



Gifted and Talented Education Service Report Manual



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New Jersey State Board of Education

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Introduction

The [Strengthening Gifted and Talented Education Act \(P.L.2019,C338\)](#) requires local education agencies (LEAs) to report to the New Jersey Department of Education (NJDOE) on provided gifted and talented education services to identified kindergarten through grade 12 students. NJDOE implemented the Gifted Education Service Report (SR) October 1, 2020 to meet this legislative requirement. The SR is designed for LEAs to conduct a review of their current gifted and talented education services provided to identified kindergarten through grade 12 students, including multilingual learners and students with Individualized Education Plans or 504 Plans. LEAs will provide pertinent data regarding their gifted and talented continuum of services, policies and procedures, and professional development opportunities focused on gifted and talented students, their needs, and educational development. Additional reporting requirements include a review of the LEA's policy of complaint for noncompliance in gifted education services and information available on their website.

The SR is organized into seven sections. Those sections include:

- District Submission Qualification
- LEA Gifted and Talented Coordinator Contact Information
- Gifted and Talented Services
- Gifted and Talented Identification Procedures
- Gifted and Talented Professional Development
- Gifted and Talented Education Complaint Policy
- Gifted and Talented Webpage

Each section consists of questions that require a response. Some questions may require multiple responses. The Gifted and Talented Education Service Report Manual provides an overview of instructions and tips LEAs may use to complete the SR.

Before You Begin

It is recommended that LEAs consider the following tips when completing the SR.

- There is a feature on the instruction page that allows LEAs to download a sample template of the SR. Download the sample template if a hard copy is needed.
- SR drafts are not saved in the data collection system. Reports cannot be saved in progress and retrieved later. Enter data in the collection system once all pertinent information is gathered and ready for input.
- Download the sample template of the SR to ensure all district personnel responsible for reporting gifted data have access to the reporting criteria.
- Attachments can no longer be uploaded into the SR. This feature is disabled. Prepare a link to the district's board approved gifted education complaint policy.
- Ensure all links entered as a response are active and lead directly to the applicable information.
- LEAs may email gifted@doe.nj.gov for technical assistance.

Timeline for Submission

LEAs must submit a SR once every three years by October 1st in accordance with the school year the district undergoes a comprehensive New Jersey Quality Single Accountability Continuum (NJQSAC) review. Charter schools will submit their SR according to their charter school renewal cycle.

District Submission Qualification

The District Submission section is the entry point to the SR. This section determines the eligibility of districts to submit an updated SR. If the LEA does not meet the qualifications described in this section, then the data system will generate a response indicating that the district is not required to submit a SR. LEAs will have the option to exit out of the system and print a copy of their response.

LEA Gifted and Talented Coordinator Contact Information

The LEA Gifted and Talented Coordinator Contact Information section is designed to collect district gifted education contact information. LEAs are required to report the following information:

- District name
- Fiscal Year
- LEA Address
- Gifted Education Director/Coordinator name
- Gifted Education Director/Coordinator phone number and email address
- District Superintendent name
- District Superintendent phone number and email address

Gifted and Talented Services

The law requires LEAs to provide appropriate instructional adaptations and educational services to identified kindergarten through grade 12 students. New Jersey regulations define instructional adaptation as “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. Adaptations should occur at the instructional level of the student, not just the student’s grade level (N.J.A.C..6A:8-1.3).

In the Gifted and Talented Services section, LEAs will report on the continuum of services provided to identified kindergarten through grade 12 students. Continuum of services refers to the programming options and services available to all kindergarten through grade 12 students identified as gifted and talented. These services address the interests, strengths, and needs of the students with gifts and talents in all settings.

Gifted and Talented Services Schedule

LEAs must report when services are provided to students. Districts will select a response(s) that describes their current schedule. If none of the responses describe the availability of services in the district, then a response of “Other” with a written response is required.

Service and Programming Options for Elementary and Middle School

LEAs must report on the type(s) of services provided at the early elementary (grades kindergarten through second), upper elementary (grades three through five), and middle school (grades six through eight) levels. Service and programming options may include push-in or pull-out instruction with an assigned teacher, full-time self-contained gifted classrooms, cluster grouping, differentiation within the general education classroom, and other types of instructional services implemented in the district. Please note that multiple responses may be selected for this portion of the SR.

Subject Matter Acceleration for Upper Elementary and Middle School

LEAs are required to report on subject matter acceleration provided for upper elementary (grades three through five) and middle school (grades six through eight) levels. Subject areas include mathematics, English language arts, social studies, science, world languages, visual and performing arts, physical education, and “Other”. Multiple responses may be selected for this portion of the SR.

Service and Programming Options for High School

LEAs must report on the services and programming options provided for identified high school students (grades nine through twelve). Districts may select multiple response options that describe services implemented at the high school level. LEAs may also use the “Other” response to provide additional offerings. If none of the listed service and

programming options are provided in the district, then select “Other” to provide a written description of the service and programming option implemented.

Gifted and Talented Identification Procedures

Legislation requires LEAs to make provisions for an ongoing kindergarten through grade 12 identification process for gifted and talented students. This process must include multiple measures to identify a student’s strengths in intellectual ability, creativity, or a specific academic area. LEAs are required to ensure equal access to all students, including multilingual learners and students with Individualized Education Plans or 504 Plans, in their identification policy and procedures. The Gifted and Talented Identification Procedures section focuses on these legislative requirements.

Identification Measures

Multiple measures should be used to identify students. In this portion of the SR, LEAs are required to report on the measures used to identify kindergarten through grade 12 students in the following areas:

- Intelligence
- Achievement
- Creativity, Reasoning, and Problem-Solving

Additionally, LEAs are required to report on other data points used to identify students. Other options districts may use for documented evidence may include:

- Rating Scales
- Parental Referrals
- Performance Assessments
- Formal Teacher Observations

Several identification measures response options are included in this portion of the SR. Districts may select multiple response options¹. LEAs must respond if no identification measures are implemented in any of these areas. An “Other” response may be selected to include additional measures that are implemented in the district in the Intelligence, Achievement, Creativity, Reasoning, and Problem-Solving, and documented evidence categories.

Equal Access to Gifted and Talented Services

This portion of the SR addresses the legislative requirement of considering all kindergarten through grade 12 students, including multilingual learners and students with Individualized Plans or 504 Plans, during the identification process. LEAs must report on the frequency students are provided with the opportunity to be identified as gifted and talented. Additionally, districts are required to report on the frequency the identification process is evaluated to ensure it reflects best practices in identifying all kindergarten through grade 12 students.

Norms Used during the Identification Process

NJDOE defines a gifted and talented student as one “who possesses or demonstrates [a] high level of ability in one or more content areas when compared to [one’s] chronological peers in the local school district and who require modifications of [one’s] educational program if [one is] to achieve in accordance with [one’s] capabilities” (N.J.A.C.6A:8-1.3). This portion of the SR requires LEAs to report on the norms used to compare a student with his or her peers. The response options include using national norms, local norms (i.e., district level, school level), and “Other”. If “Other” is selected as the response, then the LEA must provide a written description.

¹ Neither the Department nor its officers, employees, or agents specifically endorse, recommend or favor these measures or the organizations that created them. Please note that the NJDOE has not reviewed or approved the materials related to programs.

Gifted and Talented Professional Development

LEAs must report professional development opportunities provided for teachers, educational services staff (e.g., guidance counselor, school psychologist), and school leaders about gifted and talented students, their needs, and educational development. The reporting period must reflect the previous school year and planned opportunities for the current school year. Professional learning opportunities should only reflect gifted education. Listing professional learning opportunities that do not relate to gifted and talented students, their needs, and educational development are not an appropriate response.

Gifted and Talented Education Complaint Policy

Legislation requires LEAs to implement a gifted education complaint of noncompliance of the Strengthening Gifted and Talented Education Act. This policy must be district board of education approved and linked to the LEA's website. In this section of the SR, districts must provide an active link to the district's board of education approved policy. The link must lead directly to the complaint policy.

Additionally, this section requires LEAs to provide an active link to the policy on the district's website. This link should lead directly to the district's webpage that displays the policy.

Gifted and Talented Webpage

Legislation requires LEAs to post detailed information regarding provided services on the district's gifted education webpage including, but not limited to:

- policies and procedures used to identify students as gifted;
- the continuum of services offered to gifted and talented students; and
- the criteria used for consideration of 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.

The Gifted and Talented Webpage section requires LEAs to report on the inclusion of the elements listed above that describe their provided gifted and talented services on their webpage. A list of response options referencing the components above is included in this data collection. LEAs that do not include any of these components on their district gifted education webpage will have a response option available.