**PENNSAUKEN PUBLIC SCHOOLS**

ADMINISTRATION OFFICES

***James R. Bevere, Ed.D.***
*Superintendent of Schools*

***Lisa Eckel***
*President – Board of Education*

*Anastasia Michals*
*Assistant Superintendent of Schools*

Dear Pennsauken School District Families,

Earlier this year, we shared information about Pennsauken Public Schools' Gifted & Talented (G&T) identification process, including our use of the Cognitive Abilities Test (CogAT) as a universal screener and our commitment to using multiple measures to identify students' strengths and advanced learning needs. We are writing today to provide an update as we begin implementation of our **2026–2027 Gifted & Talented program**.

**Identification Process**
Our initial identification process for the 2026–2027 school year has concluded. Consistent with our multiple-measures approach, our team considered multiple sources of information to develop a comprehensive understanding of students' strengths and learning needs.

**Families of students identified as eligible for G&T services have been contacted directly** with information regarding their child's eligibility and services. Identification does not end with this initial review. Pennsauken maintains an ongoing process for recognizing and responding to students' advanced learning needs as they develop and emerge throughout their K–12 experience.

**Our K–12 Approach to Gifted & Talented Education**
Our goal is not simply to identify gifted students, but to **recognize, develop, and appropriately challenge advanced potential throughout a student's K–12 experience**. G&T services are therefore designed as a **continuum of learning opportunities**, rather than a single class or program. Services evolve as students progress through the district and may include universal enrichment, differentiated instruction, targeted G&T experiences, curriculum adaptations, acceleration, and advanced coursework.

**Kindergarten–Grade 1 | Universal Enrichment & Talent Development**
Across K–1, our primary approach emphasizes **universal enrichment and talent development**. All students will have opportunities to engage in experiences that foster creativity, inquiry, reasoning, problem solving, and advanced thinking. Teachers will continue to observe and respond to students' emerging strengths. Students identified as G&T will receive additional differentiation and instructional adaptations based on their demonstrated strengths and learning needs.

**Grades 2–3 | Targeted G&T Services & Enrichment**
Identified students in Grades 2–3 will receive targeted G&T services through a combination of:

- G&T inquiry and enrichment experiences;

1695 Hylton Road
Pennsauken, NJ 08110
(856) 662-8505 ext. 6509
anastasia.michals@pennsauken.net

- Advanced learning experiences supported by classroom and special-area teachers;
- Flexible grouping and differentiated instruction; and
- Opportunities for increased depth, complexity, creativity, inquiry, and problem solving.

Our G&T teachers will work directly with students while also collaborating with classroom and special-area teachers to expand advanced learning opportunities throughout the school experience.

**Grades 4–5 | G&T Services & Advanced Learning Pathways**

As students progress into Grades 4–5, services increasingly combine **G&T enrichment, differentiated instruction, curriculum adaptations, and advanced academic opportunities**.

Identified students may receive services through:

- G&T inquiry and enrichment experiences;
- Classroom differentiation and curriculum compacting;
- Advanced experiences facilitated by classroom and special-area teachers;
- Independent and collaborative inquiry; and
- Advanced coursework when appropriate based on established placement criteria.

Gifted identification and advanced-course placement are **related but distinct processes**. A student does not need to be identified as G&T to qualify for advanced coursework, and G&T identification does not automatically determine placement in an advanced course.

**Grades 6–12 | Advanced Learning & Continued G&T Services**

At the secondary level, students' advanced learning needs are increasingly supported through **differentiated instruction, advanced and accelerated coursework, Honors and Advanced Placement opportunities, and other opportunities for increased depth, complexity, inquiry, and independent learning**.

Our goal is to ensure that students continue to have access to appropriately challenging learning experiences as their strengths, interests, and academic pathways develop.

**Moving Forward**

This year's program reflects our continued work to build a **coherent K–12 continuum of G&T services and advanced learning opportunities**. Throughout the year, we will continue to monitor implementation, student experiences, access to advanced learning opportunities, and the effectiveness of our services.

We appreciate the partnership of our families and staff as we continue strengthening opportunities for students to discover and develop their strengths.

For additional information regarding Pennsauken's Gifted & Talented program, identification process, services, or appeals process, please visit Curriculum & Instruction - Pennsauken Public Schools.

Thank you for your continued partnership in supporting the growth and success of all Pennsauken students.

Sincerely,
Anastasia Michals

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