

Cape May County Technical High School



Gifted & Talented Program Handbook 2022-2023

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Administration

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Mrs. Lauren Flynn, Business Administrator	Ext. 611
Mr. Anthony Volpe, Director of Technology & Network Operations	Ext. 636
Mr. Steven Vitiello, Principal	Ext. 664
Mrs. Kristen Schaffer, Director of Curriculum & Instruction	Ext. 694
Ms. Denise Procopio, Director of Guidance & Special Education	Ext. 631
Mr. John Longinetti, Assistant Principal of Secondary Education	Ext. 670
Mr. Joseph Cascia, Supervisor of Athletics & School Security	Ext. 669
Mrs. Susan Jurusz, Supervisor of Adult & Community Education	Ext. 645
Ms. Megan Thompson, Supervisor of Humanities & Data Coach	Ext. 690

Student Support Services

Mr. Andrew Egnor, Guidance Counselor, ALL grades, A-L	Ext. 638
Ms. Valerie Sheets, Guidance Counselor, ALL grades, M-Z	Ext. 682
Mrs. Brittany Cascia, Learning Disability Teacher Consultant, ALL Grades	Ext. 651
Ms. Chelsea Combs, School Psychologist	Ext. 688
School Based Youth Services	Ext. 686

The School-Based Youth Services Program (SBYSP) is located in host schools and coordinates with existing resources in the community. All youth are eligible to participate and services are provided before, during, and after school. SBYSP services include mental health counseling; employment counseling; substance abuse education/prevention; preventive health awareness including pregnancy prevention; primary medical linkages; learning support; healthy youth development; recreation; and information/referral."

Additionally, Cape May Technical High School District has a robust Intervention and Referral Service (I&RS) team for academic and social/emotional support to students. These services include, and are not limited to: Read and Math 180, College & Career Readiness Course (Tier 2 support), and mentoring programs.

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Mission Statement:

The mission of the Cape May County Technical School District is to produce graduates with the necessary skills to compete in the global workplace; the knowledge to pursue higher education, avocational skills for personal growth, achievement of the New Jersey Student Learning Standards, and lifelong learning experiences through the combination of academic, technological, co-curricular and specialty training.

As a career-focused, full-time, public high school, students are required to meet all the New Jersey graduation requirements in addition to earning Career and Technical Education (CTE) credits, industry credentials and attain college credit.

The district's CTE programs provide all learners the opportunity to acquire the skills, knowledge, and beliefs through real-world learning of 21st-century skills with the needed support to ensure success.

Cape May Technical High School Beliefs:

1. We believe that each individual has intrinsic value and worth.
2. We believe that respect is the right of each individual.
3. We believe that family is the most important and primary influence on all people.
4. We believe that every person should have the freedom to direct their own future.
5. We believe that everyone is responsible for their own actions.
6. We believe that everyone needs discipline, structure, and direction.
7. We believe that morals and values are learned.
8. We believe that self-worth is essential in realizing one's potential.
9. We believe that every person has the right to safety and security in their environment.
10. We believe that the community benefits from an educated populace.

[2022- 2023 Cape May Technical High School Goals](#)

Background

On January 13, 2020, Governor Phil Murphy signed into law A4710, the Strengthening Gifted and Talented Education Act. The legislation is to ensure appropriate instructional adaptations are in place for identified students. School districts are to implement an ongoing K-12 identification process using multiple measures for intellectual ability, creativity, or a specific subject area while ensuring equitable access for identification. In identifying and serving students, districts must consider National Association for Gifted Children (NAGC) standards. Districts are required to maintain a list of students receiving services, and development and document the plans that are in place. Districts must also provide time and resources to support services and support professional development for staff linking to policy 2464-Gifted and Talented Pupils (M).

New Jersey State Mandate for Gifted and Talented

The New Jersey Department of Education requires that each school district provide services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (N.J.A.C.6A:8-.3.1).

Pre-K to Grade 12 Gifted Education Programming Standards Statutes and Regulations N.J.A.C. 6A:8-1.3

“Gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications to their educational program if they are to achieve in accordance with their capabilities.

“Instructional adaptation” means an adjustment or modification to instruction enabling students with disabilities, ELLs, or students in alternative education programs or who are gifted and talented to participate in, benefit from, and/or demonstrate knowledge and application of the NJSLS.

6A:8—3.1(a) Curriculum and Instruction

District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NISL and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

6A:8.3.1(a)(5)

District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

- District boards of education shall make provisions for an ongoing K-12The identification process for gifted and talented students that includes multiple measures.
- District boards of education shall provide appropriate kindergarten through grade-12 (K-12) educational services for gifted and talented students.
- District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

- District boards of education shall take into consideration the Pre-K-Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.

6A:8-3.1(c)

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modification to the NJSLs, according to N.J.A.C. 6A:8-2

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.
2. District boards of education shall integrate into the curriculum 21st-century themes and skills.
3. District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:
 - I. A pacing guide;
 - II. A list of core instructional materials, including various levels of texts at each grade level;
 - III. Benchmark assessments; and Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students

6A:13-2.1(a) Standards-based instruction

All school districts shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students, and students with disabilities, that is content-rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLs). The curriculum shall guide instruction to ensure that every student masters the NJSLs. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall include:

1. Interdisciplinary connections throughout;
2. Integration of 21st-century skills;
3. A pacing guide;
4. A list of instructional materials, including various levels of text at each grade;
5. Benchmark assessments;
6. Modifications for special education students, for English language learners in accordance with N.J.A.C. 6A:15, and for gifted students.

Policy

GIFTED AND TALENTED

Definitions

"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 their chronological peers in the school district and who requires modifications of their educational program if they are to achieve in accordance with their 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.

The board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in grades 9-12 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.

Gifted and Talented Program

The board of education directs that the chief school administrator and appropriately trained and qualified staff members designated by the chief school administrator shall:

- A. Ensure that appropriate instructional adaptations are designed for students who are gifted and talented;
- B. Make provisions for an ongoing grade 9 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. The district 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 (IEPs) or 504 plans;
- C. 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;
- D. 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;
- E. 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

- F. Actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction including their efforts to meet mandatory professional development requirements (see board policy 4131/4131.1 Staff Development, Inservice Education, Visitation, Conferences and N.J.A.C. 6A:9C-3).

Gifted and Talented Curriculum and Instruction

The board shall provide appropriate 9-12 educational services for gifted and talented students.

The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented students in grade 9 through grade 12. The identification process shall include multiple measures. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage the development of their special abilities in achieving the New Jersey Student Learning Standards.

The chief school administrator or designee shall ensure that the curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards. The curriculum and instruction shall provide educational challenges to students identified as gifted and talented and shall be reviewed regularly.

Curriculum and instruction shall be designed with consideration for the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, and develop higher levels of thinking. Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 teams shall be made for students with disabilities or 504 plans.

Because the early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The chief school administrator shall coordinate the development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. The board directs the chief school administrator to take into consideration the 9 through grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing school and district programs for gifted and talented students.

The chief school administrator shall devise indicators of achievement to evaluate the success of each program presented to the board for adoption.

The chief school administrator shall take the appropriate measures to ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.

Coordinator for Gifted and Talented Services

The state coordinator for gifted and talented services appointed by the commissioner of education shall be responsible for reviewing the information about gifted and talented services provided by the district. The chief school administrator or designee shall file a report with the coordinator on a schedule that coincides with the district's New Jersey Quality Single Accountability Continuum (NJQSAC) review. The report shall

include, but not be limited to:

- A. The gifted and talented continuum of services, policies, and procedures implemented in the school district;
- B. The total number of students receiving gifted and talented services in each grade level is disaggregated by race, gender, special education designation, and English language learner designation;
- C. The professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and
- D. The number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.

Complaint Process

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. The complaint shall be submitted in writing to the board office. The chief school administrator or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the board. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the board, the individual may then file a petition of the appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with law (N.J.S.A. 18A:6-9) and the procedures set forth in State Board of Education regulations.

This complaint policy shall be linked to the homepage of the board's website.

Information Available on Website

Detailed information shall be available on the district 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.

Adopted: November 2, 1992

Readopted: November 1, 2000

Readopted: February 18, 2004

Reviewed: January 2010

Revised: September 27, 2010

Revised: January 29, 2020

Key Words

Gifted, Talented

Legal References: N.J.S.A. 18A:35-4.15

through -4.16 Legislative findings and declarations; chess instruction for

second-grade students in gifted and talented and special education programs ...

File Code: 6171.2

GIFTED AND TALENTED (continued)

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N.J.S.A. 18A:61C-1 Program promoting cooperation between high schools and institutions of higher education; establishment; objective;

increased availability of college-level instruction; scope

N.J.S.A. 18A:61C-4 Program providing college credit courses for high school students on high school campuses; establishment

N.J.A.C. 6A:8-1.3 Definitions

N.J.A.C. 6A:8-3.1 Curriculum and instruction

N.J.A.C. 6A:8-3.3 Enrollment in college courses

N.J.A.C. 6A:23A-1 et seq. Fiscal accountability, efficiency, budgeting procedures

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Possible

Cross References: *1600 Relations between other entities and the district

*6010 Goals and objectives

*6121 Nondiscrimination/affirmative action

*6171 Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.

Gifted, Talented

GIFTED AND TALENTED

A. Identification and Selection

- Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district.
- The Director of Curriculum and Instruction or designee will review the cumulative files of all ninth through grade twelve pupils against the criteria for identifying gifted and talented pupils. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.
- The Director of Curriculum and Instruction or designee will confer with past and present teachers of any pupil identified in the review of files and of any pupil recommended for screening by a teacher.
- A committee composed of the Principal, the Director of Guidance, the Data Coach, and the Program Director will receive the recommendations of the committee and will select those pupils who should participate in the program for gifted and talented pupils.

B. Selection Criteria:

The following criteria for identifying Gifted and Talented (G/T) students in grades 9 through 12 will be used. G/T students will be provided with appropriate instructional adaptations and services to encourage the development of their special abilities in achieving success in the New Jersey State Learning Standards. Students will be considered for participation in the gifted and talented program when compared to their peers within the district. A student may be considered for participation in the program for gifted and talented students who have met multiple criteria as indicated below:

- Has standardized test scores in the ninety-fifth percentile in Language Arts Literacy and Mathematics.
- Has a minimum Lexile level for the following grade levels
 - 9th (1265)
 - 10th (1340)
 - 11th & 12th (1390)
- Achievement tests scores in the advanced proficient range
- Consistently demonstrates academic performance with an overall unweighted average GPA of 95 or higher.
- Intelligence test scores in the 95th percentile
- Displays an extraordinary artistic creative talent or creative ability with a high degree of self-motivation.

A committee will review the provided list of criteria on an annual basis.

C. Program

- 1.) When a pupil has been identified as gifted or talented, the Director of Guidance or designee will:
 - a.) Confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s) or legal guardian(s) cooperation and permission for the pupil's participation in the program,
 - b.) Interview each selected pupil for additional information about the pupil and for guidance in

establishing an enriched educational program for the pupil,

- c.) Confer with the pupil's teacher about a proposed educational program for the pupil
- 2.) The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted pupils and the program will address appropriate content, process, products, and learning environment.
- 3.) Each pupil's program will seek to involve the pupil in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
- 4.) No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
- 5.) The enriched educational program for a gifted and talented pupil may consist of:
 - a.) Advanced Course Offerings
 - b.) Field Trips and Guest Speakers
 - c.) Independent Study
 - d.) Option Two
- 6.) A classroom teacher may provide for the needs of the Gifted & Talented students by:
 - a.) Integrating multiple disciplines into the study area
 - b.) Developing the pupil's independent and self-directed study skills
 - c.) Developing research skills and methods
 - d.) Focusing on open-ended tasks
 - e.) Using new techniques, materials, and forms
 - f.) Encouraging self-evaluation

Approved: February 18, 2004 NJSBA
Review/Update: January 2010
Readopted: September 27, 2010

Cape May Technical High School Gifted and Talented Opportunities

Cape May Technical High School offers curricular and extra-curricular options to all its students. While these offerings provide diverse and challenging course work, our most Gifted students further benefit from several unique opportunities to further challenge them. Below is a list of these opportunities. This list is updated as new options become available.

Advanced Course Offerings – CMT offers advanced course offerings, for a complete list, see our [Program of Studies](#).

Field Trips and Guest Speakers – Identified Gifted and Talented students are provided the opportunity to attend any Field Trip (space allowing) even if the trip is not tied to a current course or activity based on interest. Details will vary based on the specific trip. Interested students should contact Mr. John Longinetti for information and specifics regarding individual opportunities.

Independent Study – Students are encouraged to pursue their interests and passions through a self-designed and personalized course of study, especially when no course exists in the area of interest. Independent Study Program Proposals should be submitted to the Guidance office for review.

Option Two – The State of New Jersey provides further opportunities for students to customize their educational experience outside the regular Program of Studies through the [Option Two Program](#). CMT provides options for students to earn credit using alternate pathways to satisfy graduation requirements and meet the New Jersey Student Learning Standards in accordance with New Jersey Administrative Code {N.J.A.C. 6A:8-5.1 (a) I ii}. Option Two alternative experiences are voluntary. Students may fulfill the NJ state requirements for graduation by earning credits through traditional classroom environments, alternative learning experiences using Option Two, or through a combination of both programs. Option Two permits students to engage in a variety of alternative learning experiences which are stimulating and intellectually challenging, enabling them to fulfill or exceed expectations set forth in the NJ Student Learning Standards outside of the traditional classroom. Students may take part in Option Two alternatives (other than Physical Education) by participating in activities such as the following: independent studies, accredited college coursework, concurrent enrollment at colleges and universities, online and distance learning opportunities, proof of proficiency, or other activities as approved by administration. See the Program of Studies for more information.

Additionally, please see the following professional resources to best support G/T students.

- [National Association for Gifted Children Standards](#)
- [Professional Development](#)
- [NJDOE Gifted and Talented Page](#)

Complaint? See the Cape May Technical High School's [Student Grievance Policy](#).

Contact the Curriculum & Instruction Office with questions at (609) 380 0200 or email kschaffer@capemaytech.com.