



Gifted and Talented Handbook

South Harrison Elementary School

Table of Contents

Program Defined.....	2
Strengthening Gifted and Talented Programs.....	3
Program Overview.....	5
Identification Process.....	6
G&T Matrix.....	9
Curriculum Design Process.....	10
G&T Program Length.....	11
Notification of Acceptance.....	11
Transfer Students.....	11
Exits and Furloughs.....	11
Expectations.....	12
Frequently Asked Questions.....	13



South Harrison Township Elementary School District

GIFTED AND TALENTED PROGRAM DEFINED

State regulations (N.J.A.C. 6A:8-3.1) define gifted and talented students as follows:

Those 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 modification of their educational program if they are to achieve in accordance with their capabilities.

The South Harrison School District recognizes gifted and talented students as those whose abilities, talents, and potential for accomplishment are so outstanding that they require a variety of special provisions to meet their educational needs. We also recognize that students identified as gifted and talented come from all races, socioeconomic groups, and geographic locales/environments with no regard to learning disability.

Approximately five percent of the student population shall be eligible through the use of multiple standardized test scores and identified as the gifted population of the South Harrison School District. We recognize these students require educational experiences beyond those normally provided by the regular school curriculum.

Our mission is to provide optimal development of the gifted student's intellectual, emotional, and social abilities, and to honor the diversity among all students through a differentiated and challenging curriculum.



Strengthening Gifted and Talented Programs

In January 2020, the State of New Jersey passed a new law (CHAPTER 338) governing Gifted and Talented Education.

An Act concerning gifted and talented students and supplementing chapter 35 Title 18A of the New Jersey Statutes. Be It Enacted *by the Senate and General Assembly of the State of New Jersey*:

C.18A:35-34 Short title.

1. This act shall be known and may be cited as the “Strengthening Gifted and Talented Education Act.”
C.18A:35-35 Definitions relative to gifted and talented students.

2. As used in this act:

"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.

"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. C.18A:35-36 Instructional adaptations, educational services for gifted and talented students.

3. 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 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.

4a. A board of education shall:

(1) ensure that appropriate instructional adaptations are designed for students who are gifted and talented;

(2) 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 intellectual ability, creativity, or a specific academic area. School districts 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;

(3) 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 limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist;

(4) 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;

(5) 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

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

*C.18A:35-37 Coordinator for gifted and talented services.*

4b. 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 services provided by each school district to support implementation of the provisions of this act.

5a. Each school district shall file with the coordinator a report 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). The report shall include, but not be limited to:

(1) the gifted and talented continuum of services, policies, and procedures implemented in the school district;

(2) the total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;

(3) the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and

(4) the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.

C.18A:35-38 Complaint for noncompliance.

5b. 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's Internet website. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

6. 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.

C.18A:35-39 Information available on website.

7. 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 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.

8. This act shall take effect in the 2020-2021 school year.



SOUTH HARRISON SCHOOL DISTRICT GIFTED AND TALENTED PROGRAM OVERVIEW

Kindergarten through 2nd Grade Students-

Students in Grades K-2, who are identified as intellectually gifted, are enriched within the classroom through curriculum differentiation. The aim is to remove the ceiling on what is learned and promote creativity and higher-level cognitive skills. Such extended learning opportunities are designed to support individual learning needs and are identified and provided through collaboration between the classroom teacher, the building principals, and the Instructional Facilitator.

3rd Grade through 6th Grade Students-

Students in Grades 3-6, who are identified as intellectually gifted, are enriched through a Gifted and Talented program. The program runs approximately from October through May. The purpose and design of G&T at South Harrison Elementary is driven by and aligned with the core elements of the district's *Learning Goal's for the Gifted Student*. It is with these goals that South Harrison Elementary has developed and implemented meaningful programming for students that meet the criteria.

South Harrison's Learning Goal's for the Gifted Student:

1. Advanced Cognitive Development:
Foster higher-order thinking skills, including critical thinking, problem-solving, and analytical reasoning, to challenge gifted students intellectually.
2. Creative and Divergent Thinking:
Encourage creativity and innovation by providing opportunities for students to engage in original projects, explore new ideas, and take intellectual risks.
3. Personalized Learning:
Implement differentiated instruction tailored to the individual strengths, interests, and learning styles of gifted students to ensure appropriate challenge and growth.
4. Social and Emotional Support:
Address the unique social and emotional needs of gifted students, including their sensitivities, perfectionism, and potential social isolation, through targeted support and guidance.
5. Depth and Complexity:
Provide opportunities for in-depth exploration of subjects, allowing students to engage with content at a level of complexity appropriate to their advanced abilities.
6. Independent Learning and Self-Directed Inquiry:
Encourage self-directed learning and independent study, enabling students to pursue their interests and develop autonomy in their learning processes.
7. Leadership and Collaboration:
Develop leadership skills and foster collaborative learning experiences that allow gifted students to work with peers, both gifted and non-gifted, in meaningful and productive ways.
8. Interdisciplinary Learning:
Promote interdisciplinary learning experiences that integrate multiple subject areas, encouraging students to make connections across disciplines and apply their knowledge in real-world contexts.

The G&T Program has been developed to enhance the standard curriculum through special projects and/or activities based on the NJ Student Learning Standards including:

- Next Gen Science Standards
- Strategic and Critical Thinking
- Computer Science & Design Comprehension
- National Gifted Program Standards of the National Association for Gifted Children



Identification Process for the Gifted and Talented Program

Because no two gifted children are alike, it is important to collect information on both the child's performance and the child's potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students. To properly document and track these *measures of gifted identification*, a criteria has been put in place to determine the eligibility of a student into the Gifted and Talented program. The following identification processes are utilized to determine each student's eligibility.

Students in Kindergarten through 2nd Grade-

Students in Kindergarten through 2nd grade shall be identified through the following processes. For students classified as *Gifted and Talented* in this grade range, programming is put in place through differentiated curriculum within the classroom.

Level I: Academic Success

Criteria #1a: ELA I-Ready Percentile

A standardized composite measure of academic achievement through the iReady educational evaluation and implementation system.

Criteria #1b: Math I-Ready Percentile

A standardized composite measure of academic achievement through the iReady educational evaluation and implementation system.

Criteria #1c: Previous Year's Academic Average

A measure of academic performance calculated by the reported knowledge/comprehension of the previous year's standards for that grade level.

Level II: Recommendation

Criteria #2a: Teacher Recommendation

A recommendation for the program by the student's teacher. Students who receive multiple recommendations from various teachers will still be considered based on as if only receiving one recommendation.

Criteria #2b: Parent Request

A request by the child's parent can be made to schedule a meeting in which their child's status as a part of the Gifted and Talented program can be discussed

Students who qualify for the Gifted and Talented Program for their current school year will be exited from the program at the completion of that academic period. Students must then requalify for the program the following year based on the criteria that have been implemented for the selection process. Students transitioning from 2nd grade into 3rd grade must meet a new criteria as outlined on the following page to be considered for the program.



Students in 3rd Grade through 6th Grade-

Students in 3rd through 6th grade shall be identified through the following processes. For students who classify as *Gifted and Talented* in this grade range, after-school programming (G&T) has been implemented to further enrich and extend the learning of these certain individuals. Parents can then elect not to have their children participate in the program through written consent. Each criteria is utilized in conjunction with the Gifted and Talented 3rd- 6th Identification Matrix for students to earn a certain number of points within each level. Students who meet the proper point total in each level are granted access to the G&T Program.

Level I: Academic Success

Criteria #1a: Math I-Ready Percentile

A standardized composite measure of academic achievement through the iReady educational evaluation and implementation system. Students who complete the I-Ready assessment are given both a grade-level acknowledgement as well as a percentile ranking for students of their grade level. It is this percentile ranking that is used for consideration into the G&T program.

Criteria #1b: ELA I-Ready Percentile

A standardized composite measure of academic achievement through the iReady educational evaluation and implementation system. Students who complete the I-Ready assessment are given both a grade-level acknowledgement as well as a percentile ranking for students of their grade level. It is this percentile ranking that is used for consideration into the G&T program.

Criteria #1c: Previous Year's Academic Average

A measure of academic performance calculated by the reported knowledge/comprehension of the previous year's standards for that grade level. For students in 3rd through 5th grade, an average academic success rating is calculated utilizing the reported grades of their previous year's final report card. It is the average that is then utilized in determining G&T admittance.

Criteria #1d: Previous Year's (Spring) Reported NJSLA Math Score (Not to be included for 3rd Grade)

The New Jersey Student Learning Assessments (NJSLA) are standardized tests administered to evaluate K-12 students' proficiency in English Language Arts, Mathematics, and Science, aligned with New Jersey's state learning standards. When scores are reported, students are given both a number score along with a level of achievement. It is the level of achievement that is utilized when consideration for the G&T program is being conducted.

Criteria #1e: Previous Year's (Spring) Reported NJSLA ELA Score (Not to be included for 3rd Grade)

The New Jersey Student Learning Assessments (NJSLA) are standardized tests administered to evaluate K-12 students' proficiency in English Language Arts, Mathematics, and Science, aligned with New Jersey's state learning standards. When scores are reported, students are given both a number score along with a level of achievement. It is the level of achievement that is utilized when consideration for the G&T program is being conducted.

Level II: Recommendation

Criteria #2a: Teacher Recommendation

A recommendation for the program by the student's teacher. Students who receive multiple recommendations from various teachers will still be considered based on as if only receiving one.

**Criteria #2b: Parent Request**

A request by the child's parent can be made to schedule a meeting in which their child's status as a part of the Gifted and Talented program can be discussed.

Level III: Creativity and Problem Solving**Criteria #3a: NNAT 3 Test of General Ability**

The Naglieri Nonverbal Ability Test, Third Edition (NNAT 3), is a standardized assessment that measures nonverbal reasoning and problem-solving skills without relying on language abilities, making it accessible to students from diverse linguistic backgrounds. It evaluates students' cognitive abilities through tasks involving patterns, sequences, and analogies. South Harrison Elementary uses the NNAT 3 to identify students for G&T by assessing their potential for advanced learning and abstract thinking. Its focus on nonverbal abilities helps ensure a fair evaluation of students' intellectual capabilities, regardless of their verbal skills.

Criteria #3b: Torrance Test of Creative Thinking

The Torrance Test of Creative Thinking (TTCT) is a standardized assessment designed to evaluate creative potential through tasks that measure divergent thinking, including fluency, flexibility, originality, and elaboration. The test involves activities like picture construction, picture completion, and story construction to assess students' creative thinking abilities. South Harrison Elementary uses the TTCT to identify students for G&T by assessing their capacity for creative problem-solving and innovative thinking. The focus on creativity helps recognize students with exceptional imaginative abilities and potential for innovative contributions.

Criteria #3c: OLSAT Test of Reasoning

The OLSAT is a standardized assessment that measures abstract thinking and reasoning abilities and quantitative skills. It evaluates cognitive abilities through a series of tasks involving comprehension, reasoning, pictorial reasoning, and figural reasoning. South Harrison Elementary uses the OLSAT to identify students for G&T by assessing their intellectual aptitude and potential for advanced intellectual reasoning.

Students who qualify for the Gifted and Talented Program for their current school year will be exited from the program at the completion of that academic period. Students must then requalify for the program the following year based on the criteria that have been implemented for the selection process. The use of multiple testing forms allows students to retake certain measures of giftedness each academic year.



Gifted and Talented (G&T) Identification Matrix

Level I: Academic Success	Point Value System		Student Points
Criteria #1a: I-Ready Score (Math)	60 th -89 th Percentile	≥ 90 th Percentile	
Criteria #1b: I-Ready Score (ELA)	60 th -89 th Percentile	≥ 90 th Percentile	
Criteria #1c: Previous Year Average	<u>3rd-5th Grade</u> All 3's, up to 3 2's if offset by "E"s	<u>6th Grade</u> 5 th Grade Final Averages all "A"s	
Criteria #1d: NJSLA Score (Math)		Level 5 Percentile	
Criteria #1e: NJSLA Score (ELA)		Level 5 Percentile	
Total:			
Level II: Recommendation	Point Value System		Student Points
Criteria #2a: Teacher Recommendation	Student has been recommended for G&T Program		
Total:			
Level III: Creativity and Problem Solving	Point Value System		Student Points
Criteria #3a: NNAT 3 Test of General Ability	76 th -89 th Percentile	≥90 th Percentile	
Criteria #3b: Torrance Test of Creative Thinking	85 th -94 th Percentile	≥95 th Percentile	
Criteria #4c: OLSAT Test of Reasoning	Score of 116-131	Score ≥132	
Total:			
Overall Total:			
8+ Total Points (6+ for 3 rd Grade): Student is Accepted into the G&T Program			



Curriculum Design Process

Problem-solving and reasoning are processes students go through as they apply what they know and can do when solving a particular problem. A good problem:

- Engages and appeals to the reader
- Lends itself to a variety of problem-solving solution strategies
- Involves the understanding or use of a math concept or skill
- Has multiple solutions
- Provides opportunities for extension and critical thinking

Students in Grades 3 through 6, who are considered Gifted & Talented, will use Real-World Problem Solving skills, STEAM Concepts, and/or Project-Based Learning that will involve them in real-world problem-solving activities.

Real-World Problem-Solving skills combine different content areas in an interdisciplinary approach for students to have numerous opportunities to read and solve problems, including problems at the higher levels of the Depths of Knowledge.

Project-based Learning activities will incorporate the grade level NJ Student Learning Standards, Next Gen Science Standards, Career Readiness, Life Literacies, Key Skills, Computer Science & Design Thinking, and National Gifted Program Standards of the National Association for Gifted Children.

The Depths of Knowledge Include:

Students will be involved in creating and implementing new projects that promote the standards and concepts discussed in class.



G&T Program Length

The G&T program starts approximately in November of the school year. This allows adequate time for eligibility of students to be determined through conducting the appropriate tests, compiling scores, and finalizing each student's earned "points". The G&T program concludes mid to late May.

Notification of Student Placement

Students who have been identified for G&T and earned the qualifying points will have their families notified by letter prior to program start. Letters are sent home with the appropriate student with a permission slip for families to confirm their child's placement within the program.

Reasonable Inquiries- All reasonable inquiries concerning the identification of Gifted and Talented students will be addressed in order to ensure the most reliable and valid information on individual students.

Transfer Students

In accordance with NJ State regulations for Gifted and Talented students, a previously identified G&T student transferring into a New Jersey school district, from another district in New Jersey or another state, is not required to be automatically placed in the receiving district's Gifted and Talented Program.

A new student, identified as G&T, will only be placed in the South Harrison G&T Program after the G&T Coordinator and administration has determined that: (1) the transferred student's prior identification meets district criterion, or (2) South Harrison district assessments must be completed in order to identify the student as meeting comparable standards of peers in the specific grade level.

Parents/guardians of G&T students transferring out of the South Harrison School District may request to have a letter, including a copy of their child's Identification Matrix, forwarded to the receiving school district verifying identification and participation in the G&T program.

Exits and Furloughs

1.a(1): Reported at the end of each trimester, or reported from the most recent trimester, students must meet a "B" or "2" (Standards Based Reporting) average where applicable in all current classes. Students who fail to meet this requirement will subsequently be placed in academic review. Upon being placed on academic review, it will be up to the Gifted and Talented teacher, after discussion with the student's subject teachers, whether a trimester away from the program would be warranted. Students who once again meet grade requirements will be able to resume Gifted and Talented programs as usual during the following trimester (following year, if reported in trimester 3)



1.a(2): Grades are not to be taken from progress reports and/or utilized from such to affect Gifted and Talented program standings. Students must show a proper educational standing at the end of each trimester upon final reporting on school report cards.

2: If a parent/guardian, teacher, coordinator, or administrator has evidence that a student is not profiting fully from his/her/their Gifted and Talented educational program, the G&T teacher should be notified. At that time, a determination of continued participation in the program will be made by the G&T Coordinator, in conjunction with the G&T teacher.

3: A furlough may be an option for a student who may be struggling with success in the program because of outside interferences that may be beyond his/her/their control. A parent/guardian may request a furlough for his/her/their child by contacting the G&T teacher. At that time, a determination will be made by the administration in conjunction with the G&T teacher & coordinator.

4: Upon seeking a return to the program, the parent/guardian of the student must notify the G&T teacher. At that time, a determination as to whether the student is ready to return to the program will be made by the administration in conjunction with the G&T teacher and coordinator.

5: If, at any time, a G&T student is failing to maintain the expectations of G&T, and/or the regular education classroom, the parent/guardian will be contacted by the G&T teacher via letter. If warranted, a conference will be scheduled with the student, G&T teacher, and the parent/guardian to determine the best course of action. The G&T Coordinator and administration will make the final determination as to whether the student is exited from the program, furloughed, or remains in the program.

Expectations

Gifted and talented students are expected to exhibit unique characteristics that distinguish them in both academic and social settings. The following qualities are thus expected from members of the South Harrison Elementary Gifted and Talented Program.

Advanced Academic Performance: Gifted and talented students are expected to perform at or above grade level in academic subjects, often demonstrating a deep understanding of complex concepts.

Creative Problem-Solving Skills: These students are expected to show creativity and innovation in their approach to solving problems, often thinking outside the box and offering unique solutions.

High Levels of Motivation and Curiosity: Gifted students are typically expected to be highly motivated and show a strong desire to learn. They often display curiosity about a wide range of topics and ask probing questions.

Leadership and Independence: These students are often expected to take on leadership roles in group settings and work independently on tasks, showing initiative and responsibility in their learning.

Social and Emotional Maturity: Gifted and talented students are sometimes expected to demonstrate higher levels of social and emotional maturity, including the ability to understand and manage their emotions, empathize with others, and navigate social situations effectively.



Frequently Asked Questions about Gifted and Talented Services in New Jersey

How does New Jersey Administrative Code define a gifted and talented student?

The regulations (N.J.A.C. 6A:8-3.1) define gifted and talented students as: Those 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 modification of their educational program if they are to achieve in accordance with their capabilities.

What services are required?

All public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When should districts identify students for giftedness?

N.J.A.C. 6A:8-3.1(a)5 ii requires district boards of education to provide appropriate K-12 educational services for gifted and talented students. Therefore, the identification process and appropriate educational challenges must begin in kindergarten or upon entrance to the school or district. There is a misconception that schools are not required to identify students prior to grade three or that students who are new to a district must complete a state-mandated waiting period before they can be evaluated. That information is inaccurate. Additionally, local school districts are not obligated to identify students prior to their enrollment in the public school (e.g., three-year olds, students enrolled in community early childhood programs or private kindergartens). Local school districts are not obligated to identify students attending nonpublic schools.

What types of instructional accommodations must be made for students identified as gifted and talented?

The regulations require that district boards of education provide appropriate K-12 services for gifted and talented

students. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the PreK-Grade 12 National Gifted Program Standards of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards was sent to every chief school administrator and is available at www.nagc.org. In addition, each curriculum framework developed by the NJDOE provides general, as well as content specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at: <http://www.nj.gov/njded/frameworks/> or at www.nj.gov/njded/aps/cccs.

How should students be identified?

The regulations require that students be compared to their chronological peers in the local school district. New Jersey does not have state-level criteria, such as mandated tests or assessments, grade point averages, or IQ scores.

Local school districts must use multiple measures to identify gifted students.



Once students are identified in Grades 3-6 as being Gifted and Talented, can they be removed from the program?

Students who meet the Criteria for the G&T program will still be evaluated each year against their grade-level peers. If they do not meet the criteria, they will be provided with a “probationary” year to allow them more time to participate in the program and to increase their scores in specific areas.

What does the state mean by “multiple measures?”

District boards of education must make provisions for an ongoing K-12 identification process for gifted and talented students. Multiple measures include, but are not limited to, achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. Local school districts should ensure that the identification methodology is developmentally appropriate, nondiscriminatory, and related to the programs and services offered (e.g., using math achievement to identify students for a math program).

Does the state require a specific program or model for elementary or middle-level students?

No. The state does not endorse a particular program or model. Program models might include, but are not limited

to, pull-out programs, classroom-based differentiated instruction, acceleration, flexible pacing, compacted curricula, distance learning, advanced classes, or individualized programs.

Are local school districts obligated to accept the evaluation of a student’s giftedness from another state, school district, or independent service?

No. The district board of education establishes the identification criteria, and students are compared to their chronological peers within the district; therefore, the district is not obligated to accept an out-of-district evaluation. However, new students, particularly those who have been identified as gifted in another state or district, should be evaluated by the district, as appropriate.

I am moving to New Jersey from another state. How can I find out which New Jersey schools have the best gifted and talented programs? How can I find out what programs are offered in certain schools?

All New Jersey public school districts are required to identify gifted and talented students and provide services. The types of services may differ from district to district. New Jersey does not rank or otherwise evaluate specific gifted programs.

For information on programs and services available in a particular district, contact the district or check its website.

Contact information on schools and districts is available at <http://www.state.nj.us/education/directory/>. You can also find out more about gifted education in New Jersey by going to www.njagc.org and www.njping.net.

Does the Every Student Succeeds Act (ESSA) address the gifted child?

The federal government does not prescribe programs and services for gifted students (unlike special education). ESSA focuses on improving student achievement with particular emphasis on students in high-need schools. Gifted students are not a subgroup population examined under ESSA testing parameters.

What state or national organizations support the needs of gifted students? How can I contact them?

The New Jersey Association for Gifted Children (NJAGC) assists schools, teachers, parents and students. For more information on New Jersey programs, consult the NJAGC Website at www.njagc.org. Additionally, the Gifted Child Society is a nonprofit organization that was founded in 1957 by parents of New Jersey to further the cause of gifted

