

# REGULATION - GREENWICH TOWNSHIP SCHOOL DISTRICT

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## R 2464 GIFTED AND TALENTED PUPILS

### A. Identification Policy

1. A comprehensive identification procedure shall be in place which attempts to find a group of potentially talented students in the Greenwich Township School District for placement in a list hereafter known as the "talent pool".
2. This talent pool should attempt to include students who may exhibit exceptionality in relationship to their peer group in one or more of the following areas of giftedness:
  - a. General Intellectual Ability
  - b. Specific Academic Talent
  - c. Creative/Productive Thinking Ability
  - d. Visual Art Ability
3. In order to establish this talent pool, multiple types of data will be collected and reviewed on a yearly basis by the teacher of gifted programs. This data will include, but not be limited to, intelligence scores, classroom achievements, standardized test scores, teaching staff member recommendations, parental observational data, report card grades, Project P.A.G.E. program performance data, and creativity assessment activity.
4. The teacher of gifted programs will be responsible for collection and maintenance of identification data, presentation of this data for review by an identification committee, and recommendations for placement of pupils on the school talent pool.

### B. Identification Procedure

#### Stage 1: Nomination to the talent pool

Goal: To find a comprehensive group of potentially gifted and talented students within the Greenwich Township School District who exhibit exceptionality in one or more of the following areas:



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- a. General Intellectual Ability
- b. Specific Academic Talent
- c. Creative/Productive Thinking
- d. Visual Arts Ability

## Task 1:

The teacher of gifted programs performs the first screening and compiles a list of students who meet any of the following requirements:

- a. IQ score of 125 or better
- b. Achievement scores of 90 or better for two consecutive years in reading comprehension subtests.
- c. Achievement scores of 90 or better for two consecutive years in math problem solving subtests.
- d. Achievement scores of 90 or better in composite scores.
- e. Teacher nomination.
- f. Parent nomination.
- g. Creative drawing activity assessed for fluency, flexibility and originality of ideas (statistically top 5 of test group).
- h. Project P.A.G.E. program assessment index of 4 or better.

## Task 2:

The teacher of gifted programs appropriately combines all data on students from the first screening attempting to identify exceptionality indicators. A second screening list is presented to the nominating committee for approval of individual students to the school talent pool.



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## Stage 2: Assessment of the talent pool

Goal: To assess each student on the talent pool for their need for programming and to select appropriate programs for students.

### Task 1:

The teacher of gifted programs gathers further information of individual students to determine interests, motivation, learning styles, and affective development.

Measures and methods which can be used at this stage include:

- a. Products produced in the regular classroom
- b. Project P.A.G.E. program portfolios
- c. Classroom teacher observations
- d. Personal student interview
- e. Parent interview
- f. Interest and learning style inventories
- g. Student records

### Task 2:

The teacher of gifted programs matches students to appropriate operational program option.

### Task 3:

The students and parents meet with the teacher of gifted programs to discuss programming and parent permission for special programming is obtained.

## Stage 3: Evaluation

Goal: There are two major goals to this stage.

1. Evaluate the identification process itself in terms of meeting its objectives of establishing a fair, unbiased and comprehensive talent pool.



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2. To determine if student needs are being met effectively.

## Task 1:

Periodic evaluation surveys are to be taken of teachers, parents, and students.

## Task 2:

The teacher of gifted programs actively seeks recommendations from administration and staff for evaluation and review.

## C. Program Policies

1. The teacher of gifted programs is responsible for exploring and recommending programming options and activities as talent pool needs assessment may dictate.
2. The enriched educational programs for a gifted and talented pupils may consist of:
  - a. Additional classroom studies and assignments;
  - b. Special classes in appropriate studies;
  - c. Independent projects during or in after-school sessions supervised by the teacher of gifted program.
3. A classroom teacher may provide for the needs of gifted and talented pupils by
  - a. Presenting content material that is related to broad-based issues, themes, or problems;
  - b. Integrating multiple disciplines into a study area;
  - c. Allowing for in-depth learning of a topic selected by the pupil within the study area;
  - d. Developing the pupil's independent and self-directed study skills;
  - e. Developing research skills and methods;



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- f. Integrating higher level thinking skills into curriculum;
  - g. Focusing on open-ended tasks;
  - h. Using new techniques, materials, and forms;
  - i. Encouraging the development of self-understanding; and
  - j. Encouraging self-appraisal and evaluation.
- 4. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
  - 5. All gifted and talented programs will seek to provide growth and stimulation in higher cognitive and creative processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
  - 6. Program content will be prescribed based on participating pupil's unique interests, talents, and learning style.
- D. Exit Policies
- 1. Each pupil participating in a program above the third grade level is reviewed annually by the teacher for continued appropriateness of the program.
  - 2. The pupil may be withdrawn from the gifted and talented program when:
    - a. The pupil wishes to withdraw and has parental consent for withdrawal;
    - b. The pupil's parent requests withdrawal;
    - c. The pupil has made little or no progress in the program as assessed by the teacher of the program; or
    - d. The pupil's programming is interfering with his/her affective growth.



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3. A decision to withdraw a pupil from the gifted and talented program will be cooperatively made by teacher, parent, administrator, and where appropriate, the pupil.

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