

WALLINGTON ENRICHMENT PROGRAM

GRADES K - 12

The emphasis of our program has changed from “pull-out” to one which focuses on classroom programs and other activities that address the needs, strengths and abilities of our students.

The identification process of students to be admitted into the program is attached. It will be coordinated by the junior-senior high school principal and guidance department and the elementary school principal and guidance counselor. Students in grades K through 12 are eligible.

The primary objectives of the program will be acceleration and enrichment. Students will be placed in honors programs to address acceleration. Enrichment is an attempt to offer items other than the traditional instructional program or to delve deeper into concepts being studied. This will be addressed through trips, contests, competitions, guest lecturers, Saturday programs, “ET” days, etc. It is the function of all teachers and departments to promote creative writing, creative problem-solving, visual and performing arts, leadership abilities and interpersonal skills. Following is an outline of how the program operates at the various grade levels.

Grades K, 1, 2 and 3

After eligible students are identified, teachers and parents are informed. The program takes place in the regular classrooms in addition to areas for music, physical education and library skills which are handled by certified staff members. Exceptional talents and/or abilities in any of these areas will be nurtured by these staff members. Appropriate trips, performances or co-curricular activities are considered by the principal. It is expected that differentiated learning activities are offered in each classroom. Teachers are encouraged to spend time with these students after school to encourage appropriate learning activities just as they would with youngsters in need of extra help because of a weakness in any area of the curriculum.

Grades 4, 5 and 6

As in the lower primary level participants are determined by appropriate staff members. The principle focus of the program is classroom orientated.

In the academic domain these pupils will be part of the top groups in each grade level. In addition, it is possible that for specific areas such as math, reading or science, they could be placed with a higher grade level on a regular or semi-regular basis. This will be worked out by the teachers, with the principal’s approval, at their monthly grade level meetings.

Those who display exceptional ability in the music area are placed in the vocal and instrumental music programs coordinated by the respective instructional staff. Accelerated math students take courses in grades 6 and 7 while still in grades 5 and 6 respectively. Accelerated art students will be scheduled into weekly projects, and large-scale activities such as hallway murals.

Grades 7 and 8

Students at these grade levels are identified by the junior-senior high school guidance department, teachers, parents and the administration. There is a greater opportunity for acceleration and enrichment at this level than at the primary level due to departmentalization, co-curricular activities and scheduling flexibility.

Participants in the program will be placed in the “accelerated track” in all their academic courses. Exceptional cases in grade 7 may be considered for entry into the foreign language or algebra courses offered in grade 8. All teachers are made aware of students who are in the program so that they could develop their academic growth whenever possible.

All seventh and eighth grade students are currently exposed to an exploratory course in many of our related arts and peripheral areas (i.e. developmental reading, math, and writing, technology, home economics, art, music, and general business skills). If a student displays a genuinely high level of interest or ability in one or more of these areas their exposure to it will be increased. They might be pulled out of another developmental course and placed in a science, math, business, etc. course on a semi-regular basis to develop this interest (i.e. once per week, month). This movement will be coordinated by the teachers, department supervisors and guidance counselors. All grade 2-8 students, including those identified as “gifted students”, are also invited to participate in the Saturday Enrichment Program.

These students are also participants in or recipients of the benefits of programs such as student government, peer tutoring, peer listening, trips, guest lecturers, contests, competitions and clubs. A spark lit at the middle level can often be the catalyst for a successful high school and post-graduate career. Grade 7-8 students also have opportunities for enrichment during the Wednesday special sessions (2:00 - 2:45) available as a result of secondary school “enhanced time” schedules clubs such as FBLA, technology, AVA, etc. also address particular strengths and interests.

Grades 9 - 12

All interests, educational and otherwise, are cultivated most efficiently at this level because of the availability of a diverse selection of courses and a complete, functioning co-curricular program.

Students in this program are enrolled in honors courses at every level. They are encouraged to take our advanced placement and middle college (FDU) courses. Although such courses are generally reserved for juniors and seniors, exceptions may be considered for G&T students. As in all prior levels teachers will be made aware of program participants in their classes and be encouraged to develop interests and present challenging work, just as they would with students in need of remediation. The curriculum already provides for advanced art and music programs for those who excel in these areas.

The club program will be used to address interests in other areas. Clubs are offered each year based on student interest. The Student Council class officers and National Honor Society are used to develop leadership skills, student government and political interests outside of the classroom. Mentoring is still a desirable option. The student’s guidance counselor will make these arrangements.

Upperclassmen, grades 11 and 12 may be participants in the academic decathlon and mock trial. Both are co-curricular activities with paid coach/advisors.

Other programs include:

- ★ Academic Decathlon Team
- ★ Mock Trial
- ★ On-line coursework
- ★ Independent Study

ENRICHMENT PROGRAM IDENTIFICATION PROCESS

“Gifted and talented” pupils are those capable of exceptional performance in one or more specific areas. They require differentiated educational programs and/or facilities beyond those normally provided.

A. Identification Criteria

Pupils of this type can be found in all cultural and socio-economic sub-groups. They can be identified by exceptionally high performance, achievement, or potential in any combination of the following areas.

1. General Intellectual Ability - These characteristics include exceptional ability in both verbal and non-verbal reasoning. This is often characterized by advanced vocabulary and abstract reasoning.
2. Specific Intellectual or Academic Ability - Characteristics for these pupils include exceptional ability in either verbal and/or non-verbal reasoning. They are exceptionally high achievers in a specific academic subject to the extent that the normal curriculum in that subject is insufficient.
3. Creative or Productive Thinking Ability - Characteristics for these pupils include exceptional ability in developing original and/or unusual ideas, especially as solutions to problems. They are very imaginative and often willing to take risks when offering ideas.
4. Psychosocial Ability - Characteristics for these pupils include exceptional managerial or leadership ability. This is often characterized by the ability to organize people and tasks, motivate others. Often these pupils have strong moral and social concerns. These pupils usually relate well to adults and peers and can be relied on to accept and carry out responsibilities.
5. Visual or Performing Arts Ability - These pupils have exceptional ability in art, music, drama, or creative writing. They are highly committed to their art form and often show imagination and originality within the given artistic discipline.
6. Psychomotor Ability - These pupils show exceptional ability in fine and/or motor skills. This is displayed through superior ability in balance, strength, physical

endurance, and agility.

B. Selection-Criteria

A combination of factors is considered. They include:

1. Students may be nominated by a teacher, parent or administrator. Teacher input is also considered for a student who is already in the program, but is not performing up to expected levels.
2. I.Q. level of 130 or above. The test of cognitive skills for I.Q. is given in grades 3, 5, 7, 9 and 11.
3. Achievement Scores - A level of 90% or better in language arts (reading & writing) and mathematics.
4. Classroom Achievement - A cumulative average of 90 or better from all academic subjects.
5. Demonstrated artistic or musical talent, as identified by the appropriate specialists. In such cases, the academic criteria may be waived.
6. Exceptions to the items listed in numbers 1 - 5 may be made by the principals of the respective programs.

C. Selection Committee

1. Elementary
 - a) Principal
 - b) Classroom teacher
 - c) Specialists
 - d) Guidance counselor
2. Secondary
 - a) Guidance personnel
 - b) Principal
 - c) Teachers

(A parent may also recommend a student for consideration, and a student may request this on their own.)

D. Procedure For Participation

1. Student is nominated for participation.
2. Student is selected or rejected.
3. Upon selection, a letter is sent to parent and student notifying them of their selection.
4. All teachers having contact with the student are notified.
5. Department supervisors are notified.

The program will be monitored and evaluated by the building principals and guidance staff. Participants and teachers should be surveyed intermittently to assess the commitment of the students and attention given by the teaching staff.

Proposed: May 10, 1993

Adopted: May 10, 1993

Revised: