

ASSEMBLY, No. 2233

STATE OF NEW JERSEY 209th LEGISLATURE

INTRODUCED MARCH 20, 2000

Sponsored by:

Assemblyman FRANCIS J. BLEE

District 2 (Atlantic)

Assemblyman JOSEPH R. MALONE, III

District 30 (Burlington, Monmouth and Ocean)

SYNOPSIS

The "New Jersey Academically Advanced and Gifted Student Education Act"; appropriates \$5 million.

CURRENT VERSION OF TEXT

As introduced.



1 AN ACT concerning programs for academically advanced and gifted
2 students, supplementing chapter 35 of Title 18A of the New Jersey
3 Statutes and making an appropriation.

4
5 **BE IT ENACTED** by the Senate and General Assembly of the State
6 of New Jersey:

7
8 1. This act shall be known and may be cited as the "New Jersey
9 Academically Advanced and Gifted Student Education Act."

10
11 2. The Legislature finds and declares that:

12 a. academically advanced and gifted children are special needs
13 children;

14 b. public schools must provide for the needs as well as encourage
15 and support academically advanced and gifted children;

16 c. academically advanced and gifted children require early
17 identification and intervention, which must be provided by the public
18 schools;

19 d. academically advanced and gifted children must have appropriate
20 curriculum adapted to meet the pace and depth of their learning needs
21 in order to reach their full potential and development; and

22 e. public schools must provide viable curriculum modifications for
23 academically advanced and gifted students for their cognitive, creative
24 and emotional needs.

25
26 3. As used in this act, "academically advanced and gifted students"
27 means those exceptionally able students who possess or demonstrate
28 high levels of ability in one or more content areas when compared to
29 their chronological peers in the local district and who require
30 modifications of their educational program if they are to achieve in
31 accordance with their capabilities.

32
33 4. No later than three years after the effective date of this act, each
34 local board of education shall have developed and submitted to the
35 Department of Education a local plan designed to identify, and
36 establish procedures for providing appropriate services to, each
37 academically advanced and gifted student in grades kindergarten
38 through 12. The board shall include parents, teachers of the gifted and
39 talented or advanced students, general education teachers, and
40 specialists in areas such as guidance and media and technology in the
41 development of this plan. The plan may be developed by, or in
42 conjunction with, other committees, such as Local Professional
43 Development Boards, or in accordance with an accepted school
44 improvement plan.

- 1 5. Each plan shall include the following components:
 - 2 a. screening, identification and placement procedures that allow for
3 the identification of specific educational needs and for the assignment
4 of academically advanced and gifted students; a district's identification
5 program shall include, but not be limited to, students having: (1)
6 exceptional creative thinking ability; (2) exceptional general
7 intellectual ability or talent; and (3) specific exceptional academic
8 aptitude as demonstrated through mastery of the Core Curriculum
9 Content Standards and adaptations of the Core Curriculum Content
10 Standards frameworks to provide appropriate challenges for
11 academically advanced and gifted students;
 - 12 b. a clear statement of the programs to be offered that includes
13 different types of services provided in a variety of settings to meet the
14 diversity of identified academically advanced and gifted students;
 - 15 c. measurable objectives for the various services that align with the
16 Core Curriculum Content Standards and adaptations of the Core
17 Curriculum Content Standards frameworks to provide appropriate
18 challenges for academically advanced and gifted students and a method
19 to evaluate the plan and the services offered;
 - 20 d. professional development clearly matched to the goals and
21 objectives of the plan, the needs of the staff providing services to
22 academically advanced and gifted students, the services offered, and
23 the curricular modifications;
 - 24 e. a plan to involve the school community and parents in the
25 ongoing implementation of the local plan, monitoring of the local plan,
26 and integration of educational services for academically advanced and
27 gifted students into the total school program, including a public
28 information component;
 - 29 f. the name and role description of the person responsible for
30 implementation of the plan;
 - 31 g. a procedure to resolve disagreements between parents or
32 guardians and the local district when a child is not identified as an
33 academically advanced and gifted student or concerning the
34 appropriateness of services offered to the academically advanced and
35 gifted student; and
 - 36 h. any other information the district considers necessary or
37 appropriate to implement the plan.
- 38
39 6. The Department of Education shall develop and disseminate
40 guidelines for developing local plans. These guidelines should address
41 identification procedures, differentiated curriculum, integrated
42 services, staff professional development, program evaluation methods
43 and any other information the department considers necessary or
44 appropriate.

1 7. Districts shall offer to academically advanced and gifted students
2 a full continuum of services, including, but not limited to, adaptations
3 such as acceleration, grouping and enrichment, as demonstrated in the
4 Core Curriculum Content Standards and supporting documents,
5 including adaptations of the Core Curriculum Content Standards
6 frameworks to provide appropriate challenges for academically
7 advanced and gifted students. Design variables may be utilized,
8 including, but not limited to, homogeneously grouped classes for
9 students who have been identified as academically advanced and
10 gifted; pull-out classes; cluster grouping in the subject areas of the
11 pupils' strengths across grade and age levels; special schools, such as
12 magnet schools; mentorships; acceleration programs; and seminars.
13 An eligible student shall spend at least 200 minutes a week in the
14 modified or specialized curriculum program.

15

16 8. Information about the identification of a student as an
17 academically advanced and gifted student, including the criteria used
18 to determine identification and scores of any assessments utilized, shall
19 be included in the cumulative folder or permanent record of each
20 identified student.

21

22 9. Upon approval by the district of the plan developed under this
23 act, the district may amend the plan as often as it considers necessary
24 or appropriate. Any changes to a plan shall be submitted to the
25 department for its review and approval.

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27 10. Each district shall submit to the Department of Education an
28 annual report of its progress in conforming with the objectives and
29 goals established under this act. The district's annual report shall
30 include, but not be limited to:

- 31 a. demographic data related to each school;
- 32 b. plans and programs for professional development in the
33 education of academically advanced and gifted students;
- 34 c. recommendations for improvements during the following year;
- 35 and
- 36 d. a description of the program for identification and the
37 curriculum in place.

38

39 11. a. The department shall establish a program and applicable
40 criteria to award grants to districts for the development or
41 modification of local plans for academically advanced and gifted
42 students, and professional development opportunities to assist teachers
43 in developing teaching instruments and practices for those students.
44 In no case shall these grants exceed \$8,000 per district. The grants
45 shall be awarded during the 2000-2001 school year.

1 b. For the 2001-2002 school year and thereafter, funding shall be
2 provided to districts based on the following formula:

3 $AAGA = AAGACF \times AAG$ where

4 AAGACF is the additional cost factor for academically advanced
5 and gifted categorical aid; and AAG is the number of academically
6 advanced and gifted students enrolled in the district.

7 In no case shall AAG exceed 10% of the district's resident
8 enrollment.

9 For the purpose of calculating aid for the 2001-2002 school year,
10 $AAGACF = \$800.00$. For subsequent years, the additional cost factor
11 shall be established biennially in the Report on the Cost Providing a
12 Through and Efficient Education and adjusted for inflation by the CPI
13 for the second year of the period to which the report applies.

14 State funds allocated for academically advanced and gifted students
15 shall be used to provide services and programs for those students or
16 in accordance with an accepted school improvement plan for any
17 purpose so long as that school demonstrates it is providing appropriate
18 services to students assigned to that school in accordance with the
19 local academically advanced and gifted education plan.

20
21 12. The Department of Education shall report to the Joint
22 Committee on Public Schools annually on the implementation of this
23 act.

24
25 13. There is appropriated from the General Fund to the
26 Department of Education \$5,000,000 for the purposes of providing
27 grants pursuant to subsection a. of section 10 of this act.

28
29 14. This act shall take effect immediately.

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32 STATEMENT

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34 This bill requires a school board to develop a plan to identify, and
35 establish procedures for providing services to, each academically
36 advanced and gifted student in grades kindergarten through 12. The
37 bill also provides funding for the programs. As used in the bill,
38 "academically advanced and gifted students" means those exceptionally
39 able students who possess or demonstrate high levels of ability in one
40 or more content areas when compared to their chronological peers in
41 the local district and who require modifications of their educational
42 program if they are to achieve in accordance with their capabilities.

43 Under the bill, a local plan must be developed and submitted to the
44 Department of Education no later than three years after the effective
45 date of the act. The school board would include parents, teachers of
46 the gifted and talented or advanced students, general education

1 teachers, and specialists in areas such as guidance and media and
2 technology in the development of the plan.

3 The plan should include such components as: screening,
4 identification and placement procedures; a clear statement of the
5 programs to be offered; measurable objectives for the various services
6 that align with the Core Curriculum Content Standards and
7 adaptations of the Core Curriculum Content Standards frameworks to
8 provide appropriate challenges for academically advanced and gifted
9 students and a method to evaluate the plan and the services offered;
10 professional development clearly matched to the goals and objectives
11 of the plan; a plan to involve the school community and parents in the
12 ongoing implementation of the local plan; a procedure to resolve
13 disagreements between parents or guardians and the local district when
14 a child is not identified as an academically advanced and gifted
15 student; and any other information the district considers necessary or
16 appropriate to implement the plan.

17 Guidelines for developing the local plans would be provided by the
18 Department of Education. The guidelines should address identification
19 procedures, differentiated curriculum, integrated services, staff
20 professional development, program evaluation methods and any other
21 information the department considers necessary or appropriate.

22 An eligible student would spend at least 200 minutes a week in the
23 modified or specialized curriculum program, and information about the
24 identification of a student as an academically advanced and gifted
25 child, including the criteria used to determine identification and scores
26 of any assessments utilized, would be included in the cumulative folder
27 or permanent record of each identified student.

28 Under the bill, a district is required to submit an annual report to
29 the Department of Education of its progress in conforming with the
30 objectives and goals of the program, and the Department of Education
31 is required to report annually to the Joint Committee on Public
32 Schools on the implementation of the program.

33 The Department of Education is required to establish a program and
34 applicable criteria to award grants to districts for the development or
35 modification of local academically advanced and gifted plans, and
36 professional development opportunities to assist teachers in
37 developing teaching instruments and practices for academically
38 advanced and gifted students. The grants would be awarded during the
39 2000-2001 school year and could not exceed \$8,000 per district.

40 For the 2001-2002 school year and thereafter, funding would be
41 provided to districts through academically advanced and gifted
42 categorical aid. For the 2001-2002 school year, the additional cost
43 factor would be \$800 per pupil, and in subsequent years the additional
44 cost factor would be established biennially in the Report on the Cost
45 Providing a Through and Efficient Education and adjusted for inflation
46 by the CPI for the second year of the period to which the report

A2233 BLEE, MALONE

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1 applies. In no case could the number of academically advanced and
2 gifted pupils exceed 10% of a district's enrollment.

3 The bill appropriates \$5,000,000 to the Department of Education
4 to cover the costs of grants awarded during the 2000-2001 school
5 year.