




<p><b>The PROBLEMS that make NJ’s identification of and services to gifted students inadequate in our schools</b></p>		<p><b>THE SOLUTION – S3258-A4710</b> The Strengthening Gifted Education Act</p>
<p>Administrative Code is school law. The part for gifted was written in 2000 and updated in 2005, but has not since been reviewed or revised.</p> <p>Local Education Agencies (LEAs) put policy on paper in 2005 that may not be in practice, and parents are denied information about the identification process and services.</p>		<p>6. A school 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 participation in the gifted and talented program, including the multiple measures used in the identification process, and any applicable timelines in the selection process.</p>
<p>The NJ Department of Education (NJDOE) formerly had an office of gifted education to support LEAs. The person currently appointed as the contact at NJDOE for gifted education has as his primary job responsibility a core subject area. Gifted and talented students represent 140,000 students in NJ or ten percent of any LEA but often do not get identified or served in NJ’s schools.</p> <p>The NJDOE has never asked for data such as the number of students identified as gifted or the number of specialized staff employed for gifted education. This lead to many districts abolishing programs, services, &amp; reducing specialized staff to support gifted and talented students in all grades K-12, in NJ’s schools.</p>		<p>3 b.(3) maintain a list of students identified as gifted and talented in each grade for each school in the school district;</p> <p>4 a. The Commissioner of Education shall appoint a coordinator for gifted and talented programs. The coordinator shall be responsible for reviewing the gifted and talented programs implemented in each school district to ensure compliance with the provisions of this act.</p> <p>4 b. Each school district shall file with the coordinator a report within the first full year following the date of enactment and every three years after on a schedule that coincides with the school district’s NJ QSAC...</p> <p>4b. (4) the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.</p>

More information and references will be provided by The New Jersey Association for Gifted Children, [www.njagc.org](http://www.njagc.org) [advocacy@njagc.org](mailto:advocacy@njagc.org)

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Confusion by LEAs about use of “multiple measures” for identification intended as pathways to candidacy, not to require that every child achieve every indicator to be eligible for gifted services, including a single subject acceleration or instruction at advanced levels. Recommendations by untrained educators and use of grades may favor some students but may miss English learners, students in poverty, introverts, students with IEPs and 504 plans, and some racial and ethnic groups.

3.b.(2) “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 academic areas. A student shall not be required to meet all considered measures in order to be identified as gifted and talented. To assure 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”

Although identifying students as gifted and providing a range of services to meet their needs is in NJ school law, for K-12, 50% of the NJ districts report to the Office of Civil Rights of the US DOE, that they do not provide gifted ed’n services. Many of the districts report services only to gifted students in limited grade levels.

3 a. A board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12

No guidance by the NJ Department of Education in gifted education has been provided to LEAs since 2005. Although NJ receives ESSA federal funding for Title II for professional development with a requirement about gifted education, no support for providing appropriate options has been offered.

3 a. (7) actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.

In national research by Fordham University and The Jack Kent Cooke foundation, NJ was found to have an A- (second only to MA) in excellence, but a D- (the worst state) for the greatest discrepancy of students in poverty performing at advanced levels in mathematics.

4 b. (2) 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;

No indicators of assessment or consideration for G & T services are part of a student’s permanent record.

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