

STUDENTS

GIFTED AND TALENTED (HIGH POTENTIAL) PUPILS

I. PHILOSOPHY

- A. It is in the best interest of all pupils and the public at large that schools recognize individual differences. When pupils possess exceptional gifts or talents, school districts should encourage and develop such attributes for the good of the individual and for society as a whole.

II. DEFINITION

- A. School districts may designate as high potential: gifted and talented, those identified by a screening process who by virtue of outstanding abilities, are capable of high performance. These children who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
1. general intellectual ability
 2. specific academic aptitude
 3. creative or productive thinking
 4. leadership ability
 5. visual and performing arts
 6. psychomotor

III. IDENTIFICATION PROCESS

- A. Early Entrance
1. If a parent makes a request for early entrance to kindergarten for their child, a meeting will be held with the principal, high potential instructor, school psychologist (or license consulting psychologist), parent(s) in attendance to discuss the identification procedure. A checklist(s) will be provided for the parents (and any available preschool teacher) to fill out for the child's evaluation.
 2. A birth certificate shall be required as proof of the child's age.
 3. The following tests will be administered with the listed results needed in order for early entrance. The testing will be completed by June 1 with exceptions determined by administration. The parents will be responsible for the cost of the testing.

- a. The Wechsler Preschool and Primary Scale of Intelligence, Revised (WPPSI-R); score 135 or within the margin of error.
 - b. A standardized achievement test to be determined by the school psychologist and high potential instructor with consultation from the principal; score two years beyond grade level in reading and mathematics.
 - c. Gesell Developmental Assessment Screening Battery; indicates kindergarten readiness in fall.
 4. A team meeting, at which a recommendation for placement will be made, will be held. The team may include parents/guardians, school or licensed psychologist, high potential coordinator/instructor, principal, preschool teacher, kindergarten teacher, and anyone the parents would like to invite.
- B. Stretch “Send-out” Program
1. Student participation in the “send out” program in grades kindergarten through two will be based on teacher recommendation. A “revolving door” policy will be used so that students participate in a particular enrichment unit based on his/her ability and/or interest.
 2. At the end of the year, second grade teachers will refer students with high ability or achievement in one or more of the following areas: reading, math, problem solving, and higher level thinking skills. The Wechsler Intelligence Scale for Children (WISC-III) will be administered by a licensed consulting psychologist or school psychologist. Written parental permission will be needed.
 3. Students with a minimum full scale score of 125 (95%) percentile on the WISC-III or those scoring 120-124 with a high score on a matrix rating scale (standardized achievement tests, Renzulli Rating Scale, and classroom achievement) will be considered “identified students” and will participate in all Stretch units through sixth grade unless parents and high potential instructor decide differently.
 4. Students that do not meet the criteria above but demonstrate by their classroom performance high ability and interest in a topic or unit of study will participate in that particular unit based on teacher recommendation.
 5. Students in grades three through six who were not teacher referred for the WISC-III testing may be tested at the request and written permission of parent(s).
- C. Where a standardized or intelligence test is not available or, in the opinion of the school district, is an inadequate measure of the pupil’s abilities in other areas, teacher and parent recommendations and demonstrated performance may be used as criteria for identification and selection for high potential programs.

- D. Teachers will complete a high potential referral form whenever necessary and submit it to the coordinator of the High Potential Program.
- E. Acceleration
 - 1. If a student is considered for acceleration (grade-skipping), a meeting will be held with the principal, high potential instructor, school psychologist (or licensed consulting psychologist), classroom teacher, and parents to discuss the procedure. A checklist(s) will be provided for the parents [and teacher(s)] to fill out for the student evaluation.
 - 2. The student should meet two out of the three following academic/intellectual criteria:
 - a. Scores in the 99th percentile or two or more years above grade level in both reading and mathematics standardized achievement tests
 - b. IQ of 135 or more (or within margin of error)
 - c. Either good grades, but frustration or boredom with class work, or average or poor grades, indicative of bored or frustration
 - 3. The student considered for acceleration should also show emotional maturity and the need for an older peer group.
 - 4. A team meeting, at which a recommendation for placement will be made, will be held. The team may include parents/guardians, school psychologist (or licensed consulting psychologist), high potential coordinator/instructor, principal, preschool teacher, kindergarten teacher, and anyone the parents would like to invite.
- F. Exceptions to the stated identification procedures may be determined by administration.

IV. PROGRAMS

- A. The coordinator of the High Potential Program, faculty, and administration will cooperate to provide programming for gifted students. A priority list of programs will be based on annually-reviewed goals, objectives, and individual student needs. Programming may include the following:
 - 1. “send out” class sessions
 - 2. post-secondary coursework
 - 3. release time for special projects
 - 4. field trips and seminars
 - 5. special classes
 - 6. enrichment in regular classroom

7. cooperative agreements with other schools or school districts
8. tutoring
9. mentorship
10. guided independent study project
11. honors program
12. curriculum compacting and horizontal enrichment
13. assignment to a resource teacher
14. academic competitions
15. curriculum modification

B. Liability

The district assumes the same responsibility for pupils enrolled in differentiated programs as for pupils in other school programs.

C. Financing

Programs for high potential pupils shall be financed from the regular operating resources of the school district plus dedicated funds as the district might acquire.

- D. Academic credit may be awarded for participation in a High Potential Program. This will be done upon the recommendation of the High Potential Coordinator with the approval of the High School Principal, based on previously established criteria. Under most circumstances, no more than $\frac{1}{2}$ credit will be awarded for any project. No more than one credit shall be allowed towards the MCW graduation requirements.