying those students who meet the criteria of the definitions will include the consideration of the following data:

- A. Objective Measurement Instruments
 - 1. recent scores from group I.Q. screening tests
 - 2. recent scores from Achievement test in Reading and Mathematics
- B. Academic Achievement Results
 - 1. report card grades
- C. Teacher recommendations
 - 1. Elementary Form Grades K-5
 - 2. Middle School Form Grades 6-8
 - 3. High School Form Grades 9-12

Consistent with the above, and with efforts to develop a continuum of learning experiences which addresses the special gifts and talents of students, the Superintendent of Schools and Director of Instruction, with input from appropriate school personnel, will develop a district plan for education of the gifted and talented. The Superintendent will submit to the Board a status report on an annual basis, which shall include:

- 1. a review of the criteria for pupil participation in programs;
- 2. the status of ongoing programs;
- 3. recommendations for new programs;

4. the identification and allocation of resources for all ongoing and recommended programs;
5. provisions for staff developments to promote effective implementation of programs; and
6. provisions for ongoing monitoring and evaluation of pupils and programs.

The Board believes that programs traditionally viewed as for the gifted and talented greatly benefit the entire school program and encourages programs that provide enrichment opportunities for all students. The Board also recognizes the value of community support for program success and encourages the use of community resources for special programs and periodic reporting of activities through the district newsletter.

The negotiable aspects of this policy will be adopted and implemented in conformity with the Taylor Law and agreements negotiated with the individual bargaining units representing staff.

Adoption date: March 23, 2006