

Cape May County Technical High School



Gifted & Talented Program Handbook 2025-26

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Cape May County Technical High School Administration:

- Ms. Jamie Moscony, Superintendent
- Mrs. Lauren Flynn, Business Administrator
- Mr. Anthony Volpe, Director of Technology & Network Operations
- Mrs. Kristen Schaffer, Director of Curriculum & Instruction
- Mr. Steven Vitiello, Principal
- Mrs. Sharon DeNafo, Supervisor of Child Study Team
- Mrs. Susan Jurusz, Supervisor of Adult & Community Education
- Mr. John Longinetti, Assistant Principal of Secondary Education
- Ms. Diana Staino, Supervisor of Guidance
- Mr. David Smith, Director of Athletics & Supervisor of Health/PE
- Ms. Megan Thompson, Supervisor of Humanities & Data Coach

Student Support Services

Ms. Diana Staino	Supervisor of Guidance District Test Coordinator 504 Coordinator Anti-Bullying Coordinator McKinney Vento Liaison/Homebound Coordinator	dstaino@capemaytech.com	ext. 292
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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.

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Mission Statement:

The mission of the Cape May County Technical School District is to produce civic-minded graduates who possess the knowledge, dispositions, and social/emotional skills to be active participants in the global workplace. Students will develop the skills necessary to pursue careers and higher education, enhance their personal growth, and become lifelong learners through the combination of academic, technological, and co-curricular experiences.

Belief Statements:

1. A powerful, student-centered learning environment is successful when parents, teachers, students and community members are a collaborative team committed to student growth and actively involved in exchanging ideas.
2. Education is most effective when decision-making is focused on individual needs and interests of each student.
3. Communication, collaboration, problem solving, and critical thinking are essential skills in a global society.
4. An environment of academic and vocational excellence should create curious minds and compassionate learners who will thrive in an ever-changing world and be prepared to enter careers in the global market.

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 21-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](#)

[Regulation](#)

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 listed on our website.

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.