

Gifted / Talented Program 6171.2 (R)

PROGRAM GOAL

Students who exhibit superior academic ability, high achievement, or have outstanding talent will be challenged beyond the limits of the present curriculum.

DESCRIPTION OF PROGRAM

The Gifted/Talented Program provides selected grades 6-12 students with the opportunity to participate in an individualized program which is supplementary to the total school curriculum. Students attend special programs or approved private or public schools, such as Talcott Mountain Science Center, on an after-school, weekend or summer basis. Some receive individualized instruction in interest areas by professionals. The Board provides tuition payment and other related costs on a partial or complete basis.

Participants for this program are selected by means of an intensive screening process involving use of test results, teacher and principal recommendations. Participation is voluntary, with parent approval, and based on referrals made by certified staff and the level of available funding.

GENERAL GUIDELINES

1. The Gifted/Talented Program is offered in addition to the regular curriculum.
2. Opportunities for students in the curriculum programs within the district should be explored initially before recommendation for placing out.
3. The Gifted/Talented Program shall follow the procedures of Connecticut Statutes 10-76, laws for special education services.
4. Students may participate regardless of personal or family resources.
5. Middle and high school staff shall identify those students who they feel are eligible for this program. This shall be accomplished by using the criteria developed under the student identification procedures. A listing of eligible students shall be placed on file in the Guidance Director's Office.
6. Middle and high school staff shall be aware of activities, programs or schools in their area of expertise for which our students have eligibility.

STUDENT IDENTIFICATION

The basic rationale of student identification is to provide multiple criteria which is flexible enough to identify the most outstanding pupils. This criteria, both objective and subjective, must enable us to identify the "extraordinary learning ability," "gifted and talented" or "outstanding talent in the creative arts" as defined in Section 10-76a of the Connecticut General Statutes and possessed by five percent of the children in our district. Budget restrictions often limit the serving of less than one percent of our student population. Guidelines utilized by the Meriden Public Schools are more stringent than the State of Connecticut General Budget restrictions often limit the serving of less than one percent of our student population. Guidelines utilized by the Meriden Public Schools are more stringent than the State of Connecticut and include one or more of the criteria listed below.

1. General intellectual ability: I.Q. scores of 130 or above on any two group tests such as the Lorge-Thorndike, Otis-Lennon, Cognitive Abilities Test or on individual intelligence tests such as WISC-R or Stanford Binet.
2. Academic aptitude: Achievement test scores of the 98th percentile or above.
3. Visual and performing arts: Demonstrated achievement by solo performance, one person shows, state or local awards, certificates of excellence or some similar standard which denotes recognition in a specific area.
4. Demonstrated attributes of: Positive leadership, imaginative insight, creative capacity, intense interest and involvement, high potential, advanced skills or specific aptitude.

PLACEMENT PROCEDURES

1. Referral: Any professional staff member who knows of the special talents of a pupil may initiate the selection process by substantiating minimum criteria and submitting to the pupil's guidance counselor, or by returning recommendation form. Parents and students themselves may initiate the process by requesting review by the professional staff.
2. The guidance counselor will proceed to gather data essential for a Planning and Placement Team meeting. The data gathering and evaluative process must be as complete as possible and follow the present procedure for any placed out student. This not only includes the qualifications of the student but also the appropriateness of the receiving school, program or service. The additional resources of the department chairpersons and the supervisor of fine arts are available for evaluation and knowledge of special schools or programs appropriate to a student's needs.
3. Planning and Placement Team meeting for recommendation with all appropriate procedures including notification to Coordinator of Pupil Personnel Programs prior to meeting.
4. Implementation of the services is the responsibility of the school contact person with assistance from the Coordinator's office. This includes items such as completing application forms, securing transportation, making telephone calls, and so forth.

EVALUATION

Each pupil's activities will be monitored by the identified school contact person which could be the school counselor, department chairperson, supervisor, teacher or administrator. Please indicate on Individualized Educational Program (I.E.P.) form

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