SCHOOL PROGRAMS
FOR
GIFTED AND TALENTED
STUDENTS

Spring 1988

Massachusetts Department of Education
OFFICE FOR GIFTED AND TALENTED
1385 Hancock Street
Quincy, Massachusetts 02169
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WHO ARE THE GIFTED AND TALENTED?

The following definition adopted by the Massachusetts Board of Education in its position statement "The Education of the Gifted and Talented" suggests a comprehensive assessment of the potential, achievements and abilities of this population.

Gifted and Talented children and youth are those identified...as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require qualitatively differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

DIRECTIONS FOR LOCAL SCHOOL DISTRICTS

The position paper encourages school districts to meet the needs of gifted and talented students regardless of their race, religion, sex or national origin. The Board urges local school systems to consider the following directions:

Stimulate gifted and talented children and youth to develop into creative, capable, productive and compassionate human beings who have a commitment to personal excellence and a commitment of service to a pluralistic society;

Identify at every grade level and in every public school those students whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs, regardless of linguistic, cultural, ethnic or socioeconomic backgrounds;

Initiate, expand, and improve varied programs that will allow gifted and talented children to realize their fullest potentialities;

Identify volunteer resources, including teachers, students, parents, and community members who possess the qualities of intellectual, artistic and athletic excellence, creative ability, and empathy for the gifted and talented, and create opportunities for them to work with such students;

Provide professional development opportunities for all those involved in the education of the gifted and talented in order for educators to understand the unique requirements of these children, and how to deal with these educational needs.
The School Improvement Act of 1985, known as Chapter 188, established an Office for Gifted and Talented within the Department of Education. The Office serves as a clearinghouse for information about programs and practices; develops publications and resource guides; sponsors workshops and conferences; provides technical assistance to school personnel; and manages, in collaboration with the Department's six regional offices, a gifted and talented discretionary grant program. This publication, developed and produced by the Office, provides a survey report of programs for gifted and talented students along with information about funding sources and related programs.

The first section of the publication provides a definition of terms and a glossary of instructional models used by teachers and administrators in developing programs for gifted and talented students. The section concludes with an analysis of trends in the programs for gifted and talented students that were funded in June, 1987 and that were in operation during the 1987-1988 school year.

The second section of the publication is a description of the funded programs themselves. With minor editing, these descriptions appear as they were reported to us. These programs are located in every region of the Commonwealth. They focus on a broad range of gifts and talents and clearly reflect the directions recommended by the Massachusetts Board of Education in its position statement.

The third section of the publication summarizes information on school programs for gifted and talented students gathered as part of the 1987 data collection effort required by Chapter 188. In addition, this section contains a listing of the schools themselves that reported these programs and services.

The appendices to this publication are included to help the reader identify resources—funding sources and related programs that school districts can call upon in developing a program for gifted and talented students.
DEFINITIONS OF TERMS

Advanced Placement Program. College-level courses offered at the senior high school for which students can receive college credit.

Acceleration. Programs that provide for rapid progress through sequentially structured content. Examples of acceleration are: (1) early entrance, (2) skipping grades, (3) credit by examination, (4) nongraded classes, (5) early graduation, and (6) advanced placement classes.

Artists-in-Residence. A program that integrates working artists into the everyday life of the school so that students can observe serious art making in progress and participate in that process.

Challenge Boxes. This program is based on a collection of mind-stretching projects designed to stimulate grade 4-8 students. The projects focus on higher-level thinking skills and encourage student creativity in curriculum content areas. Students interested in extending the program's activities can choose to pursue an independent study or create their own Challenge Boxes on themes of special interest.

Community Resources. The human and material resources found in a community including: cultural institutions, business and industry, and volunteer organizations.

Compacting the Curriculum. Students are tested to determine areas of academic strength so that the basic curriculum can be appropriately "compacted" (covered in the minimum time necessary). Compacting helps gifted and talented students to avoid unnecessary practice of skills already mastered and "buys" them time to pursue accelerated or enriched activities.

Differentiated Programming. Curriculum and instruction that are qualitatively different from that provided in the regular classroom.

Divergent Thinking. Divergent thinking is the ability to produce new forms and/or find new meanings by putting together elements that are usually thought of as dissimilar. Divergent thinking is highly creative thinking.

Enrichment. Learning experiences which are intended to extend, supplement, and/or deepen understandings.

Heterogeneous Groupings. Gifted and talented children remain in the regular classroom for instruction with their chronological peers.

Homogeneous Grouping. Gifted and talented children are grouped together in a separate classroom for accelerated learning or enrichment experiences.

Independent Study. Students pursue an indepth investigation of a topic using a variety of advanced level resources. A final product is shared with appropriate audiences.

* Terms referred to in the Descriptions of FY88 Gifted and Talented Discretionary Grant Programs section
International Baccalaureate Diploma Program. A rigorous college-level curric-
ulum offered to Massachusetts school districts that are affiliated with the

Invention Convention. Students are introduced to inventing through learning
and reading about the lives of inventors. Activities focus on identifying
problems, brainstorming ideas, and inventing creative solutions. Students
experience the inventive process and apply for a "patent", keep a record of
their project in an Inventor's Notebook, and actually create their own inven-
tion. Students showcase their inventions at an "Invention Convention" where
they have the opportunity to share their inventions with other students,
teachers, and parents. Adult inventors may be invited to share their experi-
ences and inventions with the student inventors.

Itinerant Teacher. A teacher who travels among two or more schools to work
with children. Transportation of materials and equipment may be involved.

Johns Hopkins Talent Search. Accelerated residential summer programs offered
to seventh grade students who have scored at the 97th percentile in nationally
normed tests, and scored well on subsequent SATs.

Junior Great Books Program. This program is an interpretive reading and
discussion program for students in grades two through twelve. Students learn
to formulate and answer questions to strengthen their critical thinking
skills. The Junior Great Books reading series are collections of traditional
and modern literature ranging from the sixth century B.C. to our times. The
series for grades two through nine includes children's classics, folk and
fairy tales, and modern short stories from cultures around the world. The
series for grades ten through twelve presents short selections from great
works of philosophy, political science, psychology, and economics, as well as
modern fiction. The Great Books Foundation offers a required intensive two-
day in-service training course for teachers and school volunteers.

Mentor. A qualified person who works with a student in a particular area of
interest. A mentor may provide an internship, an apprenticeship, or serve as
a guide to a student who wishes to conduct an independent research project.

Mini-courses. Typically these 6-10 week courses are based on students' inter-
ests and cover all academic areas. Students choose and pursue a topic in-
depth, as well as participate in project activities, hands-on experiences,
and small group discussions.

Modified or Adapted Administrative Models. Many school systems have modified
or adapted one or more models (listed below) in order to more appropriately
meet the needs of gifted students and/or teachers. Some schools have de-
veloped programs that combine features of several of the models and some have
developed unique programs.

Olympics of the Mind (Odyssey of the Mind). This creative problem solving
program is for students in grades K-12. Teams of students work with coaches
to seek imaginative solutions to complex problems. In addition to short-term
activities that develop creative thinking skills and problem solving ability,
teams choose one of the long-term problems and can spend up to five months
perfecting a solution. Program materials can also be used with large or small groups of students in the classroom to develop creative thinking skills. The program also offers regional and national competitions in which students may compete.

**Pull-Out Program.** Students leave the classroom for a specified period in order to work together on enrichment and/or acceleration activities which are not part of the regular program.

**Resource Room.** A separate room or area containing a variety of learning materials and staffed by a resource room teacher knowledgeable in the education of gifted and talented. Children are released from the classroom to visit the resource room for enrichment and/or acceleration activities.

**Teacher Consultant.** Differentiated instruction provided within the regular classroom by the classroom teacher, with the assistance of a consultant teacher knowledgeable in the education of gifted and talented. The consulting teacher may provide the following assistance: model demonstration lessons; provide ideas, resources, and curriculum materials; and share teaching strategies.

**Thematic Curriculum.** An interdisciplinary curriculum which uses broad-based topics or themes such as: migration, structure, force, change, or revolution.

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**GLOSSARY OF INSTRUCTIONAL MODELS**

**Art Costa's Teaching Of, For, and About Thinking.** This model maintains that there are specific teacher behaviors/strategies which invite, sustain, and enhance students' thinking in the classroom. This model defines a three-part approach:

1) **teaching of thinking:** teaching particular mental skills as the primary purpose of instruction;
2) **teaching for thinking:** creating school and classroom conditions conducive to students' thinking; and
3) **teaching about thinking:** helping students to be more conscious of their own thinking processes.

**Benjamin Bloom's Taxonomy (Classification System).** This taxonomy organizes thinking skills into a hierarchy of increasing complexity. There are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. In the education of gifted children, emphasis is placed on developing higher-level thinking skills. Teachers find that understanding these levels of thinking helps them to write better classroom questions to develop challenging curriculum.

**DeBono's CORT Thinking Program.** The program focuses on the direct teaching of thinking as a skill. The activities in the CORT materials provide for the development of decision making, oral communication, productive thinking, and goal-setting skills that can be applied to all areas of the school curriculum.
J.P. Guilford's Structure of the Intellect (SOI). This model is a classification system of 120 intellectual abilities. The model is a three-dimensional cube that demonstrates the interconnectedness of these abilities. SOI can be used to identify students' strengths and weaknesses and to develop a more individualized curriculum.

E. Paul Torrance's Future Problem Solving Model. A year-long curriculum that may include participation in state and national competitions. The curriculum teaches a problem-solving process that can be integrated into students' lives. The goals are to: enhance the creative thinking abilities in students, stimulate young people's knowledge and interest in the future, encourage teamwork and cooperation, assist students to develop and improve their analytical and critical thinking skills, and help young people increase their communication skills (both written and verbal). The program includes diverse components: future problem solving, community problem solving, scenario writing, and the visual arts. There is a special component for primary students.

Joyce Juntune's Productive Thinking Model. This model, used for staff development, presents the creative thinking skills of fluency, flexibility, originality, and elaboration. The model also provides training in evaluation, decision making, planning, forecasting, and communication. In addition, staff have an opportunity to demonstrate and practice strategies for teaching these skills and integrating them into the classroom curriculum.

National Diffusion Network Gifted and Talented Model Programs. The following programs have been evaluated and designated by the United States Department of Education's National Diffusion Network (NDN) as educational programs that work. Each state has a facilitator to help school districts adopt these programs.

Kids Kits (Arvada, Colorado). A program that generates active, self-directed learning and higher levels of thinking, using organized sets of multimedia materials on topics of student interest. (grades 1-6)

Institute for Creative Education (Sewell, New Jersey). A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas. (grades K-12)

SAGE (Framingham, Massachusetts). A program that develops higher order thinking skills in a specialized curriculum for academically gifted students. The regular school curriculum is extended based on a three-fold model incorporating thinking skills development, mini-study units, and independent study. (grades 1-5)

Philosophy for Children. This curriculum, grades 3-12, includes student texts and instructional materials. Each grade has a philosophical "novel" in which fictional characters of the same grade level engage in philosophical discussions and activities in real-life situations. Additional questions, activities, and exercises correspond to the issues raised in each chapter of the novel. The
Specific aims of the program are four-fold: development of reasoning ability, development of creativity, personal and interpersonal growth, and a development of ethical understanding. Students engage in logical reasoning and also in thinking about their own thought processes.

**Talents Unlimited (Mobile, Alabama).** This model focuses on the program in the regular classroom and can operate within any organizational pattern. The model is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning as well in the academic areas. (Grades 1-6)

**Joseph Renzulli's Enrichment Triad Model.** This model is made up of three types of activities:

- **Type I activities** are exploratory and are designed to introduce students to topics they may wish to pursue in greater depth.
- **Type II activities** are training exercises which teach students research techniques and methods, and the development of higher level thinking skills.
- **Type III activities** are those in which the student identifies and becomes an investigator of a real-life problem. This type of activity must appropriately match the skills, interest, and task commitment of the individual student.

**Joseph Renzulli's Revolving Door Model.** In this model, a talent pool of up to 35 percent of the students in a school is identified as having the characteristics of high ability, creativity, and task commitment. When a student in the talent pool requires time to develop a high interest project, (s)he is permitted to "revolve" into the gifted program for the time span of the project. Ideally, the regular curriculum is "compacted" to meet the students' learning needs.

**Joseph Renzulli's Schoolwide Enrichment Model (SEM).** This model combines the previously developed Revolving Door Identification Model and the Enrichment Triad. The SEM approach extends services to students not traditionally identified as gifted and talented. SEM offers general enrichment activities, interest and learning styles assessment, curriculum compacting or streamlining, and the opportunity for students to participate in advanced level independent or small group investigations.
TRENDS IN FY88 DISCRETIONARY GRANT PROGRAMS

One hundred and twenty-three school districts and nine collaboratives applied for a gifted and talented discretionary grant for the fiscal year 1988: July 1, 1987- June 30, 1988. The Department of Education was able to fund seventy-seven school districts and seven collaboratives. This represents 63.6% of the total applications submitted.

PLANNING GRANTS

Seventeen percent of the funded projects applied for a grant to plan a gifted and talented program. Planning activities include, but are not limited to: 1) conducting a needs assessment, 2) gathering information about effective programs and practices, 3) planning inservice for teachers and administrators, and 4) visiting models in other districts. School districts frequently apply for a planning grant as the first step in developing a gifted and talented program.

CURRICULUM TRENDS

The funded programs place major emphasis on the teaching of critical and creative thinking skills and problem solving. Many incorporate elements from approaches as diverse as Talents Unlimited, Future Problem Solving, and the Olympics of the Mind. Independent study and small group projects offer students the opportunity to hone and apply their research skills and to practice higher level thinking skills such as analysis, synthesis, and evaluation. Reading/language arts and science are popular curriculum areas followed closely by social studies, mathematics, arts, computer science, and lastly, foreign language. Figure A.1 presents these curriculum categories; they are not mutually exclusive, however, and the great majority of these programs are interdisciplinary.

![Curriculum Content Areas](image)

**Figure A.1**

- Arts
- Computers
- Critical/ Creative Thinking
- F.Lang
- Prb.Solv
- Science
- Soc.Stud.
- Math
- Rd/Eng.Arts

Number of Programs: 42, 33, 69, 13, 57, 52, 51, 44, 54
PROGRAM MODELS

Three models developed by Joseph Renzulli (Enrichment Triad, Revolving Door, and Schoolwide Enrichment) are frequently reported. Other models include Talents Unlimited and several of the National Diffusion Network programs. Many communities are developing their own approaches which are composites of several of these programs. A majority of the funded projects include a mentoring or independent study component that offers gifted and talented students an opportunity to explore an area of interest and talent in-depth. Most districts are making significant use of community resources and many are using learning or interest centers as part of their programs. School districts are equally divided between those that offer programs within the regular classroom and those that use a resource room or other school setting. However, the majority of programs use some combination of both.

GRADE LEVELS

The majority of the programs cluster at the upper elementary/middle grades. Figure A.2 shows the distribution of programs by grade level. Many programs include a number of grade levels and they are therefore reported in more than one category.
ADAMS-CHESHIRE REGIONAL SCHOOL DISTRICT

JUNIOR HIGH ENRICHMENT TEAM (JET)
Hoosac Valley Junior High

Contact: Deborah Carter
Plunkett School, 14 Commercial Street, Adams, MA 01220
(413) 743-2909

Grades served: 7-8; approximately 50 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment, Revolving Door, and Enrichment Triad; Torrance's Future Problem Solving; Bloom's Taxonomy; Creative Problem Solving
Program Options: Future Problem-Solving Program, Johns Hopkins Talent Search, Invention Convention
Time: 1-2 hours/week (within the classroom), 1-3 hours/week (outside the classroom)
Staff: 1 part-time staff working with 13 classroom teachers
Collaboration: North Adams State College, Gifted and Talented parent-teacher support group, volunteers from the community, staff from the elementary gifted and talented program

Funding: local

Program Highlights: • classroom strategies to encourage students to use critical and creative thinking skills
• continuity of services from the elementary gifted program
• active support of program by teachers and parents who have helped develop a community resource list of volunteers

The JET program is an extension of the existing K-6 Program for the Academically Talented (PAT). PAT provides all students with enrichment experiences in the classroom and includes a pull-out component (1-3 hours/week) for gifted and talented students. The PAT program emphasizes higher-level thinking skills, creative thinking and problem-solving skills, and research projects.

The JET program for junior high students is based on the same model. Junior high teachers have designed curriculum units to challenge all students in the regular classroom. These curriculum units are based on interdisciplinary themes that focus on higher-level thinking skills and the creative problem-solving process. Honors students also have the option to work with a part-time resource teacher on independent study projects and the Future Problem-Solving Program.
ARLINGTON

GIFTED AND ACADEMICALLY TALENȚED PROGRAM
Gibbs Junior High
Ottoson Junior High

Contact: Nancy Crasco
Ottoson Junior High School, 63 Acton Street
Arlington, MA 02174
(617) 646-1000, ext. 3329

Grades served: 7-8; 100+ students
Curriculum: reading/language arts, social studies, foreign languages, mathematics, science, arts, problem solving
Model(s): locally developed
Program Options: Great Books Program, Johns Hopkins Talent Search
Time: 1-2 hours/week
Staff: 2 full-time
Collaboration: Museum of Fine Arts; Museum of Our Natural Heritage; Boston Harbor Islands; Great Meadows National Wildlife Refuge, Sudbury, MA
Funding: local
Program Highlights:
• team approach to teaching and planning of program activities
• authors-in-residence program, providing young writers the opportunity to develop their creative writing talents by working with professional authors
• two Horace Mann teachers who will develop an interdisciplinary curriculum for gifted students in collaboration with the Museum of Fine Arts

The program has three components designed to meet the needs of students: a pull-out program for specific academic areas; whole class enrichment units for use in homogeneous classes; and elective out-of-school activities.

One program goal is enriching the curriculum to meet the needs of individual students and make them aware of their potential. To accomplish this goal, the program provides an extensive writing program and publishes a yearly literary magazine; exposes students to Project Adventure skills in the Boston Harbor Islands and at the Great Meadows National Wildlife Refuge; and addresses the needs of creative students in an interdisciplinary curriculum at the Museum of Fine Arts.

The enrichment program has successfully introduced the topics of symmetry and logic into the math curriculum, implemented an in-depth study unit on toxic wastes in the science classroom, and introduced a poetry unit in English classes.

ASHFIELD-PLAINFIELD REGIONAL SCHOOL DISTRICT

Sanderson Academy

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 80 students
Curriculum: multidisciplinary curriculum that focuses on the development of critical and creative thinking skills
Model(s): Art Costa's Teaching Of, For, and About Thinking
Time: not specified
Staff: 1 part-time staff working with classroom teachers
Collaboration: Greenfield Community College Talented and Gifted Program
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board
Program Highlights:
- gifted and talented coordinator to provide coaching, model teaching, and expertise in developing curriculum
- teacher to serve as a liaison to communicate the goals of the program and coordinates regional efforts with teachers and parents in a 9-town Gifted and Talented Advisory Council
- teachers to develop peer training skills and share new ideas and strategies
- pilot use of curriculum units developed by the Talented and Gifted Program at Greenfield Community College

The Ashfield-Plainfield Regional School District serves its communities with one K-6 elementary school, Sanderson Academy. Teachers' interest in gifted and talented education has increased. The grant program provides support within the classroom as teachers improve their ability to teach of, for, and about thinking. Following a regional training workshop, the gifted and talented coordinator will be helping individual teachers to implement specific teaching strategies and develop challenging learning experiences for students. The staff will develop an enrichment plan. An integral part of the program is the district's collaboration with the other elementary schools in the region and the regional middle school (see Ashfield-Plainfield Collaborative). This collaborative effort provides a larger network for sharing ideas and resources.

ASHFIELD-PLAINFIELD REGIONAL COLLABORATIVE
Ashfield-Plainfield District (Sanderson Academy)
Buckland-Colraine-Shelburne District
Hawlemont District
Rowe Elementary School
Mohawk Trail Regional School (grades 7-8)

Contact: Nancy H. Wilson
Mohawk Trail Regional School District, Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-8; approximately 400 students
Curriculum: multidisciplinary curriculum that focuses on the development of critical and creative thinking
Model(s): Art Costa's Teaching Of, For and About Thinking
Time: not specified
Staff: 1 part-time staff working with classroom teachers
Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:
- teachers as liaisons in each school to promote the program's goals among their colleagues and coordinate regional efforts with teachers and parents in a 9-town Parent/Teacher Advisory Council
- pilot use of curriculum units developed by the Talented and Gifted Program at Greenfield Community College
- workshops to be held in areas such as curriculum compacting, independent study, and mentorships

The Ashfield-Plainfield Regional Collaborative draws together 5 separate rural school districts that share a high school and a superintendent, central office staff, and a coordinator of gifted and talented programs. This collaborative grant program provides regionwide coordination of staff training, resource development, community outreach, dissemination of information, publicity about the program, and scheduling of networking activities. Teachers of the region's 5 elementary schools (K-6) and one middle school (7-8) will participate in a common training workshop on the teaching of thinking skills. School librarians will participate in training workshops and meetings that address the needs of gifted and talented students. A library of related resource materials will be organized and located at the regional teacher center.

BELLINGHAM

DISCOVERY

Pinecrest
Keough

Stall Brook
Macy

Contact: Dr. Frank Connor
Bellingham School Administration Building
11 South Main Street, Bellingham, MA 02019
(617) 883-1714

Grades served: 3-6; 135 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, SAGE, ICE

Time: 4 hours/week

Staff: 3 full-time

Collaboration: National Demonstration Programs, school organizations, community resources

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program

Program Highlights:
- demonstration lessons in the classroom to model the teaching of creative thinking skills
- direct services to identified gifted and talented students
• opportunities for students to pursue independent research projects

The purpose of PROJECT DISCOVERY is to develop students' creative and critical thinking skills, grades three through six. Students are identified for the program by a variety of criteria, including test scores, motivation, teacher or parent nomination, and creativity. Selected students work on activities specifically designed to develop higher-level thinking skills in a resource room several times a week. Additionally, gifted and talented teachers offer demonstration lessons each week in the regular classroom. Three full-time teachers work to meet the needs of the elementary gifted and talented population.

BOSTON

PRIMARY ELEMENTARY ENRICHMENT PROGRAM (PEEP)
Harvard-Kent

Contact: Joanne McManus, Principal
Harvard-Kent School
50 Bunker Hill Street, Charlestown, MA 02129
(617) 242-5303

Grades served: K-5; 60 students
Curriculum: reading/language arts, social studies, computer sciences, science, arts, problem solving, critical and creative thinking, drama

Model(s): Renzulli's Revolving Door
Program Options: Future Problem Solving Program, Invention Convention
Time: 4.5 hours/week
Staff: 1 full-time
Collaboration: Museum of Fine Arts, Science Museum, college collaboration
Funding: Chapter 636, Horace Mann Teacher Program

Program Highlights:
• collaborative relationships with the Museum of Fine Arts, Children's Theatre, and Community Music, which give students first-hand experiences with local artists and musicians. To emphasize how important the arts are to our daily lives, these programs have been successfully integrated into curriculum units
• OctoBEARfest: a BEARY exciting unit of study about bears. Kindergarten students investigate every bear fact available and create an OctoBEARfest Festival for grades 1-5
• Invention Convention: students in grades K-5 have opportunities to solve problems, think creatively, experiment and learn about past and present inventors and inventions. This convention is designed to encourage students to apply the basic creative and critical thinking skills they have learned throughout the school year

The Harvard-Kent School is representative of most urban schools in that its student population reflects diverse racial, ethnic, and socio-economic
backgrounds. The PEEP pull-out program helps students from limited English proficient, special education, and regular education programs to realize their individual worth and potential. PEEP provides youngsters with rich language experiences that build a strong language/communication base. The program stresses language/communication to help students become independent, self-motivated learners; it helps minority students to develop strong, positive self-concepts as learners and academic achievers.

PEEP also enables students and parents to take part in local cultural events together. Through relationships with the Museum of Fine Arts, the Science Museum, Community Music, and the Boston Ballet, students and their parents have been able to take part in cultural events throughout the city. Integrating the arts into the PEEP curriculum has helped to broaden students' knowledge of the world around them.

**BOXBOROUGH**

**GIFTED AND TALENTED ENRICHMENT**

Blanchard Memorial

Contact: Joan Okra  
Blanchard Memorial School  
493 Massachusetts Avenue, Boxborough, MA 01719  
(617) 263-4844

Grades served: K-6; approximately 50 students  
Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, SAGE

Program Options: Olympics of the Mind, Future Problem Solving, Philosophy for Children

Time: to be determined  
Staff: 1 part-time

Collaboration: Discovery Museum, local libraries, Parent/Teacher Organization, School Volunteer Program, community mentors

Funding: local, Commonwealth Inservice Institute

Program Highlights:  
• broad-based program that challenges all children  
• intensive teacher training, which allows time for teachers to develop and refine materials and strategies with the assistance of Project SAGE consultants

Boxborough's grant funds are being used to plan a program for gifted and talented students with the help of consultants from Project SAGE, a national model program. The project staff hopes to develop a broad-based program that will develop and refine students' creative and critical thinking skills, provide enrichment activities in the regular classroom, and provide opportunities for students to pursue independent study projects. Teachers will develop curriculum and attend inservice workshops. A pilot program is scheduled to be implemented in the Spring, 1988. Materials on the goals and activities of the program will be disseminated to parents and the community.
BOXFORD

INTEGRATED GIFTED AND TALENTED PROGRAM PLAN
Harry Lee Cole School

Contact: Nancy Diamonti
Harry Lee Cole School
Middleton Road, Boxford, MA 01921
(617) 887-2856

Grades served: K-2; approximately 64 students

Curriculum: reading/language arts, science, arts, critical and creative thinking

Program Options: Future Problem Solving Program

Time: not specified

Staff: 1 part-time

Collaboration: Lesley College, University of Massachusetts/Boston,
School Improvement Council, Parent/Teacher Organization

Funding: Commonwealth Inservice Institute, Chapter II Block Grant, School Improvement Council

Program Highlights:
• gifted and talented coordinator to work with teachers to develop curriculum units for the regular classroom
• an unexpected outcome of the program was that these teaching strategies have become an integral part of the science curriculum

The goal of Boxford's gifted and talented discretionary grant program is to restructure the existing curriculum to focus on critical and creative thinking skills. A teacher inservice program, funded by the Commonwealth Inservice Institute, is providing ten workshops related to this goal. Four workshops are focusing on science, two on the visual arts, and four on language arts. Parents are participating in the workshops and will become resources for the development of a community mentor program. An enrichment coordinator is working one day per week with staff to help plan and implement strategies presented at the workshops.

BRIDGEWATER

CHALLENGING THINKING POTENTIAL
Hunt
McElwain
Williams Elementary

Contact: Gail Casson
Williams Elementary School
200 South Street, Bridgewater, MA 02324
(617) 697-6150

Grades served: 2-4; approximately 100 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): locally developed program

Time: full-time within the classroom
Staff: 1 full-time gifted and talented resource teacher who works with 21 classroom teachers under the direction of the curriculum coordinator

Collaboration: Blue Hills Trailside Museum, Web of Life, Underground Railway Theatre, University of Toronto

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Arts Lottery Council, Massachusetts Council for the Arts

Program Highlights:

- experts in the field helping to design curriculum and present lessons in the classrooms
- curriculum materials available to support a classroom environment that challenges students with varied learning styles
- field trips that serve as culminating activities for in-depth units of study in social studies and science

Our gifted program is fully integrated into the regular classroom. There is a full-time resource teacher for the gifted. The teaching staff participate in an intensive inservice program designed to address the nature and unique needs of gifted students, identify methods to differentiate instruction, and infuse critical and creative thinking skills into classroom learning experiences.

Beginning with grade 2, the program has been phased in one grade per year at a time. Teachers have developed the program through careful planning, evaluation, and revision at summer workshops and during released time every two-three weeks. New curriculum units and instructional models stress self-directed learning and ways to challenge students' thinking.

BRIMFIELD

SUPERIOR EDUCATIONAL LESSONS ENCOURAGING CURRICULUM TEAMWORK (SELECT)

Brimfield Elementary

Contact: Brady Fister
Brimfield Elementary, Wales Road, Brimfield, MA 01010
(413) 245-7337

Grades served: program plans to serve grades 2-6 gifted and talented students within the regular classroom

Curriculum: planning goals will focus on a multidisciplinary curriculum

Collaboration: Old Sturbridge Village, Bay Path Junior College, Brimfield Ambulance Service

Funding: Commonwealth Inservice Institute, School Improvement Council

Program Highlights:

- comprehensive review of existing gifted and talented programs and selection of criteria for student identification
- staff development on techniques for presenting lessons that reach students of different ability levels
- recommendations for program implementation for the 1988-89 school year
This planning grant program addresses the needs of gifted and talented students within the curriculum and framework of the school day. A philosophy statement and an identification process is being developed. Identified students are expected to perform at a higher level within the classroom. The grant provides funding for staff to learn strategies for challenging students in the classroom. All students will benefit as teachers become more proficient at presenting lessons that challenge students at all ability levels. The final phase of the grant program will involve the evaluation of the program and recommendations for program implementation during the 1988-89 school year.

BROCKTON

BROCKTON GIFTED PROGRAM

Arnone Elementary
West Junior High

Contact: Betty Gilson
Arnone School, 175 Warren Avenue, Brockton, MA 02401
(617) 580-7215

Grades served: 4-8; approximately 200 students
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, problem solving, critical and creative thinking
Model(s): locally developed
Time: 25 hours/week
Staff: 10 full-time locally funded, 1 part-time funded by grant
Funding: local, School Improvement Council

Program Highlights: • review student selection procedures to ensure they reflect the student population
• design a strong guidance component, starting at grade 4 and continuing through grade 12
• improve coordination between teachers in the elementary and junior high gifted programs

The Brockton Gifted Program provides a differentiated academic setting and instructional program for those students whose potential can best be realized in a homogeneous classroom. Brockton is committed to serving minority students. The program offers homogeneous class groupings at elementary grades 4-6 and junior high school grades 7-8.

The framework of the program incorporates basic skills and an enriched curriculum that stimulates students' critical and creative thinking abilities. The program provides for a broader and more in-depth approach to subject matter. Opportunity is provided for acceleration where appropriate.
BUCKLAND-COLRAIN-SHELBURNE REGIONAL SCHOOL DISTRICT

Buckland Shelburne School
Colrain Central

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 200 students
Curriculum: multidisciplinary, with a focus on critical and creative thinking skills
Model(s): Art Costa's Teaching Of, For, and About Thinking
Staff: 1 part-time
Collaboration: Greenfield Community College Talented and Gifted Program
Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:
• in-classroom coaching, model teaching, and curriculum development
• liaison teacher to promote the goals of the program among colleagues and serve on the 9-town Parent/Teacher Advisory Council
• parents to promote community awareness and support for the program
• pilot use of new curriculum units developed by the Greenfield Community College Talented and Gifted Program

The Buckland-Colrain-Shelburne Regional School District serves three towns and has two K-6 elementary schools. This year, interested teachers are participating in workshops that focus on the teaching of, for, and about thinking.

The gifted and talented coordinator will be providing teachers with in-classroom follow-up support and feedback regarding specific strategies and challenging activities designed to meet the needs of their students. The staff will also begin to develop an articulated plan for enrichment activities. Collaboration with other elementary schools in the region and the regional middle school is an integral part of the program (see Ashfield-Plainfield Collaborative). This collaborative effort provides a larger network for sharing ideas and resources.

CENTRAL BERKSHIRE REGIONAL SCHOOLS

GIFTED AND TALENTED PROGRAM
Becket Elementary Kittredge Elementary
Craneville Elementary Nessacus Middle
Cummingston Elementary

Contact: Nancy Harrington or Donna Cahil
Becket School, Maple Street, Becket, MA 01223
(413) 623-5362

Grades served: 3-8; 167 students
Curriculum: multidisciplinary
**Model(s):** Renzulli's Enrichment Triad, Talents Unlimited  

**Program Options:** Olympics of the Mind, Future Problem Solving, Great Books Program, Philosophy for Children, Math Olympics, Johns Hopkins Talent Search  

**Time:** 2 hours/week  

**Staff:** 2 full-time, 1 part-time  

**Collaboration:** parent/teacher organization, professionals in the community offer minicourses to students  

**Funding:** local, Horace Mann Teacher Program  

**Program Highlights:**  
- district-wide resource library of media materials  
- challenging curriculum units (KIDS KITS) developed to expand the elementary curriculum  
- enrichment experiences offered at the Middle School to be expanded  

The elementary and middle school programs serve students in grades 3-8. The elementary program is located in four schools which cover a geographical area of 238 miles. The middle school program is located in one building.  

The grant program allows Central Berkshire Regional Schools to expand the present services being offered to gifted and talented students. At the middle school, consultants and professional resource people will be presenting a series of workshops for students. Topics for these minicourses are determined by student interest. A resource person is planning enrichment experiences for all elementary students, as well as specific activities to challenge students in the gifted and talented program.

### CHELSEA

**PROJECT SEARCH**

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<tr>
<th>Contact:</th>
<th>Barbara Camann</th>
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<td>76 Congress Avenue, Chelsea, MA 02150</td>
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<td>(617) 889-2258</td>
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| Grades served:     | 4-6; 40 students |

| Curriculum:        | language arts, social studies, science, problem solving, critical and creative thinking |

| Model(s):          | Renzulli's Enrichment Triad and Revolving Door |

| Time:              | 4.5 hours/week |

| Staff:             | 1 full-time |

| Collaboration:     | Children's Museum, Museum of Science, Kiwanis Club |

| Funding:           | local, Kiwanis Club |

| Program Highlights:| collaboration with the Museum of Science for projects based on students' interests |
|                   | direct services to students provided by a consultant |
|                   | professional development workshops and classroom demonstration lessons for grades 3-6 staff |

The TAG program for the City of Chelsea is a pull-out program staffed by a full-time gifted and talented teacher. Students attend class one day a week from 9:00 am-1:30 pm.  

The program focuses on language arts. Students will expand their language arts skills by developing research and study techniques, as well as
critical and creative thinking skills. An additional teacher/consultant, funded by the grant, is available to work with teachers and students and provide demonstration lessons.

CHICOEPEE

REACH ENRICHMENT
Barry Belcher P.E. Bowie Bowie Chapin

Contact: Dorothy T. Stachowicz
Litwin School, 10 Murphy Lane, Chicopee, MA 01020
(413) 592-6111, ext. 545

Grades served: K-6; 75 students
Curriculum: problem solving, critical and creative thinking
Model(s): Renzulli’s Enrichment Triad, Torrance’s Future Problem Solving

Program Options: Future Problem Solving Program
Time: 1 hour/week
Staff: 1 full-time
Collaboration: local business, community resources
Funding: local
Program Highlights: enrichment activities that reach a broader group of students

The REACH Enrichment grant program is an extension of Chicopee’s REACH Program for academically talented students. The grant program supports enrichment activities that provide students with the opportunity to develop their critical and creative thinking skills, as well as their ability to solve challenging problems.

CONWAY

PROJECT DISCOVERY
Conway Elementary

Contact: Nancy Bovio
Conway Elementary School, Conway, MA 01341
(413) 369-4610

Grades served: 1-6; approximately 6-10 students for pilot program
Curriculum: critical and creative thinking, problem solving
Model(s): Renzulli Schoolwide Enrichment
Time: 1 hour/week
Staff: 2 part-time
Collaboration: cultural institutions, University of Massachusetts, community volunteers
Program Highlights: • communication and outreach to other gifted and talented programs
• staff development on teaching creative problem-solving skills
Grant funds support the development of a model pilot program for gifted students, grades 1-6. Approximately 5% of the student population will be selected to participate in a pull-out program; they will have the opportunity to visit a variety of educational sites outside of the classroom. The goals of the program include enriching the curriculum by developing model curriculum units and enhancing communication and collaboration with Conway's businesses and industries. In addition, a Commonwealth Inservice Institute grant will help to strengthen staff skills in meeting the needs of gifted and talented students.

DEDHAM

**FOSTERING CRITICAL AND CREATIVE THINKING**

Avery Riverdale
Oakdale Greenlodge

**Contact:** Charlene Lagace
Avery School, 123 High Street, Dedham, MA 02026
(617) 326-5354

**Grades served:** K-5

**Curriculum:** reading, language arts, social studies, mathematics, science, critical and creative thinking, problem solving

**Model(s):** Renzulli's Enrichment Triad and Schoolwide Enrichment, SAGE

**Collaboration:** SAGE, University of Connecticut, community mentors

**Funding:** local, Commonwealth Inservice Institute

**Program Highlights:** staff inservice program offered by the University of Connecticut

Dedham's gifted and talented program (TASK) contains two components: a pull-out program for identified students in grades 3-6 and schoolwide enrichment for all students in grades K-8. There are two full-time staff members at the elementary level and one at the middle school. The pull-out program provides a differentiated program for identified students. Thinking skills are developed through the presentation of mini-units on topics based on student interest and through independent study projects. The purpose of schoolwide enrichment is to integrate thinking skills into the regular curriculum. TASK teachers support classroom teachers by providing them with materials and ideas for lessons.

DEERFIELD

**DEERFIELD PROJECT DISCOVERY**

South Deerfield Elementary
Old Deerfield Elementary

**Contact:** Charlene Galenski
42 Thayer Street, South Deerfield, MA 01373
(413) 665-3807

**Grades served:** 1-6; 19 students in pilot program

**Curriculum:** thematic curriculum, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Time: to be determined
Staff: 2 part-time
Collaboration: community resources, parent/teacher organization
Funding: local, Commonwealth Inservice Institute
Program Highlights: • model lessons for enriching the regular grades 1-6 classroom curriculum
• development of a community outreach program for building parent and community involvement
• implementation of an independent study program

The program coordinator and a task force is designing and will pilot a program for gifted students, grades 1-6. Model enrichment lessons and units will be demonstrated in selected classrooms in the district. The program is continuing to collaborate with community businesses and organizations. Parents and staff are identifying community resources and will develop a Community Resource Catalogue.

Selected students will participate in an independent study/mentorship program that is scheduled to begin in the spring, 1988.

DIGHTON

GIFTED AND TALENTED SCHOOLWIDE ENRICHMENT PROGRAM
Dighton Elementary

Contact: Gail O'Connor
1250 Somerset Avenue, Dighton, MA 02715
(617) 669-5420

Grades served: 2-5; 100 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, critical and creative thinking, problem solving
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Time: 4 hours/week
Staff: 1 part-time staff who works with classroom teachers
Collaboration: business and industry, school organizations, community resources, school staff
Funding: local, School Improvement Council
Program Highlights: • mini-units and research projects based on students' areas of interest
• real-life problem-solving projects by selected students

The 1987-88 Schoolwide Enrichment Program delivers services to students in grades 2-5. These students have the opportunity to research a topic, create a final product, and share their results with the broader school community.

This is the first year of the academically talented program, Creative Production Laboratory. Identified students in grades 2-5 are being challenged to develop critical, creative, and problem-solving thinking skills. They will then research a topic, investigate resources within the school and in the community, and produce a final product that will be shared with others.
DRACUT

GIFTED AND TALENTED EDUCATION (GATE)
Campbell  Greenmont Avenue
Dracut Middle  Parker Avenue

Contact: Janice Sousa
Dra-cut Middle School
1560 Lakeview Avenue, Dra-cut, MA 01826
(617) 957-0838

Grades served: K-6; 180 students
Curriculum: reading/language arts, social studies, computer
science, foreign languages, mathematics, science, arts,
problem solving, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment, SAGE, Torrance's
Future Problem Solving
Program Options: Great Books Program
Time: 2 hours/week
Staff: 3 full-time locally funded, 9 part-time grant funded
Collaboration: business and industry, National Demonstration Project
(SAGE), cultural institutions, school organization, community resources
Funding: local, School Improvement Council, Arts Lottery Council
Program Highlights: • a plan to be developed for expanding critical and
creative thinking activities in the elementary classrooms
• Parent Enrichment Coordinator to assist with planning
enrichment experiences for all elementary students,
as well as develop a resource list of guest speakers
and mentors
• Junior Great Books after-school program
• professional development opportunities at the University of Connecticut

GATE offers three types of enrichment activities: general exploratory
experiences, primarily for large groups of students; activities that develop
critical and creative thinking skills, for smaller groups of students; and
opportunities for selected students to pursue individual or small-group in-
depth investigations.

FALL RIVER

FALL RIVER GIFTED AND TALENTED PROGRAM
All elementary schools
All middle schools

Contact: Marjorie A. Condon, Ph.D.
Office of Instruction, Fall River Public Schools
417 Rock Street, Fall River, MA 02720
(617) 675-8436

Grades served: planning grant, K-8
Staff: 18 part-time planning committee members
Funding: local
Program Highlights: • plan for identifying gifted and talented students that recognizes the broad range of student talents
• design, conduct, and analyze a needs assessment survey
• opportunities for professional development and site visits to other gifted and talented programs to explore scheduling and program options

Fall River is in the first stage of developing a district-wide plan to identify and educate its gifted and talented students. A committee of administrators, parents, and community members are meeting monthly with consultants. Program planning committee members will be conducting a needs assessment, attend conferences, visit other gifted and talented programs, research, and explore the possibilities of collaboration with local businesses, cultural institutions, and colleges. One goal of the committee is to develop a definition of giftedness. The committee will also be designing a suitable procedure for identifying gifted and talented students in an urban school system with a diverse population and a high enrollment of linguistic minority students. The committee will work to develop a pilot program for gifted and talented students to be implemented in September, 1988.

FLORIDA

ENRICHMENT FOR THE GIFTED AND TALENTED
Florida Consolidated School

Contact: Susan Harper
Florida Consolidated School
North County Road, RFD #2, North Adams, MA 01247
(413) 664-6023

Grades served: K-8; 88 students
Curriculum: computer science infused into all the curriculum areas
Model(s): Renzulli's Schoolwide Enrichment
Time: 1 hour/week
Staff: 1 part-time
Collaboration: North Adams State College, Parent/Teacher Organization
Funding: Horace Mann Teacher Program

Program Highlights: • countywide sharing of students' final projects
• increased teacher interchange about strategies and resources for challenging students

The schoolwide enrichment program focuses on using the computer across all curriculum areas. Consultants will model techniques on and strategies for how computers enhance the regular curriculum. Community members will offer enrichment experiences to students, focusing on the variety of ways that today's computer technology can be applied in our society.
FRAMINGHAM

MIDDLE SCHOOL GIFTED AND TALENTED PROGRAM
Walsh Middle School
Farley Middle School

Contact: Judith Way
Walsh Middle School, Brook Street, Framingham, MA 01701
(617) 626-9181

Grades served: 7-8; 100 students

Curriculum: problem solving, critical and creative thinking, leadership

Model(s): SAGE (adapted for Middle Schools)

Time: 1-2 hours/week

Program Options: Olympics of the Mind, Johns Hopkins Talent Search

Staff: 1 full-time coordinator, 1 part-time

Collaboration: National Demonstration Project: SAGE, Framingham State College, community resources

Funding: local, School Improvement Council, Horace Mann Teacher Program

Program Highlights:
- inservice component that offers teachers the opportunity to infuse higher-order thinking skills into the regular curriculum, attend conferences, and visit model programs
- mentor program that matches gifted and talented 8th graders with Framingham State College students
- community resource people contributing their expertise to classroom lessons or serving as mentors

The Middle School Gifted and Talented Program in Framingham offers challenging educational opportunities for students within and outside the regular classroom.

Within the classroom, students receive special instruction in higher-order thinking skills in a variety of ways. Teachers in all curriculum areas receive ongoing inservice training and work directly with the program coordinator to develop lessons or units which incorporate higher-order thinking skills, team teach a differentiated curriculum, and use a variety of resources to integrate critical and creative thinking skills.

Beyond the classroom, students may be selected to participate in the mentor program, Johns Hopkins Talent Search, independent studies, and/or various math and problem-solving competitions.

Framingham also offers the SAGE Program for grades 1-6, a National Diffusion Network Program. SAGE's major aims are to develop higher-order thinking skills and to stimulate academic achievement. These aims are accomplished through a process approach towards learning.
FRANKLIN

FRANKLIN MENTORSHIP PROGRAM
Oak Street
Kennedy
Thayer

Contact: Susan Turner, Rose Cooney
Oak Street School, Franklin, MA 02038
(617) 528-5600, ext. 217

Grades served: K-12; approximately 500 students in small group demonstrations and minicourses, approximately 50 students in individual mentorships

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, career education, other areas covered in the program depend upon the expertise of the mentor and the interest of the student

Model(s): Renzulli's Enrichment Triad, SAGE, Torrance's Future Problem Solving

Program Options: Mentorship Program

Time: varies

Staff: 1 full-time, 1 part-time

Collaboration: community businesses and industry, school organizations, community resources

Funding: local, Horace Mann Teacher Program

Program Highlights: • locating and training of community volunteers to serve as mentors
                      • Mentor Night, when specific mentors will present or demonstrate their skills
                      • matching mentors and students

The Franklin Mentorship Program offers students an opportunity to learn from people in the community who are willing to share information and skills. The program locates adult mentors and matches them with students so that, together, they can explore an area of mutual interest. The mentor serves as a guide and resource person allowing the student to work in-depth on a subject in a focused way that is not possible in the regular classroom. The student-mentor relationship can consist of a single interview or a series of meetings. A mentor may also address a group of students to stimulate interest in a particular subject or to encourage students to begin an independent study, which may lead the student to request a mentor.

FRONTIER REGIONAL GIFTED AND TALENTED COLLABORATIVE

PROJECT DISCOVERY
Conway
Deerfield

Contact: Sue B. Hagberg
311 Main Street, Deerfield, MA 01373
(413) 665-2090

Grades served: 1-6; approximately 40-50 students
Curriculum: reading/language arts, social studies, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment Model

Time: 1 hour/week

Staff: 2 part-time

Collaboration: plans include collaboration with businesses, industry and community resources

Funding: Commonwealth Inservice Institute

Program Highlights: development of a model program that will help gifted and talented programs from rural communities coordinate program planning and resources

Grant funds support the planning and coordination of the pilot gifted and talented programs in the towns of Conway, Deerfield, Sunderland, and Whately. Program goals include: model teaching units demonstrated in selected classrooms in each of the four districts; identification and selection of approximately 5% of the students for participation in a gifted and talented program; extended communication and collaboration with community businesses and industries; and visits to educational sites to extend regular curriculum experiences. All aspects of the program are being evaluated on an ongoing basis.

GLOUCESTER

PLANNING FOR THE GIFTED AND TALENTED

Beeman Memorial Veterans Memorial
East Gloucester West Parish
Fuller

Contact: Malcolm L. Patterson
Gloucester Public Schools
Blackburn Circle, Gloucester, MA 01930
(617) 283-4042

Grades served: 5 (pilot program); approximately 50 students
curriculum: to be determined
Model(s): planning program includes reviewing a variety of models
Staff: 1 part-time
Collaboration: North Shore Community College, Partners in Education (parent support group)
Funding: local, Regent's grant supports collaborative activities through the North Shore Community College

Program Highlights:
• development of a needs assessment, statement of philosophy, and a program design for serving gifted and talented students
• inservice training for the planning committee

This planning grant enables a consultant to work with the Gifted and Talented curriculum committee. Program activities include the development of a needs assessment, the development of a philosophy statement, inservice training sessions for teachers, site visits to model gifted and talented programs, the design of a program model that is tailored to Gloucester's needs, and the implementation of a pilot project at the fifth grade level.
GRAFTON PUBLIC SCHOOLS

HIGH ACHIEVER PROGRAM
Grafton Center
North Grafton
South Grafton

Contact: Gail E. McGrail, Donna Johnson
Grafton Center School, North Street, Grafton, MA 01519
(617) 839-5420

Grades served: 3-6; 64 identified students in grades 5 & 6, 455 students within the classroom

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking, performing arts

Model(s): Renzulli's Enrichment Triad and Revolving Door

Program Options: Great Books Program, Challenge Box (Computer Explorations)

Time: 45 minutes/week (small group), 30 minutes/week (large group)

Staff: 1 full-time, 1 part-time locally funded; 1 part-time grant funded

Collaboration: community resources, cultural institutions, school organizations, community resources

Funding: local, Horace Mann Teacher Program

Program Highlights: • resource room for identified students in grades five and six
• whole-class lessons in problem solving and critical thinking
• kindergarten reading program, which presents lessons in creative thinking to the whole class as well as to small groups of able readers

Our gifted and talented program has several components. Sixty-four identified students in grades 5 and 6 are served in a resource room. Able readers in kindergarten participate in a program that focuses on the infusion of creative thinking skills into the reading curriculum. Students in grades 3-6 receive bi-monthly lessons in the classroom, which is designed to develop problem-solving and critical thinking skills.

Trained parent volunteers will assist in four of the program's components: Challenge Boxes (grade 4), Junior Great Books (grades 3-6), computer explorations (grades 3-4), and learning centers (grades K-3).

Two after-school enrichment programs, funded by the Horace Mann Teacher Program, address the needs of talented students in the fields of art, music, and theatre.

HAMPshire Educational Collaborative

Curriculum Compacting
Belchertown
Easthampton
Granby
Hamphire Regional District (Union 66)

Northampton
Ware
South Hadley
Contact: Cecelia Buckley  
Hampshire Educational Collaborative  
36 Hadley Street, South Hadley, MA 01075  
(413) 534-4563

Grades served: 1-12
Model(s): Renzulli's Enrichment Triad
Funding: local, Horace Mann Teacher Program
Program Highlights: on-site staff support: classroom demonstrations, assistance with the student selection process, resource materials, and assistance in planning enrichment and acceleration activities

Our program helps teachers from seven school systems (14 buildings) learn how to compact the classroom curriculum. Curriculum compacting helps teachers to modify the regular curriculum by eliminating the repetition of material that has already been mastered by the student. This technique creates time for teachers and students to engage in enrichment and/or acceleration activities, with the assurance that students have mastered grade-level skills. A consultant is available to assist staff in using the strategy of compacting.

HANOVER

SHARED APPROACH TO GIFTED EDUCATION (SAGE)
Cedar Center
Sylvester

Contact: Connie O'Brien  
Sylvester School, 495 Hanover Street, Hanover, MA 02339  
(617) 826-3844

Grades served: 3-5; 500 students in general enrichment activities, 100 students in talent pool
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment
Program Options: Great Books Program, Philosophy for Children
Time: 2-3 hours/week
Staff: 1 full-time, 1 part-time
Collaboration: school organizations, Brockton Art Museum, Blue Hills Trailside Museum
Funding: local, School Improvement Council, Hanover Arts Lottery, Educational Arts Collaborative
Program Highlights: • expansion of program to include computer-, math-, and science-related enrichment activities  
• unit on architecture, which integrates the curriculum areas of math, science, music, language, and art; students create a town of the future  
• "Serendipity in Critical and Creative Thinking through the Arts and Sciences" course, which uses the methodology of a scientist to discover creativity through the arts, grades 3-5
Consultants, the SAGE resource teacher, classroom teachers, and parents offer a broad variety of introductory enrichment activities for interested and talented students.

In addition, minicourses are offered to small groups of interested students. Topics may include: critical and creative thinking, Future Problem Solving, French, Philosophy for Children, Great Books, Bloom's Taxonomy, Math Team Problem Solving, Video Filming and Cable Programming, Young Authors Writing Program, Photography, Computer Science, and Environmental Science. Meetings for talent pool students are scheduled weekly. Independent study projects are pursued by approximately 100 students each year.

HATFIELD
D.M. Breor Elementary
Smith Academy

Contact: Linda E. Driscoll
D.M. Breor Elementary
33 Main Street, Hatfield, MA 01038
(413) 247-5010

Grades served: K-12
Model(s): Renzulli's Schoolwide Enrichment (planning stages)
Staff: 6 part-time
Collaboration: college, school organization
Funding: local

Program Highlights:
* enrichment mini-courses
* teacher training on strategies for meeting the needs of gifted and talented students in the classroom

Hatfield is currently planning an after-school enrichment program. Teachers and community members will present a series of minicourses based on student interests.

In an effort to better serve the needs of the gifted and talented students, the district also offers an ongoing teacher training program geared toward enriching the curriculum in the regular classroom.

HAVERHILL

PLANNING FOR A GIFTED AND TALENTED PROGRAM

Bartlett Nettle
Cogswell St. James
Consentino Tilton
Crowell Walnut Square
Fox Whittier
Greenleaf Wood
Hunking

Contact: Richard Raiche
John Greenleaf Whittier School
256 Concord Street, Haverhill, MA 01830
(617) 374-5782

Grades served: 1-8
Curriculum: plan focuses on all curriculum areas
Staff: 1 part-time, teacher stipends

Collaboration: Museum of Textile History, Haverhill Public Library, Northern Essex Community College, Bradford College, Haverhill Historical Society

Funding: local, School Improvement Council, Horace Mann Teacher Program, Training Opportunity Funds

Program Highlights: • staff development program
• increased community awareness and involvement in the gifted and talented program
• teacher-generated curriculum based on the needs of the district

The goal of this planning grant is to establish broad-based support for a proposed program for gifted and talented students in the Haverhill Public Schools, grades 1-8. Workshops were conducted in the fall of 1987 for a representative group of elementary staff. In the spring, a planning committee of school staff and community leaders will design a developmental plan for the implementation of a gifted and talented program in September, 1988.

HAWLEMONT REGIONAL SCHOOL DISTRICT

Hawlemont

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: K-6; approximately 80 students

Curriculum: critical and creative thinking infused into all of the curriculum areas

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Art Costa's Teaching Of, For and About Thinking

Staff: 1 part-time

Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Center Advisory Board

Program Highlights: • coaching and model teaching in the classroom
• curriculum development
• pilot use of new curriculum materials developed by the Talented and Gifted Program at Greenfield Community College

The Hawlemont School is implementing a thinking skills program in the regular classroom, grades K-6. Regionwide training workshops were offered in the fall, 1987. Following these workshops, the gifted and talented coordinator has been working with teachers in applying new teaching techniques and adapting the curriculum to better meet the needs of individual students.

The gifted and talented coordinator is coaching staff, providing demonstration lessons, and assisting in developing lesson plans in an effort to support the teaching of, for, and about thinking.

As part of the Ashfield-Plainfield Collaborative program, we have the opportunity to broaden our network and share ideas and resources with other
communities. We will also develop a plan of enrichment activities in an effort to provide students with a varied and well-balanced program.

HOLLISTON

TELECOMMUNICATIONS: A TOOL FOR THE RESEARCHER
Holliston Elementary
Holliston Middle
Holliston High

Contact: Peter Amati, Gerald Page, Paul McKenna
Holliston High School, Holliston, MA 01746
(617) 429-5060

Grades served: 4-12; 178 students
Curriculum: science
Model(s): Renzulli's Enrichment Triad
Staff: 6 full-time staff locally funded
Collaboration: college
Funding: local

Program Highlights: • introduction to a database management system, for grades 4-12 students, as a means of organizing items of related information
• training for juniors and seniors in the operation of a computer retrieval system

Funds will support scientifically talented students in grades 4-12 to extend their study of scientific problems by accessing up-to-date scientific information. Students will use database programs to learn to organize and manipulate information rapidly and efficiently. In addition, they will use on-line computer databases to access sources of information more vast and up-to-date than their libraries and media centers can provide.

Students will be introduced to database technology, in small increments, over a period of several years. By the time these grades 4-8 students reach high school, they will be adept at using computer databases and will have been introduced to research methods and the technique of conducting an on-line search.

HOLYOKE

PROJECT GIFTED AND TALENTED ENRICHMENT (GATE)
Highland
Sullivan

Contact: Jody Mara Cutler
98 Suffolk Street, Holyoke, MA 01040
(413) 534-2000

Grades served: 1-6; 950 students within the classroom
Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Talents Unlimited, Curriculum Compacting
Staff: 3 part-time consultants who work with classroom teachers

Funding: local, Chapter II Block Grant, School Improvement Council

Program Highlights: • student identification procedure that will identify gifted and talented students, including those from diverse cultural and ethnic backgrounds
• staff training in the Talents Unlimited Model
• pilot and evaluation of a Talents Unlimited Model Program, grades 1-6
• plan for a secondary program, grades 7-12, for gifted and talented students

Holyoke has chosen Talents Unlimited as the model for GATE's pilot program. Ninety teachers, grades 1-6, will receive ten days of inservice training in the Talents Unlimited model.

Talents Unlimited is designed to help teachers recognize and nurture multiple talents of children in areas such as productive thinking, communication, forecasting, decision making and planning, as well as various academic areas.

A full-time coordinator of Gifted and Talented Programs, funded by the district, has been working with the advisory board, school committee, consultants, and administrators to investigate program options appropriate for the Holyoke Public Schools. Pilot efforts this year will include the Talents Unlimited model and the strategy of curriculum compacting.

HOPKINTON
RECOGNITION AND ENHANCEMENT OF ABILITY AND CREATIVITY IN HOPKINTON (REACH)
Center
Elmwood

Contact: Susanna M. McCluskey
8 Summer Street, Hopkinton, MA 01748
(617) 435-3310

Grades served: 1-6; 800 within the regular classroom, 75 students outside the classroom

Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment, SAGE

Time: 1 hour/week

Staff: 1 full-time

Funding: local, Commonwealth Inservice Institute, School Improvement Council, Horace Mann Teacher Program

Program Highlights: students' participation in a foreign language study

The REACH program in grades 1-6 has been in operation since January, 1986, and will be expanded to include grades 7-12 in September of 1988. The goals of the program are to provide: a learning experience for all students, focusing on thinking skills development; differentiated activities designed to exercise abstract thinking skills; independent study experiences; and learning activities designed to expand the curriculum.
At present, the REACH thinking skill component serves 800 students in their classrooms. Seventy-five of these students attend classes one hour a week in the REACH resource room. The types of activities presented in the resource room include: group and individual decision making, deductive reasoning and logic exercises, imagining and predicting the future, applying the scientific method to problem solving, and finding new ways to use information. Activities designed to expand the curriculum include a musical comedy production at the sixth grade and foreign language study for students in grades 4-6.

**LAWRENCE**

**IMPROVED GIFTED AND TALENTED PROGRAM**

Arlington  
Robert Frost  

Contact: Jaqueline A. Rapisardi  
Arlington School  
150 Arlington Street, Lawrence, MA 01841  
(617) 975-5577

Grades served: 4-8; approximately 220 identified students  
Curriculum: social studies, mathematics, science, arts, problem solving, critical and creative thinking  
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Talents Unlimited, Kids Kits  
Time: 2 hours/week  
Staff: 2 part-time  
Funding: local  
Program Highlights: gifted and talented consultant to meet with teachers to plan enrichment activities for the classroom

This year we are expanding the gifted and talented program to include inservice training for bilingual and regular classroom teachers. These workshops will focus on strategies for developing students' gifts and talents and designing enrichment materials for use in the classroom.

A consultant is working with students to develop critical and creative thinking skills and providing staff with strategies and ideas for activities and projects in the classroom.

**LEVERETT**

**PROGRAM FOR ACADEMIC AND CREATIVE ENRICHMENT (PACE)**

Leverett Elementary

Contact: Dorothy Lange  
Leverett Elementary School  
Montague Road, Leverett, MA 01054  
(413) 548-9444

Grades served: K-6; 140 students  
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Program Options: Great Books Program, Invention Convention

Time: to be determined

Staff: 1 part-time

Collaboration: local businesses and industries, school organizations, and community resources

Funding: local, Commonwealth Inservice Institute

Program Highlights:
- mentor program, involving community members
- inservice workshops for staff, which stimulate dialogue about methods and materials in the field of gifted and talented education
- referral service, which directs parents and students to academic and nonacademic enrichment opportunities outside of school hours

PACE focuses on four interrelated components: 1) curriculum enrichment, 2) use of community resources, 3) referrals to available extracurricular enrichment opportunities, and 4) teacher training.

Our district's goal is to provide curriculum enrichment activities. All elementary students are invited to participate in the general enrichment activities. These activities are designed to expose students to new and stimulating topics not ordinarily covered in the regular curriculum. Minicourses and workshops offered to students will focus on the development of critical and creative thinking skills. These activities are being specifically designed to appeal to a wide range of ages, interests, and abilities. Gifted and talented students will have the opportunity to pursue an in-depth investigation of a real problem.

LYNN

PROJECT SUMMIT/APEX
All elementary school
3 junior high schools

Contact: Marilyn E. Fogarty
Sisson School, 56 Conomo Avenue, Lynn, MA 01904
(617) 598-0029

Grades served: 4-6 (elementary), 7-8 (junior high); 300 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad
Time: 5 hours/week (elementary), 2 hours/week (junior high)
Staff: 3 full-time, 12 part-time locally funded; 7-10 part-time grant funded
Funding: local
Program Highlights: • opportunity for classroom teachers, as well as gifted and talented teachers, to attend workshops
• whole-school enrichment performances
• purchase of challenging curriculum materials, especially for science projects

Project Summit serves academically talented elementary school students. This program fosters creativity and the development of skills in research, communication (oral and written), higher level thinking, and computer literacy.

Project APEX, the junior high component, began its first full year of operation in the Fall, 1987. Depending on the individual school, the basic curriculum in English, mathematics, science, and social studies are being compacted to allow time for students to experience a differentiated curriculum.

MELROSE

PROGRAM EXPANSION AND ENHANCEMENT THROUGH THINKING

Ripley
Hoover
Lincoln
Winthrop
Beebe

Contact: Marge Silvestri
350 Lynn Fells Parkway, Melrose, MA 02176
(617) 662-2000, ext. 273

Grades served: 4-12; 94 students
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, dramatic arts, music
Model(s): Renzulli's Enrichment Triad and Revolving Door, Talents Unlimited, SAGE
Program Options: Olympics of the Mind, Philosophy for Children, Johns Hopkins Talent Search, Invention Convention
Time: 4 hours/week
Staff: 1 full-time, 4 part-time
Collaboration: local businesses; National Demonstration Projects: SAGE and Talents Unlimited; Museum of Fine Arts; Colonial Theatre; Museum of Science; Bunker Hill Community College; Emerson College; Melrose Olympics of the Mind
Supporters (MOMS, a parent support group)
Funding: local, local businesses
Program Highlights: • strengthen and expand the existing gifted and talented program to reach more students
• Invention Convention, which highlights the application of students' problem-solving and thinking skills
• Olympics of the Mind, which teams students of varying talents to solve and present creative solutions to problems; seven teams of students (grades 4-12) are participating
The Discovery Program seeks to challenge and enhance student talent in academic and creative areas while offering opportunities to uncover new talents and interests. Multidisciplinary themes are used to develop creative and critical thinking abilities and independent study skills, which include research skills, organization skills, and communication skills.

A citywide pull-out program for grades 4-6, one half-day a week, brings students to a specially designed Discovery classroom. Hands-on experiences, study tours, and seminars with experts and outside institutions are planned to coordinate with classroom curricula. The program has recently been expanded to include participation by a class of highly creative grade 5-6 students in Olympics of the Mind (OM). Talented 7th graders meet in a regularly scheduled creative problem solving class and participate in the OM program as well. High School students participate in an after-school OM program, which is designed to encourage creative team work.

METHUEN

LEARNING THROUGH AN ENRICHED AND ACCELERATED PROGRAM (LEAP)

Methuen East Middle
Tenney Middle

Contact: Carol Regan
Methuen East Middle School
45 Pleasant View Street, Methuen, MA 01844
(617) 681-1398

Grades served: 5-7; 120 students

Curriculum: reading/language arts, social studies, mathematics, science, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, SAGE

Program Options: Math Olympics

Time: 15 hours/week

Collaboration: National Demonstration Project: SAGE, cultural institutions, UMASS/Boston, community resources, Merrimack College

Funding: local, Horace Mann Teacher Program

Program Highlights:
- teacher training at the SAGE Program in Framingham
- presentations by the University of Massachusetts/Boston Critical and Creative Thinking Program
- collaboration with Merrimack College to offer mini-courses at the college campus

Students with very high intellectual and/or academic capability are identified through multiple criteria. Beginning in the 5th grade, identified students are grouped together in heterogeneous classes.

Gifted students are grouped for academics and the curriculum is enriched and accelerated. The core curriculum is compacted and enrichment activities are presented that focus on problem-solving, critical thinking, and higher-level thinking skills.
MILLBURY

CLICK: TURNED ON TO LEARNING
Elmwood Street

Contact: Carole Chiras
R.E. Shaw School, Millbury, MA 01527
(617) 865-3541

Grades served: 1-3; 400 students within the classroom
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, Torrance's Future Problem Solving

Program Options: Invention Convention
Time: 1 hour/week
Staff: 1 part-time

Collaboration: The Directory Collaborative-Young Audiences, school organizations, community resources

Funding: local, School Improvement Council

Program Highlights: • the gifted and talented teacher and the classroom teachers design and teach enrichment lessons directed to students' varying levels of ability
• activity worksheets that help develop critical and creative thinking skills are available in the classrooms

CLICK: Turned On To Learning provides enrichment lessons to all students in grades 1-3. Every month, an hour lesson is presented to each primary classroom. Enrichment activities are often based on current events. These enrichment experiences are coordinated with institutions and/or field experiences. Activity sheets that demand high-level thinking skills remain in each classroom for interested students.

Project Academic Learning Experiences Revealing Talents (ALERT) is an established pull-out program for over 75 identified gifted and talented students in grades 4-7. Weekly lessons focus on critical thinking, research, experimentation, and school projects.

MOHAWK TRAIL REGIONAL

Mohawk Trail Regional

Contact: Nancy H. Wilson
Mohawk Trail Regional School District
Ashfield Star Route, Shelburne Falls, MA 01370
(413) 625-9811, ext. 52

Grades served: 7-8; approximately 80 students
Curriculum: critical and creative thinking skills infused into all curriculum areas
Model(s): Renzulli's Enrichment Triad, Revolving Door, Schoolwide Enrichment; Art Costa's Teaching Of, For, and About Thinking

Staff: 1 part-time
Collaboration: Greenfield Community College Talented and Gifted Program

Funding: local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

Program Highlights:
- teacher coaching and model lessons demonstrated in the classroom
- curriculum development
- Parent/Teacher Advisory Council promoting involvement in the program, community awareness, and support for the program's goals
- participating teachers to develop peer training skills to pass on new ideas and strategies to others
- pilot use of new curriculum materials developed by the Greenfield Community College Talented and Gifted Program

The Mohawk Trail Regional School District implemented a grades 7 and 8 thinking skills program this year. Interested teachers will attend a regional training workshop that focuses on the teaching of, for, and about thinking. Following these workshops, participants will be working with the gifted and talented coordinator to develop specific teaching strategies, such as curriculum compacting and the design of curricula to challenge students in the classroom.

In addition, Mohawk Trail collaborates with four other districts (see Ashfield-Plainfield Collaborative). This collaborative relationship allows us to benefit from a larger network for sharing ideas and expanding our resources.

NEEDHAM

IMPLEMENTING AND EXTENDING GIFTED AND TALENTED SERVICES WITHIN THE CLASSROOM

Broadmeadow
Elliot
High Rock

Hillside
Mitchell
Pollard Middle

Contact: Dr. Rose M. Feinberg
1330 Highland Avenue, Needham, MA 02192
(617) 455-0400

Grades served: 2-8; 275 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment (modified for the needs of the district); Guilford's Structure of the Intellect; Torrance's Future Problem Solving Program; Joyce Jun-tune's Productive Thinking

Program Options: Future Problem Solving Program, Great Books Program, Philosophy for Children, Invention Convention

Time: 2 hours/week

Staff: 1 full-time, 2 part-time funded by the district; 5 part-time funded by the grant
Collaboration: Synectics, Inc., Research for Better Teaching, Museum of Science, Museum of Fine Arts, University of Mass/Boston, Harvard University, Lesley College, parent volunteers, IMPACT (parent group), community volunteers, mentors

Funding: local, Chapter II Block Grant, School Improvement Council, Horace Mann Teacher Program

Program Highlights:
- productive thinking workshops for all grades K-6 teachers; includes videotapes of classroom lessons
- Synectics, Inc. consultant/teacher to present connection-making Creative Storytelling lessons to all second-grade classes, with PACT students extending this activity
- PACT teacher to consult with staff and develop materials and model lessons that integrate higher-level thinking skills in grades 7 and 8 English classes
- workshops for parent volunteers to produce Challenge Box materials used to enrich and extend learning in grades 4-6 regular classrooms
- workshops for staff on strategies for developing students' productive thinking skills and model lessons demonstrated in grades 2-8 classrooms

Needham's Program for Academically and Creatively Talented Students (PACT) serves students in grades 2-8. Topics for each grade are designed to develop critical and creative thinking skills through content different from the regular curriculum (for example: Future Studies, Philosophy for Children, Leadership, Massachusetts Future Problem Solving Program, etc.).

PACT teachers meet weekly with students in their schools for approximately 2 hours. Integration of critical and creative thinking into the regular classroom is an important component supported through staff development, PACT teacher consultation, special programs, and a variety of other resources.

At the Middle School, a special English/PACT integration program includes the development of critical and creative thinking and projects related to the English curriculum. Members of IMPACT, our parent support group, are on the PACT committee for planning and information sharing.

NEWBURY

TRIAD
Newbury Elementary

Contact: Sandra L. Mears
63 Hanover Street, Newbury, MA 01951
(617) 462-7306

Grades served: 4-6; 75 students
Curriculum: reading/language arts, social studies, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Program Options: Olympics of the Mind
Time: 2-3 hours/week
Staff: 1 full-time
Collaboration: school organizations, community volunteers for speakers, mentors, and coaches for Odyssey of the Mind program

Funding: local, school organization

Program Highlights: • development of a mentor program
• expansion of the Odyssey of the Mind Program
• enrichment activities available to more children

Newbury's TRIAD program attempts to meet the needs of individual students by providing a systematic approach for assessing the academic strengths, learning styles, and interests of each child. Challenge and enrichment activities to develop independent learners and creative producers take place in a resource room and in regular classrooms. Students participate in exploratory activities, thinking-skill training, and individual research-based projects. Students are encouraged to explore topics of interest and use the skills they have learned to pursue an in-depth original investigation.

NORTH ADAMS

EXPANSION OF ACADEMICALLY TALENTED PROGRAM
Greylock Johnson Sullivan

Contact: Stephen C. Smachetti J. Stanley Sullivan Elementary School Kemp Avenue, North Adams, MA 02147 (413) 663-5155

Grades served: K-2; 130 students
Curriculum: reading/language arts, mathematics, problem solving
Model(s): Renzulli's Enrichment Triad
Program Options: Great Books Program, Math Olympics
Time: 1 hour/week
Staff: 1 part-time
Collaboration: North Adams State College
Funding: local

Program Highlights: • math manipulatives that are used in a variety of ways to teach problem solving
• Junior Great Books Program, which exposes children to quality literature and develops their ability to think critically and contribute to group discussions
• variety of curriculum materials that have been specifically designed to develop students' creative writing skills

The Academic Program for Talented Students (APT) is a locally funded program. APT serves students, grades 3-7, who are selected on the basis of California Achievement Test results and recommendations by classroom teachers and APT staff.

The grant program, Expansion of Academically Talented Program, enables the district to expand APT program activities and include students in grades K-2. Students may be selected to participate in enrichment activities in the areas of creative writing, math problem solving, or literature. Each enrichment course meets for approximately 12 weeks and culminates with an activity
designed to display each student's final product. Students have produced storybooks, original poetry books, special displays, and art work. They have also participated in problem-solving competitions and hands-on mathematics problem-solving activities. The Junior Great Books Program, trade books, and enrichment activities are used to supplement the literature program. At the conclusion of each course, a written evaluation of each student's performance is given to parents and students.

NORTH ATTLEBORO

PROJECT TOTAL AWARENESS, PROGRAM EXPANSION (TAPE)
Martin Roosevelt
School Street Allen Avenue
Falls Woodcock
Amvet Boulevard

Contact: Peggy Ciriello
Amvet Boulevard School
Amvet Boulevard, North Attleboro, MA 02760
(617) 695-2561

Grades served: K-1,4; 75 students
Curriculum: reading/language arts, critical and creative thinking
Model(s): Renzulli's Schoolwide Enrichment (modified)
Program Options: Great Books Program
Time: 5-8 hours/week
Staff: 1 part-time
Collaboration: business and industry, school organizations, University of Massachusetts/Boston: Critical and Creative Thinking Program
Funding: local, Horace Mann Teacher Program

Program Highlights:
• teacher workshops that focus on teaching strategies for challenging gifted students; topics include creative writing and critical thinking
• teachers to develop model lesson plans on critical thinking
• enrichment teacher to work directly with small groups of high-ability students; small group activities at the K-1 level will focus on reading enrichment and at the 4th grade level, on writing enrichment

North Attleboro provides its high ability elementary school students with a pull-out reading enrichment program for grades K-5 and a writing enrichment program for grades 4-6, ½ to 1½ hours per week. Students are selected on the basis of high academic achievement, a score in the 90% percentile or higher on the Metropolitan Reading Test, and teacher recommendations.

The reading enrichment program introduces students to various types of literature and focuses on the development of high-level comprehension skills, advanced vocabulary, and study skills.

The writing enrichment program combines instruction in advanced writing and research skills with individual projects based on student interest. Both reading and writing enrichment classes promote critical and creative thinking.

Project TAPE expands last year's reading enrichment program to include grades K-1 and grade 4. The program will also provide parent/teacher educa-
tion on strategies for teaching critical thinking and fostering students' creative writing abilities.

NORTH RIVER COLLABORATIVE

MENTOR CONNECTION

Abington
East Bridgewater
Hanson
Hanover

Contact: Marilee Cantelmo
McKinley School, 394 Union Street, Rockland, MA 02370
(617) 878-7713

Grades served: 3-12
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, and any areas of expertise or interest of the students and mentors

Model(s): mentor program
Time: varies, depends on mentorship project
Staff: 1 full-time

Collaboration: Metro South Chamber of Commerce, Massasoit Community College, Bridgewater School Collaborative, School Parent/Teacher Organizations, School Volunteer Programs, community resources, Gifted and Talented Advisory Council, Council for the Elderly

Funding: local

Program Highlights: • identified gifted and talented students from the collaborative towns working with mentors on independent research projects (based on the student's areas of interest)
• mentor-intern program piloted for 10% of identified gifted and talented students in grades 11 and 12, specifically in the areas of business and industry
• training component to be added for administrators, teachers, and parents, using the creative problem-solving process to discover ways to enhance the mentorship experience

Identified students from the participating school systems, who exhibit special talents and an interest in pursuing an in-depth investigation, are matched with trained mentors who have the expertise in guiding and challenging inquisitive young minds.
OLD ROCHESTER REGIONAL

ADVANCED PROGRAM OF GIFTED EDUCATIONAL ENRICHMENT (APOGEE)

Orr Junior High
Orr High

Contact: David B. Boyce, Dr. Eileen Marland
Old Rochester Regional Junior High
135 Marion Road, Mattapoisett, MA 02739
(617) 758-4928

Grades served: 7-8; 50 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking, video production
Model(s): Renzulli's Revolving Door
Time: 5-10 hours/week, depending upon the activity
Staff: 1 full-time, 1 part-time
Collaboration: business and industry, Southeastern Massachusetts University's Spotlight Program, community resources
Funding: local tuition assistance for students to attend Bridgewater State College's Project Contemporary Competitive-ness, Commonwealth Inservice Institute

Program Highlights:

Student-produced, monthly half-hour local origination cable television program about people, events, and/or activities in the community that are of interest to students

Advanced Program of Gifted Educational Enrichment (APOGEE) builds upon the current gifted and talented Uplift program for grades 7-8. The APOGEE program is expanding its collaboration with community businesses and cultural organizations in an effort to provide students with more resources and a greater knowledge, understanding, and awareness of their community.

Student-produced cable television programs offer a nontraditional means of expression, an introduction to career possibilities, and an opportunity to be part of the dynamics of teamwork. This creative production gives the community a first-hand look at the diverse interests, activities, and aspirations of the children, grades K-12. In so doing, APOGEE will become an innovative tool in further developing community relations.

PEABODY

GIFTED AND TALENTED EXPANDED EDUCATION (GATE)

John E. Burke McCarthy
Kiley Brothers Memorial William E. Welch Sr.
West Memorial J. Higgins Middle
Thomas Carroll

Contact: A. Ellen Prochilo
McCarthy School, 76 Lake Street, Peabody, MA 01960
(617) 531-1600, ext. 127

Grades served: 4-8; 158 students
Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking
### Model(s):
locally designed

### Program Options:
Future Problem Solving

### Time:
2 hours/week

### Staff:
2 full-time

### Collaboration:
Warren Five Cent Savings Bank, Hammond Castle, Essex Institute, Peabody Museum, North Shore Community College, Salem State College, Montserrat, city officials of Peabody, Audubon Society

### Funding:
local

### Program Highlights:
- a series of units geared to improving community awareness and a sense of historical perspective (elementary program)
- participation in projects that involve the genesis and development of inventions (middle school)

Peabody's GATE pull-out program is designed to encourage and develop students' critical and creative thinking processes, problem-solving skills, and higher-level thinking skills through areas of study generally not included in the basic curriculum. Emphasis is on group discussion, individual and team projects, and independent research.

Students are selected for the program using several criteria: reading percentile, math percentile, Wisconsin IQ, grade point average, teacher recommendations, and a writing sample. A screening committee makes the final student evaluation. Students meet by grade level once a week for a total of two hours per session.

### PIONEER VALLEY REGIONAL

**CREATIVE ENRICHMENT PROJECT (CEP)**

Pioneer Valley Regional

| Contact | John C. Lepore  
Pioneer Valley Regional School  
Route 10, Northfield, MA 01360  
(413) 498-2931 |
<table>
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<tr>
<td>Grades served</td>
<td>7-12; 90 students</td>
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<tr>
<td>Curriculum</td>
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<td>Model(s)</td>
<td>Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment</td>
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<tr>
<td>Time</td>
<td>1-2 hours/week</td>
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<tr>
<td>Staff</td>
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<td>Collaboration</td>
<td>Northfield Mountain Project, Northfield Historical Society</td>
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<td>Funding</td>
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| Program Highlights | - use of teaching/learning styles inventory to help teachers and students identify their preferred styles of teaching/learning  
- participation of staff from all the content areas in developing interdisciplinary curriculum  
- increased involvement of staff and school personnel in the gifted and talented program |

The Creative Enrichment Program (CEP) expanded in the fall, 1987. A Learning Styles Inventory was given to all seventh, eighth, and select ninth
and tenth graders. The Learning Styles Inventory identifies students' preferred styles of learning so that teachers can more effectively work with individual students. In addition, any interested staff may take the Teaching Styles Inventory. A training workshop will assist staff to understand and apply the results of the Inventory in order to meet the needs of the students in their classrooms.

CEP is building upon existing services in the following ways:
- increased interdisciplinary involvement between science, social studies, and English;
- further refinement of students' word processing and data base skills and an introduction to desktop publishing with a powerful state-of-the-art computer;
- production of high quality newsletters and a bound booklet on the natural cultural history of one of the towns in the Pioneer Valley Regional District;
- designing a process for evaluating the methods and procedures of curriculum compacting.

Students are released from the class work in the CEP resource lab in order to go out into the community to conduct primary research studies on the natural/cultural history of one of the communities in the Pioneer Valley Regional District.

PITTSFIELD

GIFTED AND TALENTED PROGRAM

Reid Middle
Herberg Middle

Contact: Dr. William D. Travis
269 First Street, Pittsfield, MA 02101
(413) 499-9523

Grades served: 6; approximately 80 students
Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Revolving Door

Program Options: Future Problem Solving, Great Books Program

Time: 2 hours/week
Staff: 1 full-time

Collaboration: Arrowhead, Berkshire Museum, Clark Art Institute, school organization

Funding: local, Commonwealth Inservice Institute, School Improvement Council, Parent/Teacher Organization at each school

Program Highlights: • funds for staff training and materials for the Great Books Program
• inservice workshop on the goals of the gifted and talented program for grade 6 classroom teachers

Grant funds partially support the salary of a full-time teacher to serve gifted and talented students in grade 6. Modifications have been made in the program at the 6th grade level to better match the middle school's instructional calendar and class schedules. This grant is also enabling us to expand our Gifted and Talented Program for grades 4 and 5.
PLYMOUTH

GIFTED AND TALENTED EDUCATION
Nathaniel Morton

Contact: Margaret O'Malley
Nathaniel Morton School
Lincoln Street, Plymouth, MA 02360
(617) 746-6500

Grades served: 5; 60 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad
Program Options: Olympics of the Mind, Future Problem Solving, Great Books Program, Math Olympics
Time: 3 hours/week
Staff: 2 full-time
Collaboration: Plymouth High School, Bridgewater State College, local scientific institutions
Funding: local
Program Highlights:  
  - classroom teachers' inservice training in the following areas: recognizing the needs of gifted and talented students, developing higher-order thinking skills, and integrating these components in everyday classroom activities  
  - student participation in the Future Problem Solving Program and the Math Olympics  
  - purchase of curriculum materials that enhance instruction

The program focuses on developing students' critical and creative thinking skills. Components of the program include activities that extend the regular curriculum, development of advanced research and writing skills, and independent study. The program plans to include grades 4 and 6 next year.

In addition, the teacher in the program serves as a consultant for all elementary staff on specific techniques and resources to meet the needs of high ability students in the classroom.

QUABBIN

RESOURCE ENHANCEMENT FOR AMBITIOUS CHILDREN (REACH)
Barre Oakham
Hardwick New Braintree
Hubbardston

Contact: Edith L. Morgan
Quabbin Regional School District
Box 667, West Street, Barre, MA 01005
(617) 355-2055

Grades served: K-6
Curriculum: reading/language arts, computer science, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Program Options: Great Books Program, Lego Logo
Staff: 5 part-time
Collaboration: Parent/Teacher Organization, community
Funding: local
Program Highlights: • grant funds to train teachers
• children discover some of the basic rules of physics and create working machines using the Lego Logo Program

Project REACH, part of a districtwide enrichment program for grades K-6, involves all students in regular Friday afternoon enrichment experiences. The project offers different 6-8 week modules at each elementary school. Topics for these modules include Lego Logo (problem-solving in basic physics), Great Books Program, Native American Social Studies, and intensive writing experiences.

The goal of each module is to expose students to a new topic and provide a more concentrated follow-up experience (a mentorship) to students who are interested and willing to pursue the topic in greater depth. The modules will be evaluated and the more successful modules will be rotated to other elementary schools in the district.

RANDOLPH
BUILDING USEFUL REASONING SKILLS-THINK! (BURST)
Margaret L. Donovan
Charles Devine
Elizabeth Lyons
Martin Young
Contact: Nancy Connelly
Lyons School, Vesey Road, Randolph, MA 02368
(617) 963-7815
Grades served: 1-6
Curriculum: critical and creative thinking
Model(s): SAGE
Staff: 1 full-time
Collaboration: National Demonstration Project: SAGE; university collaboration
Funding: Horace Mann Teacher Program
Program Highlights: • staff, grades 3-5, attended a summer inservice workshop to help them implement the Cooperative Teaching Model developed by the faculty of the Calvin Coolidge School in Shrewsbury
• after-school series of workshops on thinking skills
• series of two-day planning and demonstration events in each elementary school throughout the 1987-88 school year

During the initial planning, Randolph's Project BURST provided staff training to enable grade 4 teachers to differentiate instruction for gifted and talented students in the regular classroom. To this end, the project sponsored a series of workshops, conducted by Project SAGE, on the infusion of critical and creative thinking skills into the curriculum. Additionally, the project enhanced this training by 1) compiling a resource library for teachers and parents and 2) piloting a portion of Edward DeBono's CORT Thinking Program.
Supplemental funding enabled the Gifted and Talented specialist to teach demonstration lessons from Writing and Thinking-A Process Approach Program with selected fourth graders and introduce creative problem solving with Olympics of the Mind.

Project BURST now seeks to implement its goal of developing higher-level thinking skills within a differentiated curriculum by means of a 3-part staff development program for grades 3-5 teachers. This program will provide teachers with 1) a theoretical background necessary for understanding thinking skills, 2) an overview of a proven staff-development model for infusing these skills in the curriculum, and 3) the opportunity to cooperatively plan and teach demonstration lessons.

**ROWE**

Rowe Elementary

**Contact:** Nancy H. Wilson  
Mohawk Trail Regional School District  
Ashfield Star Route, Shelburne Falls, MA 01370  
(413) 625-9811, ext. 52

**Grades served:** K-6; approximately 40 students

**Curriculum:** critical and creative thinking infused into all curriculum areas

**Model(s):** Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Art Costa's Teaching Of, For, and About Thinking

**Staff:** 1 part-time

**Collaboration:** Greenfield Community College Talented and Gifted Program

**Funding:** local, Commonwealth Inservice Institute, Horace Mann Teacher Program, Regional Teacher Center Advisory Board

**Program Highlights:**
- gifted and talented coordinator to provide teacher coaching, model lessons in the classroom, and curriculum development
- teacher to serve on the Parent/Teacher Gifted and Talented Advisory Council and as a liaison to other staff to help promote program goals and increase community awareness and support for the program
- participating staff to begin to develop peer training skills to share new ideas and strategies with their colleagues

The Rowe Elementary School has one classroom for each grade, K-6. Our goal is to incorporate the gifted and talented program into the classrooms. The first year of implementation focuses on thinking skills using Art Costa's framework—teaching of, for, and about thinking. Following a regionwide training workshop, the gifted and talented coordinator will work with interested teachers in their classrooms to 1) help them implement new teaching strategies and curriculum, 2) increase opportunities to challenge students, and 3) develop an organized planned approach to schoolwide enrichment activities.

The program goals are supported by participation in the Ashfield-Plainfield Collaborative grant (see Ashfield-Plainfield Collaborative). This collaboration provides a larger network for sharing ideas and resources.
SANDWICH

PROJECT SANDWICH TALENTED AND GIFTED (STAG)
Sandwich Elementary
Sandwich Junior/Senior High School

Contact: John F. Murphy
Sandwich Elementary School
33 Water Street, Sandwich, MA 02563
(617) 888-1343/1451

Grades served: K-8

Collaboration: Bridgewater State College, Parent/Teacher Association,
School Improvement Council

Funding: local, Commonwealth Inservice Institute, School Im-
provement Council, Parent Teacher Association

Program Highlights:
• a Parent-Educator Conference, sponsored by the Project
STAG Committee, on meeting the needs of gifted
and talented students. Featured speakers will be Dr.
Joseph Renzulli and Dr. Sally Reis.
• an on-site Gifted and Talented course for staff dur-
ing January, in continued collaboration with the
Bridgewater State College

Sandwich Public Schools' goal is to develop a comprehensive program to
meet the needs of more capable students within the district. A representative
committee of parents, teachers and school administrators has met bi-weekly
since January, 1987. Last year, the Gifted and Talented Discretionary Grant
helped the district to assess its needs and resources; as a result, the dis-
trict developed a definition of giftedness, a gifted and talented program phi-
losophy, and a five-year plan.

In collaboration with Bridgewater State College, an on-site graduate
gifted and talented course was conducted for 30 staff members. Twenty-eight
differentiated curriculum units were developed as final course projects; these
units will be piloted by course participants during the 1987-88 school year.

This year, the Program Committee is developing an appropriate program/
model for the district. Included in the program will be professional develop-
ment opportunities for staff, emphasis on community awareness of the needs of
gifted and talented students, and development of a program rationale and a
budget for implementation during the 1988-89 school year.

SEEKONK

GRADE 7: CRITICAL AND CREATIVE THINKING
Seekonk Intermediate

Contact: Ann M. Borah
One School Street, Seekonk, MA 02771
(617) 336-6068

Grades served: 7; 52 students

Curriculum: reading/language arts, social studies, foreign lan-
guages, mathematics, science, critical and creative
thinking, interdisciplinary curriculum

Model(s): Renzulli's Schoolwide Enrichment

Program Options: Great Books Program
The district has a gifted and talented program in grade 8. This year's goal is to expand that program to include grade 7. The focus of the program is the infusion of critical and creative thinking skills into the curriculum, which includes science and algebra.

Six curriculum units connect the areas of language arts and social studies. These units focus on American History, literature, the development of writing skills, and vocabulary expansion. Students identified for the program participate in one, two, or three classes.

Curriculum writing process is being restructured to integrate critical and creative thinking skills into all academic disciplines. Staff attend curriculum writing workshops, consult with specialists, and observe demonstration lessons in the classrooms presented by Lucretia Crocker Fellows.

SHARON-CANTON COLLABORATIVE

8-7-6 CONTACT
Sharon Junior High (Sharon Public Schools)
William H. Galvin Middle (Canton Public Schools)

Contact:  Clista Dow, Judith Brown
75 Mountain Street, Sharon, MA 02067
(617) 784-6717
Marilyn Harris
Galvin Middle School
55 Pecunit Street, Canton, MA 02021
(617) 828-7250

Grades served: 6-8; 70 students, Sharon; 65 students, Canton
Curriculum:  reading/language arts, social studies, computer sciences, mathematics, science, arts, problem solving, critical and creative thinking, debating, telecommunications

Model(s):  locally developed
Time:  approximately 15 hours/week at grade 6, grade 7-8 varies
Staff:  1 full-time, 1 part-time
Collaboration:  school organization
Funding:  local
Program Highlights:

- All students in the program are trained in a modified Oxford Standard debating procedure and participate in intercommunity debates; students may choose to be debaters, researchers, or moderators; nine debates are held throughout the school year, three at each grade level.
- Both schools are equipped with telecommunication systems, which allow students and staff to log-on through CitiNet and send messages to each other via the computer.
- Students learn to record all program activities on videotape and with a 35mm camera to produce photo essays of the telecommunication and debating competitions.
- All program components foster critical and creative thinking as students debate the critical issues of our time and use technology to sharpen their analytical skills.

The Sharon Public Schools' Program for the Academically and Creatively Talented (ACT) uses flexible scheduling within a team-teaching design. This method of scheduling allows gifted sixth graders to interact with both intellectual and chronological peers on a daily basis. Seventh and eighth graders participate in a variety of activities depending upon interest and time available.

The sixth grade curriculum is totally differentiated in all academic areas. Seventh and eighth grade activities include individual projects, various academic competitions, computer simulations, mathematics for girls, and participation in various components of the 8-7-6 CONTACT program. One major program goal is to provide an environment that allows for the development of individual potential. Critical and creative thinking, independent study, research methodology, creative dramatics, simulation, and telecommunication activities are integral parts of ACT.

The 8-7-6 CONTACT grant program is a collaborative effort of the Sharon and Canton Public Schools. 8-7-6 CONTACT is an integral part of the ACT program in Sharon and makes up approximately 25-50% of the total gifted program.

There are four components of the funded program: 1) an intercommunity debating competition for all three grades, 2) a telecommunication system that allows students and teachers in both communities to exchange ideas and debating information via the computer, 3) research methodology using COMPUSERVE, and 4) a dissemination component involving videotaping and photographic essays. A regular newsletter reaches students, parents, staff and the community. In-service training is an important part of the total program. This training involves library staff, computer coordinators, English and social studies staff, and parents. An advisory council includes students and parents who assist with resource development, debate evaluation, and dissemination.

Program for Academic and Creative Enrichment (PACE) is Canton's program for gifted and talented education, grades 3-8. The primary objectives of the program are to develop students' ability to think critically and creatively and solve challenging problems. Students are exposed to a wide variety of ideas and materials. The curriculum presents broadbased themes and problems for students to solve. The development of individual learning skills, such as research and presentation skills, are important components of the program.
8-7-6 CONTACT is also an integral part of the PACE Program in grades 6-8. The CONTACT program concentrates on controversial current topics of interest to students and encourages students to constantly refine their research and presentation skills inherent in the debating process.

**SHAWSHEEN VALLEY VOCATIONAL TECHNICAL HIGH SCHOOL COLLABORATIVE**

**SHAWSHEEN PROGRAM FOR ADVANCED CAREER EXPLORATION (SPACE)**

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<td>Billerica</td>
<td>Shawsheen Valley Vocational Technical High</td>
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**Contact:** Dr. Elizabeth Carros Keroack, Dr. John McDermott  
100 Cook Street, Billerica, MA 01866  
(617) 667-2111, ext. 103

**Grades served:** 7-11; 40 students

**Curriculum:** science, electronics

**Time:** 2½ hours/week

**Staff:** 5 part-time

**Collaboration:** Cabot and Millipore Corporation

**Program Highlights:** opportunities for students to work successfully with state-of-the-art technological equipment, develop an understanding of complex concepts in the areas of chemistry and electronics, and present their SPACE findings to various audiences through appropriate written, oral, and visual means.

Funds are being used to support the implementation of a districtwide collaborative program to provide selected gifted and talented students, grades 7-11, the opportunity to explore the high technology fields of electronics and chemistry laboratories in an interactive environment. The grant program includes inservice training for staff, an orientation for district teachers and parents, and student participation in an inquiry-based challenging curriculum. Future plans are to expand the program to include laboratory experiences in the areas of data processing, drafting, and graphic arts.

**SHIRLEY**

**TALENTED AND GIFTED PROGRAM**

Lura A. White

**Contact:** Helen Margaret Greenhow  
P.O.B. 456 Lancaster Road, Shirley, MA 01464  
(617) 448-5604

**Grades served:** 1-8; 112 students

**Curriculum:** reading/language arts, problem solving, critical and creative thinking

**Model(s):** Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

**Program Options:** Future Problem Solving

**Time:** 1 hour/week

**Staff:** 1 part-time

**Collaboration:** community resources
Program Highlights: • a "critical mass" of teachers to be trained in the Future Problem Solving Model, thereby providing consistent opportunities for gifted and talented students to develop problem-solving skills at each grade level
• teachers from various grades and subject areas participate in training workshops and help create an interdisciplinary approach to critical and creative thinking in the classroom

The Shirley Talented and Gifted Program has focused on language arts. For the past two years, third graders have participated in the Future Problem Solving Program (FPS).

The goals of FPS are to develop skills in creative problem solving, develop teamwork and cooperation, and provide students with a broader international perspective. Students identify a problem in their own community, conduct research in the topic area, and brainstorm solutions to the problem. Students then develop criteria to select the solution which would most effectively solve the community problem. The final step of the problem-solving process is to implement the solution.

FPS has been very successful. The grant program's goal is to extend this opportunity to other grades by training teachers as coaches. Teachers will coach the various components of FPS, such as scenario writing, visual arts, and community problem solving. Students with specific art or writing skills can contribute their talents to the development of a group solution.

SHUTESBURY
A PROCESS OF ENRICHMENT
Shutesbury Elementary

Contact: Patricia Klein
Shutesbury Elementary School
West Pelham Road, Shutesbury, MA 01072
(413) 259-1212

Grades served: 1-6

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment

Time: 6 hours/week

Staff: 1 part-time

Collaboration: Community Council

Program Highlights:
• students study in depth the life and works of the poet Emily Dickinson in conjunction with a unit on local authors
• students participate in a mini-unit on Ancient Egypt and conduct an independent study project using more advanced research skills
• students help plan and organize a Book Fair, select books and recommend interesting books to other students
A Process of Enrichment is a one-day-a-week program, grades 1-6, which is designed to extend the classroom curricula. Students participate in special projects or minicourses related to classroom units.

The teacher/coordinator works directly with staff and students to identify resources and areas of student interest that relate to ongoing classroom studies. For example, first grade students in the program have worked on a special intensive unit about Thor Heyerdahl and the Kon-Tiki, which extended from their classroom unit about water transportation. Other topics that students have pursued in the program include Greek Mythology, structures, fiction writing, and problem solving using tangrams and pattern blocks.

SOMERSET

ENHANCING SOMERSET'S SPECTRUM PROGRAM
Chace Wilbur
Pottersville North Middle
South South Middle
Village

Contact: Betty A. Calise
Wood Street, Somerset, MA 02726
(617) 673-1121

Grades served: K-8; 306 talent pool students
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking, creative arts (dance, theatre, and the visual arts)
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Torrance's Future Problem Solving Model; differentiated curriculum in regular classrooms (grades K-2)
Program Options: Future Problem Solving, Great Books Program, Creative Arts Program
Time: K-2, not specified; grades 3-4, 1-3 hours/week; grades 5-8, 3-4 periods/week
Staff: 3 full-time staff; 4 part-time, locally supported; 3 part-time, grant funded
Collaboration: community resources, university, advisory board
Funding: local, Chapter II Block Grant, School Improvement Council
Program Highlights:
• afterschool program, targeted to the creatively talented student, focuses on dance, theatre and visual arts
• pilot program, grades K-2, of differentiated science units taught during regular science time
• mentorship program at the Middle School that involves training mentors, using a locally developed guidebook

Somerset's K-8 SPECTRUM program has been in existence since 1983. Components of this program include: enrichment seminars, offered by school and community presenters to the entire K-8 population; training in higher-level thinking skills for students in grades 3-8; differentiated units for K-2 regular classrooms; small group and individual studies with a mentor for grades
3-8; and opportunities in grades 2-8 for small group and individual enrichment in language arts, math, art, and social studies.

The grant program enables the district to expand the SPECTRUM program by supporting the Creative Arts component designed to meet the needs of creative students in the performing and visual arts.

SOMERVILLE

PROGRAM STRATEGIES FOR ACADEMICALLY/ARTISTICALLY TALENTED
Powder House Community School
Brown

Contact: Dr. Wayne LaGue
Administrative Annex, Powder House Community School
1060 Broadway, Somerville, MA 02144
(617) 625-6600

Grades served: 4-6; 160 students
Curriculum: arts, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and
Schoolwide Enrichment

Program Options: visiting artist, independent study
Time: 2 hours/week
Staff: 6 part-time
Collaboration: university, school organization
Funding: local

Program Highlights:
• staff inservice that focuses on strategies for integrating higher-order thinking skills into the regular curriculum
• implementation of programs for students gifted in art, music, and/or drama, based on the Renzulli Enrichment Triad Model
• programs for the gifted that are integrated into the culture of the school

The grant program consists of two basic components. The first component is an academic enrichment program that focuses on training staff on how to teach higher-order thinking skills, as well as specific strategies for integrating these skills into the existing curriculum.

The second component is a major effort to enhance learning for students who are artistically talented. Art, music, and drama programs will each run for a cycle of 4-6 weeks. Students will receive instruction during and after-school in one of these art disciplines. Each 4-6 week program will culminate with a performance or exhibit for the entire school.
SOUTHERN MASSACHUSETTS ARTS COLLABORATIVE (SMARTS)

IMPLEMENTING ARTS TALENT ENRICHMENT

Attleboro
Berkley
Dighton
Dighton-Rehobeth Regional High School
Easton
Foxborough
Mansfield
Norton
North Attleboro
Rehobeth
Stoughton
Taunton
Walpole

Contact: Sherye Weisz
Attleboro High School, Attleboro, MA 02703
(617) 222-3463

Grades served: 7-12
Curriculum: arts, critical and creative thinking
Model(s): Talents Unlimited
Time: 3 hours/week for students participating in each 8-week pilot program
Staff: 17 part-time
Collaboration: Great Woods Education Forum (summer 1987 Wheaton Campus), Bridgewater State College (Fine Arts and Education)
Funding: local
Program Highlights:
• implementation of eight pilot arts curriculum units
• presentation to administrators in the SMARTS Collaborative, which includes the documentation, implementation, and evaluation of the eight pilot arts curricula
• inservice training to provide an overview of the model arts curricula for all arts educators in the 13 participating districts

The SMARTS Collaborative program is implementing 4 pilot arts curriculum units. Each of the four pilot units are being offered twice. These units address the dance, drama, music, and visual arts talents of grades 7-12 students from 13 participating districts.

Each pilot unit consists of 14 sessions (1½ hours per session) offered during regular school hours. Visiting master artists are collaborating with resident arts educators to implement the model units. Grades 7-12 students (identified as talented through seminars and auditions with master artists) participate in the appropriate pilot program, acquiring advanced understandings and performance abilities.

Each 14-week curriculum unit is being documented in writing and photographs. The curriculum and documentation will be shared with school administrators and arts educators who may wish to implement the model curricula.

SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT

OPEN MINDS EXPLORING, GROWING, ACHIEVING PROGRAM (OMEGA)

Ashley Falls
Mt. Everett
New Marlboro
Sheffield Center
Contact: Jo-Ann Callaghan  
Mt. Everett Regional School, Sheffield, MA 01257  
(413) 229-8734

Grades served: 4-8
Curriculum: reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Schoolwide Enrichment
Staff: 1 full-time, 1 part-time
Collaboration: local businesses, cultural institutions, school organizations, community resources
Funding: local, Commonwealth Inservice Institute

Program Highlights:
• pilot program designed to identify artistically gifted students and offer differentiated art experiences
• staff training in methodology/skills for adapting curriculum and teaching critical and creative thinking in the classroom
• surveyed resources for increased community support and participation in the program
• use of the Community Resource Directory to plan frequent enrichment experiences for the school

OMEGA is an enrichment program based on the needs and interests of students. The program provides challenging and stimulating opportunities for grades 4-8 students in the regular classroom and in a resource room setting. This year, an arts enrichment component for artistically gifted students will be piloted.

SOUTH HADLEY
LEARNING OPPORTUNITIES GAINED IN CLASSROOM (LOGIC)
South Hadley Middle

Contact: Gladys Kozera  
South Hadley Middle School  
100 Mosier Street, South Hadley, MA 01075  
(413) 538-5074

Grades served: 6-8; 160 students
Curriculum: reading/language arts, social studies, mathematics, science, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, ICE, Kids' Kits (models being reviewed)

Program Options: Future Problem Solving, curriculum compacting
Time: 2 hours/week
Staff: stipends to professional staff
Funding: local, Chapter II Block Grant, Horace Mann Teacher Program

Program Highlights:
• Future Problem Solving implemented in all classrooms
• exploration of a variety of program models for possible adoption
South Hadley's philosophy is that enrichment activities should be available to all students, and that students should be given a range and depth of options that allows them to pursue their interests. For this reason, the district is pursuing programs such as the Schoolwide Enrichment Model, the Enrichment Triad, Kids' Kits, and ICE.

The Future Problem Solving Program has been adopted for use in all classrooms, and curriculum compacting and individual project options are currently being set up for a range of courses. The program recognizes the creative abilities and interests of all students; provides new and exciting ideas to consider; and allows the gifted and talented student to pursue her/his interests in challenging ways.

Teachers are the most important part of the change effort. The staff has been involved in the planning of the project and the project teachers offer support to staff who are beginning to get involved in the project. In addition, a teacher resource library has been established.

**SOUTHWICK**

**SPARKLERS II: STUDENT AND TEACHER ENRICHMENT**

Powder Mill
Woodland

**Contact:** Nancy English  
Powder Mill Road, Southwick, MA 01077  
(413) 569-6598

**Grades served:** 1-8; 200 students

**Curriculum:** reading/language arts, social studies, computer science, foreign languages, mathematics, science, arts, problem solving, critical and creative thinking

**Model(s):** Renzulli's Enrichment Triad and Revolving Door, SAGE

**Program Options:** Young Astronauts, Future Problem Solving, Invention Convention

**Time:** 1½ hours/week

**Staff:** 30 part-time

**Collaboration:** National Demonstration Project-- SAGE, Springfield Science Museum, Westfield State College, Springfield College, Parent/Teacher Committee, senior citizens, mentors

**Funding:** School Improvement Council

**Program Highlights:**

- SAGE training of teachers, enabling staff to offer a more enriched program to their students in the classroom
- continuation of the Oral History of Southwick Project where students interview, research, and create a video-production as their final product
- opportunity for students to create and record their original compositions

The SPARKLERS grant program provides an opportunity for more students to participate in an enrichment program. Volunteers, mentors, and professionals offer educational programs that could not be offered in the regular classroom. The parent/teacher committee assists in funding enrichment activities so that all students in grades 1-3 can be included in the mini-workshops.
Project SAGE will offer inservice workshops to staff. This training will focus on strategies for developing a stimulating and challenging curriculum.

SPRINGFIELD

FOSTERING ACADEMIC CREATIVITY/EXPANDING THINKING SKILLS PROGRAM (FACETS)
26 elementary schools
3 junior high schools

Contact: Linda Tammi O'Neill
195 State Street, Springfield, MA 01104
(413) 787-7140

Grades served: 2-9; 1600, within the classroom; 400 identified students

Curriculum: reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Revolving Door, SAGE

Program Options: Olympics of the Mind, Future Problem Solving

Time: 2.5 hours/week

Staff: 11 full-time staff, includes locally funded staff

Collaboration: Springfield Public Schools Volunteer Mentor Program, grades K-12

Funding: Commonwealth Inservice Institute

Program Highlights: Creative Problem Solving workshop for FACETS staff and regular classroom teachers

Grant funds enable Springfield to commit a team of staff members full-time to a program for talented and gifted students. Many programs were researched before the implementation of a pilot program in one half of the city's elementary and secondary schools. In addition to the many enrichment activities already provided to the students by Springfield teachers, the FACETS staff offer three other programs: Thinking Skills Development, Minicourses, and Independent Study.

Thinking skills development is taught to all students by the FACETS staff. Students learn the thinking processes involved in higher-level thinking skills (analysis, synthesis, and evaluation); Creative Thinking Skills (fluency, flexibility, originality, and elaboration); and Problem-Solving Skills.

Minicourses reinforce these thinking skills within content areas not usually offered in the regular curriculum. Beginning with grade 3, students identified by teacher/counselor/principal recommendation and corroborating test scores work once a week in small groups with a FACETS teacher.

In the Independent Study component, students do indepth research in an area of their choice. A major goal of the program is to enable students to access information on their own. During independent study, students may be linked with community mentors provided through the Mentor Coordinator of the Springfield Public School Volunteer Program. There will be FACETS Fairs displaying students' projects and allowing them to demonstrate their expertise.

FACETS teachers participated in a month-long training program, during the summer, 1987, at the University of Connecticut and in Springfield, with experts in the field of gifted and talented education.
STURBRIDGE (UNION 61)

PROJECT SIPP
Burgess Elementary

Contact: John Snelgrove
Burgess Elementary School
Cedar Street, P.O. Box 27, Sturbridge, MA 01566
(617) 347-7041

Grades served: 1-6; 56 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, problem solving, critical and creative thinking
Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment Model; Torrance's Future Problem Solving
Time: 3 hours/week
Staff: 1 full-time, 2 part-time
Collaboration: local business and industry, school organization, community resources
Funding: local, School Improvement Council
Program Highlights:
• program expansion to include identified students in grades 1-3
• whole-class enrichment activities and learning centers for first grade students
• opportunity for any second or third grader to come to the resource room for help on a project of special interest
• special projects shared in the regular grades 2-3 classrooms

Project SIPP has two components: one component provides enrichment to identified students at regularly scheduled times, and the other allows students with a special interest to be scheduled into the program to conduct research and complete a project (these projects are called "lightbulb" studies). Identified students meet regularly with one of the two enrichment teachers in the resource room. Students spend approximately two hours a week learning creative and critical thinking skills, advanced research and reference skills, and creative problem solving.

Students who express an interest in pursuing a more indepth investigation of a topic are revolved into an advanced level study and spend more time in the resource room. Both the "lightbulb" studies and the advanced studies require a completed product. These final products are shared with the regular classroom. This final two-way sharing of students' projects enriches all students.
SUDbury

EXTENDED CREATIVE AND CRITICAL THINKING IN KINDERGARTEN
Josiah Haynes
Peter Noyes

Contact: Mildred A. Chandler
472 Concord Road, Sudbury, MA 01776
(617) 443-9971

Grades served: K-1
Curriculum: critical and creative thinking
Model(s): Renzulli's Enrichment Triad and Revolving Door, ICE
Collaboration: Tufts University Child Development Center, Lucretia Crocker Fellow, Sudbury Early Childhood Council
Funding: local, Commonwealth Inservice Institute, Chapter II Block Grant, Early Childhood Chapter 188 Grant

Program Highlights: identification of the characteristics of a cognitive developmental kindergarten and first grade, through observation, peer analysis, and video analysis

Sudbury's CATALYST program is a 4th-7th grade resource room program and an 8th grade minicourse program on Public Speaking and Debating. The program is in its seventh year and based on Renzulli's models. Children with above average ability, creativity, and task commitment pursue their individual interests and share ideas with their peers. Differentiated curriculum activities are designed to meet these students' needs and develop their potential.

Four full-time teachers staff the resource room. Fifteen to twenty-five percent of the population at each grade level are involved in weekly activities to develop cognitive skills in logic and critical thinking, learn advanced reference/research skills, discuss philosophy, and practice creative problem solving. This staff also presents similar activities in every 3rd-7th grade classroom twice a month, providing interaction with potential entrants to the talent pool. In addition, students may work in the resource room for an extended time in order to pursue an independent study.

SUnderland (union 38)

PROJECT DISCOVERY
Sunderland Elementary

Contact: Helen Kittredge
48 Elm Street, South Deerfield, MA 01373
(413) 665-3098

Grades served: 1-6; approximately 6-10 students (pilot program)
Curriculum: problem solving, critical and creative thinking, curriculum based on themes
Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment
Staff: 2 part-time
Collaboration: community resource file, Parent/Teacher Organization, communication with the School Committee
Funding: local, Commonwealth Inservice Institute
Program Highlights:  • design and implement model lessons for enriching regular classroom activities, grades 1-6
• community outreach program for building parent and community involvement and support
• pilot program to serve approximately 5% of the school population in the independent study program

Grant monies are supporting the design and implementation of a pilot program for the gifted in grades 1-6. The program includes model teaching units within selected classrooms and extends communication and collaboration with community businesses and industries.

In addition, approximately 5% of the school's population are to be identified and selected for a pull-out program that offers an expanded curriculum and visits to educational sites. The district will evaluate the strengths and weaknesses of all aspects of the grant program.

SUTTON

SUTTON'S ENHANCED EDUCATIONAL DIMENSION (SEED)

Sutton Elementary

Contact: Beverly Brown
Sutton Elementary, Boston Road, Sutton, MA 01527
(617) 865-6801

Grades served: 1-3; approximately 25-30 students

Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; Talents Unlimited

Program Options: Great Books Program
Time: 1½-2 hours/week
Staff: 1 part-time

Collaboration: National Demonstration Project--Talents Unlimited, Worcester Art Museum, Parents' Group
Funding: local, Chapter II Block Grant, School Improvement Council

Highlights: gifted and talented students producing multimedia materials and authoring their own books, which will become part of the curriculum units (KIDS' KITS) that are taught in regular classrooms

Project SEED serves 25-30 first, second, and third grade children. The objectives of the program are to develop higher-order and critical thinking skills by providing a differentiated curriculum to a group of students who form a talent pool. The curriculum is extended by providing study units based on student interests. There are four phases of student involvement: exploration, indepth study, application, and sharing of information. Students are guided through the process of creative problem solving in order to become better decision makers.

Multimedia curriculum units are available in the media center. A resource teacher guides students in their exploration of the curriculum units. Students are taught to think critically and creatively as they solve problems and engage in instructional activities. Through product displays, presenta-
tions, and informal discussions, students are encouraged to share their learning with families, classmates, teachers, and students from other classes.

TRITON REGIONAL

PATHFINDER ENRICHMENT PROGRAM (PEP)
Triton Regional

Contact: John Lovering
Triton Regional School, Elm Street, Byfield, MA 01922
(617) 462-8171

Grades served: 7-8; 400 students, general enrichment and thinking skills development; 100 students identified for more specialized services

Curriculum: reading/language arts, social studies, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and Schoolwide Enrichment; DeBono's CORT Thinking Skills Program

Program Options: Olympics of the Mind, Knowledge Master Open

Staff: 1 full-time

Collaboration: Artist/Educator Interchange, University of Connecticut, community volunteers and mentors

Funding: local, School Improvement Council, Horace Mann Teacher Program

Program Highlights: • CORT Thinking Program taught by the resource teacher to all talent pool students, as well as to any other interested students
• continued participation in the Odyssey of the Mind Program
• utilization of community resources, business leaders, and professionals as mentors and presenters of enrichment activities

PEP provides enrichment activities to 400 students. Activities such as speakers, films, artists, and displays are provided in an effort to "turn on" students to the real world. It is hoped that by providing relevant enrichment activities students will seek to learn and develop skills they need to carry out independent or small group investigations of real problems to be presented to a real audience.

Twenty-five percent of the students have been identified as having the "potential" to complete an independent investigation, but any student who shows sincere interest and proficiency in classroom performance is eligible to participate in the program. The classroom curriculum is modified to provide time for students to participate in learning activities that develop thinking skills, learning-how-to-learn skills, and independent investigations. Resource teachers visit the classrooms to conduct specific training in areas of critical and creative thinking, and problem solving. The resource room is used for students conducting an independent study and for curriculum materials.
UXBRIDGE

PROJECT ACORN
V.A. Blanchard
E.D. Taft
Whitin School

Contact: Erin Lavigne
Blanchard School
East Hartford Avenue, North Uxbridge, MA 01538
(617) 278-2103

Grades served: K-6; approximately 50 identified students; 800 within the classroom

Curriculum: reading/language arts, social studies, mathematics, science, arts, critical and creative thinking integrated into the content areas

Model(s): Renzulli's Enrichment Triad

Time: ½ hour/week within the classroom, 1+ hour/week outside the classroom

Staff: 1 full-time, 1 part-time locally funded; 1 part-time, grant funded

Collaboration: community resources, school organizations

Project ACORN began in 1986 at the kindergarten and first grade levels. The program has expanded to meet the needs of the entire K-6 elementary school population. Resource teachers provide thinking skills lessons in every classroom on a weekly basis. These lessons integrate important critical and creative thinking skills with content areas outlined in each grade level's curriculum. Learning centers extend lessons that are taught in the classroom.

Project ACORN also identifies academically and creatively gifted students who will receive additional enrichment in a resource room setting. Activities are keyed to students' interests and may include exploring new topics, receiving process-skill training, and working on individual or group projects.

WALPOLE

PROGRAM FOR ACADEMIC AND CREATIVE ENRICHMENT (PACE)
Fisher Elementary Bird Middle
Old Post Road Johnson Middle

Contact: Deborah Reed
School Department
Town Hall, School Street, Walpole, MA 02081
(617) 668-5400

Grades served: 2-8; 122 students

Curriculum: reading/language arts, social studies, computer science, foreign language, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment, Torrance's Future Problem Solving

Program Options: Future Problem Solving, Great Books Program, Philosophy for Children, Johns Hopkins Talent Search

Time: approximately 3 hours/week

Staff: 1 full-time, 1 part-time
The Walpole Public School System is committed to an educational program that recognizes the unique value, needs, and talents of the individual student. The PACE program is an integral part of that commitment. PACE provides differentiated learning experiences through the implementation of a four-part curriculum: thinking skills, Junior Great Books, mini-units, and independent study.

Students have the opportunity to utilize critical and creative thinking skills and investigate interdisciplinary areas of study ranging from inventions to mythology. These mini-units can be extended into independent studies based on students' interests. Students in grades 2-8 meet with a PACE teacher one period a day; optional school time may be arranged for special projects.

WEST SPRINGFIELD

RESOURCE/MENTOR PROGRAM

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**Contact:** Barbara Daubitz
Cowling School
160 Park Street, West Springfield, MA 01089
(413) 781-7550, ext. 3312

**Grades served:** 4-8; approximately 100 students

**Curriculum:** reading/language arts, social studies, mathematics, science, arts, problem solving, critical and creative thinking

**Model(s):** Renzulli's Enrichment Triad

**Program Options:** mini-courses

**Time:** 3 hours/week

**Staff:** 2 full-time, 1 part-time

**Collaboration:** business, industry, school organizations, community resources, parent support group--Association of Parents for Progressive Learning Experiences (APPLE)

**Funding:** local, Commonwealth Inservice Institute

**Program Highlights:**
- "Introduction to Archaeology" course--five after-school classes and three Saturday digs
- study of chronobiology with a consultant from the Talcott Mountain Science Center
- Wilderness Experiences Unlimited Program, grades 4-6: problem solving activities to enhance students' self-esteem
The Differentiated Experiences In Learning Via Enrichment Program (DELVE) for academically talented students in grades 4-6 emphasizes skills of inquiry, problem solving, and creativity. Two itinerant teachers meet with students for 3½ hours each week. Multidisciplinary topics and themes are presented to the students. Students participate in independent studies on self-selected areas of interest.

The Resource/Mentor component was added to expand opportunities for students with specific abilities, talents, or interests in grades 4-8. Community people willing to share their expertise with small groups or individual students are contacted by the program facilitator when requests are received from classroom teachers or administrators. Arrangements for the mentor project are then coordinated by the program teachers and the facilitator.

WESTFIELD

ELEMENTARY ENRICHMENT
Franklin Avenue Moseley
Abner Gibbs Prospect Hill
Juniper Park Highland
Southampton Road

Contact: George O’Brien
22 Ashley Street, Westfield, MA 01085
(413) 568-9592

Grades served: K-4
Collaboration: local colleges
Funding: local, Commonwealth Inservice Institute, Chapter II Block Grant

Program Highlights: • inservice training for regular classroom teachers
  • establishment of a parent/community mentorship program
  • monitoring of programs by a gifted and talented advisory council made up of staff, parents, and community representatives

The Gifted and Talented grant program supports and expands the efforts of the existing program at the elementary level. Efforts are directed toward developing students' critical and creative thinking skills and improving their academic achievement.

A major component of the program is inservice training for regular classroom teachers. A series of 10 full-day inservice training workshops are being provided by consultants, along with additional follow-up sessions for staff. A Gifted and Talented Advisory Council is being established to monitor the elementary program. A parent/community mentorship program is also being developed.
WESTPORT

SPECTRUM: IMPLEMENTATION YEAR 2
Westport Elementary            Macomber School
Westport Middle

Contact:  Mary Roberts
          400 Old County Road
          Westport Middle School, Westport, MA 02790
          (617) 636-4071

Grades served:  K-12; 50 identified students, pull-out
Curriculum:  arts, critical and creative thinking, problem solving, research skills
Model(s):  Renzulli's Enrichment Triad and Schoolwide Enrichment Olympics of the Mind
Program Options:  1½ hours/week, grades 7-8
Staff:  3 part-time
Collaboration:  community resources, Southeastern Massachusetts University
Funding:  local, Commonwealth Inservice Institute, Horace Mann Teacher Program
Program Highlights:  • student interest seminars conducted by Westport staff and/or members of the business and college communities
                        • opportunity for students to pursue independent in-depth investigations
                        • specialized training sessions for staff, designed to better meet the needs of Westport's gifted population

The Spectrum program serves students in several ways: general enrichment experiences for all K-8 students and, for a core group of identified students, group training activities in critical and creative thinking and research skills, independent study projects, and a guidance program.

Grant monies also support staff development systemwide in an effort to enrich all students and better serve the district's gifted and talented population.

WESTWOOD

STAFF INVOLVEMENT THINKING SKILLS GIFTED/TALENTED
Paul Hanlon                  Sheehan
Martha Jones                 Downey

Contact:  Judith G. Daley
          660 High Street, Westwood, MA 02090
          (617) 326-7500, ext. 347

Grades served:  1-6; 150 students
Curriculum:  reading/language arts, social studies, science, problem solving, critical and creative thinking
Funding:  local
Program Highlights:  • inservice program for all elementary staff
                        • monthly discussion groups beginning in January, 1988
                        • challenging curriculum units developed by staff
Elementary staff participated in a full-day workshop to learn methods of infusing thinking skills into all content areas. Stipends are provided for the leaders of monthly after-school discussion groups. After consultants introduce the concept of creating curriculum units that stimulate and challenge children's thinking (Challenge Boxes), Challenge Boxes will be developed by classroom teachers. The Parent Advisory Council and teachers are engaged in further planning for the elementary program.

WEYMOUTH

ARCHITECTURAL PERSPECTIVES

Academy Avenue
Hunt
Seach
Wessagusset
East Junior High
Fulton

Contact: Jane C. Cuoco, John J. Dowling
245 Pond Street
Fulton School, South Weymouth, MA 02190
(617) 337-1061

Grades served: 5-8; 125 students, grades 5-6; 120 students, grades 7-8
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): curriculum based on themes
Time: 3½ hours/week, elementary
Staff: 2 full-time, 8 part-time
Collaboration: Boston Architectural Center
Funding: local
Program Highlights: computer-assisted design workshop introducing students to the technology and software created for professional architects

Weymouth's elementary gifted and talented program is an enrichment program for selected fifth and sixth grade students. Units of instruction are selected and developed each year by students and teachers. Students engage in individual and small group activities around common themes. Areas that have been explored in the past include: stock market, computer, architecture, real estate, writing "Choose Your Own Adventure" books, humor, mystery, and castle designs. In addition, each child chooses an area of independent research to investigate during the year.

This program is an in-house model. Students from each of Weymouth's ten elementary schools meet with a gifted and talented teacher one day per week for three and one-half hours per day.

This year's grant supports a collaboration with the Boston Architectural Center around a specific theme--architectural perspectives. Program participants are participating in special workshops: computer-assisted design, architectural rendering/sketching (grades 5-6 only), model building, and a walking tour of the Back Bay.
WHATELEY

WHATELEY-PROJECT DISCOVERY
Whately Center
Whately East

Contact: Patricia A. Bell
322 West Street, North Hatfield, MA 01066
(413) 247-9041

Grades served: 1-6; approximately 6-10 students (pilot program)

Curriculum: problem solving, critical and creative thinking,
thematic curriculum approach

Model(s): Renzulli's Enrichment Triad and Schoolwide Enrichment

Staff: 2 part-time

Collaboration: community resources, parent/teacher organization

Funding: local, Commonwealth Inservice Institute

Program Highlights:
• model units for enriching the regular grades 1-6
  classroom curriculum
• strong community and parental involvement and support
  for the program
• staff inservice to help identify and select students
  for independent study program

The grant program supports activities to design and model a pilot program
for gifted and talented students in grades 1-6. The project coordinator is to
teach model lessons in selected classrooms. There is continued collaboration
with community businesses and cultural institutions in the area. Approximately 5% of the students are to be selected for participation in an
independent study program beginning in the Spring, 1988.

WILBRAHAM

ENRICHMENT PROGRAM FOR SOULE ROAD SCHOOL
Soule Road

Contact: Jane Leone
3 McLean Parkway, Ludlow, MA 01056
(413) 583-8416

Grades served: 3-5

Curriculum: reading/language arts, social studies, computer
  science, mathematics, science, arts, problem solving,
  critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Revolving Door, and
  Schoolwide Enrichment; Talents' Unlimited; SAGE; ICE;
  Torrance's Future Problem Solving (reviewing these
  models at planning stage)

Funding: local, School Improvement Council, Horace Mann Teacher
  Program

Program Highlights:
• inservice workshops on curriculum compacting and
  enrichment in the regular classroom
• pilot program to begin in January, 1988

Wilbraham has planned to pilot an enrichment program for grades 3-5 in
January, 1988. Teachers are to be trained in creative problem-solving
techniques, as well as in how to compact the existing curriculum. General
enrichment experiences for students include: Air and Space Week, We the
People, Authors' Days, and Books and Beyond.

An inservice workshop, "Enrichment in the Regular Classroom," was
presented in the Fall, 1987. Eighty teachers, aides, administrators, school
committee members, and parents attended this workshop. Other educational
workshops available for teachers include Talents Unlimited, Kids' Kits, and
the use of mentors. A Horace Mann grant supports the planning of the mentor-
ship component. Planning is in progress to decide on an enrichment model for
grades 3-5, to introduce this model to the staff, and to continue inservice
training to support the successful implementation of the model.

WINTHROP

PROJECT CHALLENGE
Winthrop Middle

Contact: Bernadette Carsley
Winthrop Middle School, Winthrop, MA 02152
(617) 846-5507

Grades served: 7-8; approximately 50-70 students
Curriculum: reading/language arts, social studies, computer
science, mathematics, science, arts, problem solving,
critical and creative thinking

Program Options: Future Problem Solving
Time: 6 hours/week, Merit Component; 1 hour/week, Discovery
Component
Staff: 1 part-time
Collaboration: Advisory Committee, mentor program, inservice committee
Funding: local, Horace Mann Teacher Program
Program Highlights:
• Advisory Committee (3 faculty members, 1 administra-
tor, 1 parent, and 1 member of the business commu-
ty) to research literature and trends in gifted and
talented education.
• mentors from the faculty and the community to design
minicourses and projects that are appealing and
challenging to gifted students.
• special training for mentors to be offered to ensure
that critical and creative thinking skills are in-
fused throughout the project's activities.
• students to be selected to participate in the pro-
gram's activities from a talent pool.

The goals of Project Challenge are to: identify those children in grades
seven and eight at the Winthrop Middle School who have outstanding abilities
and who consistently demonstrate high performance; provide them with a chal-
lenging curriculum that will develop critical and creative thinking skills;
and give these students an opportunity to display their talents in a creative
and productive manner.

To best meet these goals, Project Challenge is divided into two
components--the Merit program and the Discovery program. The Merit program
provides horizontal enrichment to students with high general intellectual
aptitude.

The Discovery program employs the use of mentors to address small groups
with specific aptitudes. In this way, Project Challenge is able to serve a greater number of children than a regular pull-out program would be able to accommodate; it pays tribute to the fact that students need not be talented in all areas, but may be gifted in one.

WORCESTER

PEAK GROWTH
41 elementary schools
4 middle schools
4 high schools

Contact: Gerald Daley
20 Irving Street, Worcester, MA 01609
(617) 799-3516

Grades served: K-9; 1300 students
Curriculum: reading/language arts, social studies, computer science, mathematics, science, arts, problem solving, critical and creative thinking

Model(s): Renzulli's Enrichment Triad, Talents Unlimited

Time: varies by grade

Staff: 10 full-time; 34 part-time, grant and locally supported staff

Collaboration: New England Science Center, Worcester Center for Crafts, Worcester Art Museum

Funding: local

Program Highlights:
- ten PEAK students and ten gifted and talented bilingual students working together with two staff members and professional craft instructors at the Worcester Center for Crafts
- field trips to educational sites that provide grade 3 gifted and talented and bilingual gifted and talented students an opportunity to meet and share an experience with similar students from other schools
- evaluation of the program features self-evaluation by staff to enhance communication and improve program quality

Providing Enrichment for Able Kids (PEAK) offers a variety of options to academically and artistically talented students. Students, grades K-3, are served by an in-school bi-weekly pull-out program. The primary program is based on the Talents Unlimited model.

Students, grades 4-6, participate in 16-week modules of instruction at a variety of educational sites and cultural institutions. These enrichment units cover a broad range of topics, encourage students to explore a variety of interesting resources, and connect students with practicing professionals.

Spotlight-Worcester, for students in grades 7-9, is an after-school and weekend enrichment program. Spotlight-Worcester features minicourses (10 sessions each), guest speakers, and peer discussion groups.

Bilingual Spanish students in grades K-6 are also involved in enrichment programs within the classroom and outside of the classroom.
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- Wilbraham Public Schools
- Winthrop Public Schools
- Worcester Public Schools

**APPROVED COLLABORATIVES**

- Hampshire Educational Collaborative
- North River Collaborative

**ACADEMIC REGIONAL SCHOOL DISTRICTS**

- Adams-Cheshire Regional S.D.
- Ashfield-Plainfield Regional S.D.
- Central Berkshire Regional S.D.
- Gateway Regional S.D.
- Groton-Dunstable Regional S.D.
- Gill-Montague Regional S.D.
- Narragansett Regional S.D.
- Pentucket Regional S.D.
- Pioneer Valley Regional S.D.
- Silver Lake Regional S.D.
- Southern Berkshire Regional S.D.
- Spencer E. Brookfield Regional S.D.
- Triton Regional S.D.

**VOC-TECH REGIONAL SCHOOL DISTRICTS**

- Shawsheen Valley Regional Voc-Tech

**SPECIAL COLLABORATIVES**

- Sharon-Canton G/T Collaborative
- Frontier Regional G/T Collaborative
- Mendon-Upton/Blackstone-Millville G/T SMARTS G/T Collaborative

* Collaboratives specially formed for the purposes of the Gifted and Talented Discretionary Grant Program

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- PLANNING FOR SPECTRUM PROGRAM IMPROVEMENT
- PLANNING FOR THE GIFTED AND TALENTED
- LEARNING OPPORTUNITIES GAINED IN CLASSROOMS
- SPARKLERS: MINICOURSES TO SPARK CREATIVITY
- INDIVIDUAL POTENTIAL PROGRAM EXPANSION
- CREATIVE & CRITICAL THINKING IN KINDERGARTEN
- DEVELOPING A GIFTED & TALENTED PROGRAM
- PROJECT WONDER
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- ASSESSMENT & PLANNING FOR A G/T PROGRAM
- EDUCATIONAL PARTNERSHIP: HIGH SCHOOL & COLLEGE
- PLANNING FOR A GIFTED/TALENTED PROGRAM
- SPECTRUM: IMPLEMENTATION, YEAR ONE
- EXPANSION VIA COMMUNITY RESOURCE/MENTOR APPROACH
- FACILITATING THINKING SKILLS FOR G/T
- ARCHITECTURE & THE ALLIED DESIGN FIELDS
- PLANNING FOR GIFTED & TALENTED PROGRAMMING
- GIFTED & TALENTED: MIDDLE SCHOOL DEVELOPMENT
- PEAK GROWTH

- CURRICULUM-COMPACTING FOR GIFTED STUDENTS
- MENTOR CONNECTION

- JUNIOR HIGH PROGRAM FOR THE ACADEMICALLY TALENTED
- COLLABORATIVE GIFTED AND TALENTED PLANNING GRANT
- MATHEMATICS/COMPUTER & MENTOR ENRICHMENT PROGRAMS
- GATEWAY TAG EXPANSION
- CURRICULUM PLANNING FOR GIFTED & TALENTED
- MAINSTREAMED OPPORTUNITIES IN GIFTED LEARNING
- PROJECT TALENT
- PLANNING FOR K-9 GIFTED PROGRAM
- CREATIVE ENRICHMENT PROJECT
- EXTENDED LEARNING PROGRAM
- EXPANSION OF GIFTED & TALENTED PROGRAM
- REACHING OUT IN SPENCER-EAST BROOKFIELD
- TRIAD ENRICHMENT: PLANNING FOR IMPLEMENTATION

- LEADERSHIP SKILLS PROJECT

- 8-7-6 CONTACT
- PROJECT DISCOVERY
- COORDINATED RESOURCES FOR SMALL COMMUNITIES
- ARTSREACH: DISCOVER AND ENRICH TALENT

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- * Collaboratives specially formed for the purposes of the Gifted and Talented Discretionary Grant Program
Chapter 188, known as the School Improvement Act of 1985, required the Department of Education to collect data from school districts about programs and services in many areas. As one small part of this effort, school districts were asked to report on programs and services for gifted and talented students.

The data collection instrument for gifted and talented was necessarily brief. The Department of Education was able to collect summary information in 1987 about written policies, characteristics identified, and academic areas in which programs were offered. The one thousand two hundred and thirty-five (1,235) schools which responded did not have the opportunity to describe their offerings in detail.

The reported information is summarized below.

1. Seven hundred and eighty-six (786) schools reported a written policy for identification of gifted and talented students.

2. The number of schools that cited the following characteristics in the identification of gifted and talented students are as follows.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>General intellectual ability</td>
<td>806</td>
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<tr>
<td>Specific academic aptitude</td>
<td>763</td>
</tr>
<tr>
<td>Creative/productive thinking</td>
<td>669</td>
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<tr>
<td>Leadership</td>
<td>452</td>
</tr>
<tr>
<td>Visual/performing arts</td>
<td>291</td>
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</table>

3. The number of schools that reported gifted and talented programs or services in the following academic areas are as follows.

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Number of Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts</td>
<td>762</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
<td>726</td>
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<tr>
<td>Science</td>
<td>682</td>
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<tr>
<td>Foreign Language</td>
<td>292</td>
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<tr>
<td>Social Studies</td>
<td>612</td>
</tr>
<tr>
<td>Other**</td>
<td>553</td>
</tr>
</tbody>
</table>

* Based on 1,235 schools reporting (total number of schools in the Commonwealth: 1,795)

** Includes computer science, interdisciplinary curriculum, art, music, critical and creative thinking, and problem solving.
4. The specific type of program or services is summarized by grade level below.

<table>
<thead>
<tr>
<th>Gifted and Talented Programs and Services (Number of schools reporting at each grade level)*</th>
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<tbody>
<tr>
<td>N/K</td>
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<tr>
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<td>After school</td>
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<td>Itinerant teacher</td>
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<tr>
<td>Chapter 636-TAG</td>
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<tr>
<td>Other</td>
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</table>

The names of the schools in each district which reported programs or services for gifted and talented students are listed on pages 69-77 in this publication. The schools themselves can best provide additional information about these offerings.

Please note: The Department of Education was unable to seek clarification from schools which did not report. In some instances these programs were in the planning stages; in others, school staff expected that their program would be included in a districtwide report. There may, therefore, be programs for gifted and talented students at schools which are not reported here.

* Based on 1,235 schools reporting (total number of schools in the Commonwealth: 1,795)
**Districts reporting systemwide programs**

- **ABINGTON PUBLIC SCHOOLS**
  - Center
  - North
  - Woodsdale
  - Providence Jr HS
  - Abington High

- **ACTON PUBLIC SCHOOLS**
  - McCarthy-Towns
  - Daniels
  - Gates
  - Luther Conant

- **AGAWAM PUBLIC SCHOOLS**
  - Clifford W Granger
  - Benjamin J Phelps
  - Robinson Park
  - James Clarke School
  - Agawam Middle School
  - Agawam High

- **AMESBURY PUBLIC SCHOOLS**
  - Edace Mann
  - Amesbury Elementary
  - Charles C Cashman BL
  - Amesbury Middle

- **AMHERST PUBLIC SCHOOLS**
  - Crocker Farm Elementary
  - Fort River Elementary
  - Mares Meadow Laboratory
  - Wilwood Elementary

- **ANDOVER PUBLIC SCHOOLS**
  - Bancroft Elementary
  - Henry C Sanborn Elem
  - South Elementary
  - West Elementary
  - Doherty Junior High
  - Andover West Junior High

- **ARLINGTON PUBLIC SCHOOLS**
  - John A Bishop
  - Brattle
  - Cyrus D Dallin
  - Hardy
  - Peirce
  - Thompson
  - M Norcross Stratton
  - Ottoson Jr High
  - Arlington High

- **ASHLAND PUBLIC SCHOOLS**
  - Henry B Warren Elem
  - David Mindess Middle
  - Ashland High

- **ATTLEBORO PUBLIC SCHOOLS**
  - Stoughton School
  - Joseph Pinzberg
  - Willett
  - Byram Fine Elem
  - Hill Roberts Elem
  - Robert J Corliss Middle
  - Peter Trucker Middle
  - Cyril K Brennan Middle
  - Attleboro High

- **AUBURN PUBLIC SCHOOLS**
  - Julia Bancroft
  - Paetscoac
  - Mary J Stone
  - Auburn Junior High

- **AYER PUBLIC SCHOOLS**
  - Park
  - Ayer Jr High
  - Ayer Sr High School

- **BARNSTABLE PUBLIC SCHOOLS**
  - West Barnstable Elem
  - Centerville Elementary
  - Cotuit Elementary
  - Hyannis Elementary
  - Hyannis West Elementary
  - Osterville Bay Elementary
  - Middle School Grade 6
  - Barnstable Middle School

- **BEDFORD PUBLIC SCHOOLS**
  - Lt Besalze Davis
  - Lt Job Lane School
  - John Glenn Middle
  - Bedford High

- **BELCHERTOWN PUBLIC SCHOOLS**
  - Chestnut Hill Community
  - Belchertown Sr High

- **BELLINGHAM PUBLIC SCHOOLS**
  - Clara Macy Elementary
  - South District
  - Stalbooke
  - Bellingham Memorial Jr-Sr

- **BELMONT PUBLIC SCHOOLS**
  - Winn Brook
  - Mary Lee Burbank
  - Daniel Butler
  - Roger & Wellington
  - Winthrop L Chenery Middle
  - Belmont High

- **BERKLEY PUBLIC SCHOOLS**
  - Edward C Canuel Primary
  - Berylley Middle Schrl

- **BELLINGHAM PUBLIC SCHOOLS**
  - Clara Macy Elementary
  - South District
  - Stalbooke
  - Bellingham Memorial Jr-Sr

- **BEVERLY PUBLIC SCHOOLS**
  - Central
  - Cove
  - Aberdeen Edwards
  - Hannah Elementary
  - Mcait
  - North Beverly Elementary
  - Aters/Ryal Side School
  - Thomas Readle Jr School
  - Briscoe Middle

- **BILLERICA PUBLIC SCHOOLS**
  - Thomas Ditson
  - Frederick J Dutle
  - John F Pennedt
  - Parker
  - Hazzare Elementary
  - Eugene C Vining
  - Marshall Middle School
  - Locke Middle
  - Billericia Mem High Sch

- **BOLTON PUBLIC SCHOOLS**
  - Emerson

- **BOSTON PUBLIC SCHOOLS**
  - Boston
  - Jackson Mann
  - Beethoven
  - Charles E Mackey
  - Charles S Sonner
  - Charles E Taylor
  - Curtis Guild
  - David A Ellis
  - Dearborn
  - Dennis C Haley
  - Blihz Greenwood
  - Emily A Fifeil
  - Farragut
  - Frank V Thompson Middle
  - George R Conley
  - Habret A Baldwin
  - Henry Grew
  - James A Garfield Elem
  - James W Hennigan
  - James J Chittick
  - John D Philbrick
  - John Marshall
  - John W McCormack
  - Joseph Lee
  - Joyce Kilmer
  - Harvard-Kent
  - Manassas B Bradley
  - Mozart
  - Richard J Murphy
  - Paul A Dever
  - Pauline Agassiz Shaw
  - Phineas Bates
  - Quincy B Dickerman
  - Sarah Greenwood
  - Theodore Roosevelt Middle
  - Thomas J Kenny
  - William Eley Channing
  - William Monros Trotter
  - Joseph B Barnes Middle
  - Mary E Curly Middle
  - Thomas A Edison Jr High
  - Oliver Wendell Holmes Jr
  - Washington Irving Middle
  - James P Timlin Jr Middle
  - Bright High
  - Jeremiah E Burbank High
  - Boston Latin Academy
  - Jamaica Plain High
  - Boston Latin

- **BOURNE PUBLIC SCHOOLS**
  - Otis Memorial Elementary
  - Ella P Holle School
  - Edward C Stone Middle
  - Kempten J Coody Middle
  - Col James P lyle Middle
  - Bourne High

- **BOUFORD PUBLIC SCHOOLS**
  - Harry Lee Cole
  - Spofford Pond

- **BOSTON PUBLIC SCHOOLS**
  - Butlton Public Schools
  - Butlton Elementary

**Reported Programs & Services • 69**
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<td>Fairhaven High</td>
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<td>FALL RIVER Public Schools</td>
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<td>Westall</td>
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<td>B &amp; C. Durfee High</td>
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</table>
FALMOUTH PUBLIC SCHOOLS
EAST FALMOUTH ELEM
MURPHY HALL
NORTHER FALMOUTH ELEM
MOSS CREEK SCHOOL
FALMOUTH HIGH

PITTMAN PUBLIC SCHOOLS
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ABBEY MEMORIAL

POINTE PUBLIC SCHOOLS
CHARLES W. TAYLOR
JESSE E. LEWIS/BOC
MABELLE C. WILKINSON
JOHN J. MOUNTAIN

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CHARLOTTE A. BUNNING
HERMANN
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POTTER ROAD
MARY E. STAPLETON ELEM
MIRIAM P. MCCARTHY SCH
WOODROW WILSON
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WALSH MIDDLE
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FRAMINGHAM SOUTH HIGH

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DAVIS THEATER
HERACE MANN
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GREAT HILL SCHOOLS

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GRANT J.B. SR. HIGH

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THORNTON BURGESS INTER

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CENTER ELEMENTARY
SYLVESTER
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BROOK

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ABBARAM LINCOLN
HUGH J MOLLOY
CHARLES W MOBEY
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WM P CONNERY
E J HARRINGTON
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SKEWELLS
CAPT WILLIAM G SHOEMAKER
EDWARD A SISSON
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JOHN HANNIGAN
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HORATIO A EMMINGTON
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ABEL AVENUE
AVERETT BOWLING
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FANNIE E PROCTOR
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NORTHEAST MIDDLE

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CORNELIUS M CALLAHAN
F A CROCKER
JOHN P OLDHAM
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OTTIS CONSOLIDATED

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QUABOAG ELEMENTARY
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THORNDIKE ST ELEMENTARY
THREE RIVERS ELEMENTARY
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THOMAS CARROLL
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WEST MEMORIAL
J HENRY HIGGINS MIDDLE

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ROSEMORE
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MORNINGSIDE COMM SCH
CROSBY
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QUINCY PUBLIC SCHOOLS
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LINCOLN-HANCOCK
ATREXTON HOUCH
MERRIMOUNT
MONTCLAIR
FRANCIS W PAKER
SMUG BARBO
SQUINNEN
DANIEL WEBSTER
CENTRAL MIDDLE
QUINCY MIDDLE
NORTH QUINCY HIGH
QUINCY VOC TCH

RANDOLPH PUBLIC SCHOOLS
CHARLES C DEVINE
MARGARET L DONOVAN
ELIZABETH G LYONS ELEM
MARTIN L YOUNG ELEM
J P KENNEDY JR HIGH
RATHBURN PUBLIC SCHOOLS
WILLIAM J SULLIVAN
LILLIE B MERRILL
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SOUTH
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READING PUBLIC SCHOOLS
ALICE M BARROWS
BIRCH MEADOW
JOSHUA EATON
J WAREN KILLAM
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WILLIAM L DEMPSEY
Hiram L DORMAN
MARGARET C ELS
GLENWOOD
ALFRED M Glickman
FRANK H FREEMAN
FREDERICK HARRIS
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COHANNET
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LEONARD
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LOWELL W MATHAM
JAMES L WILCEHT
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H N GALLIGAN
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WINCHESTER

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<th>WINCHESTER PUBLIC SCHOOLS</th>
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<td>N ELIZABETH WILLIS</td>
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<td>ARTHUR W DABBLE</td>
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<td>WINTHROP MIDDLE SCHOOL</td>
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<td>AMHERST-PHELHAM REGIONAL</td>
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<td>NEW SALEM-WENDOFL REGIONAL</td>
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REPORTED PROGRAMS & SERVICES

NORTHBORO-SOUTHBORO REGIONAL
  ALDOQUIN REG HIGH

NORTH MIDDLESEX REGIONAL
  SPAULDING MEMORIAL
  ASHBY ELEMENTARY
  PETE FITZPATRICK
  HAWTHORNE BROOK
  VARNUM BROOK
  NORTH MIDDLESEX REG

OLD ROCHESTER REGIONAL
  OLD ROCHESTER REG JR HIGH
  OLD ROCHESTER REG SR HIGH

PENTUCKET REGIONAL
  PENTUCKET REG JR HIGH
  PENTUCKET REG SR HIGH

PIONEER VALLEY REGIONAL
  PIONEER VALLEY REG

PLYMOUTH-CARVER REGIONAL
  PLYMOUTH-CARVER HIGH

QUABBIN REGIONAL
  HUBBARDSTON CENTER
  SOGER F LANGLEY
  RUGGLES LAKE
  QUABBIN REGIONAL JR SR

RALPH C. MAHAR REGIONAL
  RALPH C MAHAR REG

SOUTHERN BERKSHIRE REGIONAL
  LIFORD
  MONTEREY
  MT EVERETT REGIONAL

SPENCER B. BROOKFIELD
  SPENCER B. BROOKFIELD REG
  GROVE STREET
  LAKE STREET
  MEMORIAL
  PLEASANT ST
  MAPLE ST
  WEST MAIN STREET
  DAVID PROUTY JR HIGH
  LASHWAY J H
  DAVID PROUTY HIGH

TAUNTON REGIONAL
  TAUNTON REG JR HIGH

TRITON REGIONAL
  TRITON REG HIGH

WAVERLEY W. BROOKFIELD REGIONAL
  QUABOAG REGIONAL HIGH

BLUE HILLS REGIONAL VOC-TECH
  BLUE HILLS REG VOC TECH

GREATER NEW BEDFORD REGIONAL
  VOC-TECH
  GE NEW BEDFORD VOC TECH

GREATER LOWELL REGIONAL
  VOC-TECH
  GE LOWELL REG VOC TECH
FUNDING SOURCES

CHAPTER 636 GRANTS
Chapter 636 of the Acts of 1974 established state financial support for the desegregation of Massachusetts schools. These funds, available under 5 programs are used to meet educational needs arising in school districts that are desegregating, either voluntarily or under court order. Of particular importance are programs which seem to further the goals of "integrated education" by improving the quality of education in integrated classrooms, and by providing opportunities for a cross-cultural interaction that would not normally take place within regular schools. For more information regarding Chapter 636 and associated grant programs, contact: Charles Glenn, (617) 770-7530, Department of Education, Office of Educational Equity.

COMMONWEALTH INSERVICE INSTITUTE
The Commonwealth Inservice Institute funds training programs which are designed by school staff to improve classroom instruction or educational services. The Institute encourages proposals designed to develop or improve instruction and/or services to gifted and talented children. All eligible elementary and secondary school personnel may apply for Institute gifted and talented funds (for further information refer to Appendix C). Contact: Patricia Brown or Pam Spagnoli, (617) 770-7569, Department of Education, Office of Professional Development; or the appropriate Regional Education Center.

EARLY CHILDHOOD DISCRETIONARY GRANTS
These grants are designed to encourage the development of high quality early childhood education programs of four types: 1) programs for three and four year olds, 2) enhanced kindergarten classes, 3) transitional classes, and 4) programs combining early childhood education and day care. For more information contact: Carole Thomson or Ada Pollack, (617) 770-7536, Department of Education, Bureau of Early Childhood Education; or the appropriate Regional Education Center.

GIFTED AND TALENTED DISCRETIONARY GRANT PROGRAM
Grants are awarded to encourage local school districts to plan, implement, or expand services to gifted and talented students from all linguistic and cultural backgrounds. Funds are awarded on a competitive basis. For more information contact: Roselyn Frank or Barbara Libby, (617) 770-7237, Massachusetts Department of Education, Office for Gifted and Talented; or the Regional Education Center gifted and talented program contact listed on the back cover.
SCHOOL IMPROVEMENT COUNCIL FUNDS

This fund will allow School Improvement Councils within each school building to improve the education offered by their schools. Any public school which has organized a School Improvement Council will receive $15 per pupil. Funds may be used to improve the education offered by their schools. A council may use its grant for a variety of purposes, including the funding of innovative or alternative educational programs, cultural education programs, business and education partnership programs, the purchase of instructional equipment, and parental and community involvement in the schools. For more information contact: Susan Freedman (617) 770-7502, Department of Education, Office of Community Education.

FEDERAL FUNDING SOURCE

As this publication is being printed, new legislative efforts are being discussed for the FY89 federal budget. At this point in time, the Federal Education Block Grant is the only federal source for local school districts.

FEDERAL EDUCATION BLOCK GRANT PROGRAM
(CHAPTER 2 OF THE EDUCATION AND IMPROVEMENT ACT OF 1981)

This grant program provides federal support for elementary and secondary education. School districts are able to use block grant money to serve gifted and talented students (for detailed information see below). Contact: Raymond Gehling, (617) 727-1346, Department of Education.

GIFTED AND TALENTED
Fiscal Year 1988

<table>
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<tr>
<th>School District</th>
<th>$</th>
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<tr>
<td>Athol Roylston Regional</td>
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<td>575</td>
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<td>Lancaster</td>
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<td>Littleton</td>
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<td>Lunenburg</td>
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<td>Marion</td>
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<td>Somerset</td>
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<td>Stoughton</td>
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<td>Swampscott</td>
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<td>Warren</td>
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<td>TOTAL</td>
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<td>798</td>
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N.B. /VT = Vocational-Technical Regional School
BOARD OF REGENTS SCHOOL/COLLEGE COLLABORATIVE PROGRAMS

Funds are allocated to public school institutions of higher education to design programs to improve the quality of elementary and secondary education in the public schools. Funding categories include programs for the gifted and talented. For more information, contact George Lowry, Board of Regents, 1 Ashburton Place, Room 619, Boston, MA. (617) 727-7785.

HORACE MANN TEACHER PROGRAM

Horace Mann Teacher grants are distributed to districts for compensation to teachers who take on expanded responsibilities and new roles. A district's funding level is $2,000 times 6 percent of the number of teachers in the district. All certified teachers are eligible to receive up to $2,500 per year. Teacher selection procedures and grant levels in each district are subject to collective bargaining. For more information contact: Barbara Krysiak, (617) 770-7540, Department of Education, Division of School Programs.

LUCRETIA CROCKER FELLOWS: EXEMPLARY TEACHER-INITIATED PROGRAMS

Established under the School Improvement Act of 1985 (Chapter 188), the Lucretia Crocker Program awards fellowships to public school teachers who have been instrumental in the development of exemplary educational programs.

The Lucretia Crocker Fellows spend the academic year sharing their educational programs with teachers, schools, and school districts throughout the state.

Three of the fellows selected for the academic school year 1987-88 have developed programs that may be used to challenge gifted and talented students. These programs are described below.

JANET GINKUS ALLEN: Worcester Public Schools
Math and Art
Training students to find connections between two seemingly dissimilar disciplines is the basis for the math and art program. Math and art teachers work together on topics such as patterns, geometry, proportions, and perspective, hoping to give math students a broader and more interesting comprehension of the world. Math and art may be explored by intermediate through high school grades.

TOM LADENBURG: Brookline Public Schools
Critical Issues United States History Units
This innovative program is designed to meet the continuing need for materials that perk students' natural curiosity about important issues in America's past that are relevant today. It supplies comprehensive units at the 7th-8th grade
level, on fifteen major chronological periods, including: the American Revolution, Writing the Constitution, Reconstruction, the New Deal, Vietnam, Central America, and many more. Mock trials, the Constitutional Convention, conferences, and games are an integral part of these units, and serve as springboards for writing exercises.

KEVIN O’REILLY: Hamilton-Wenham Regional School District

Critical Thinking in Social Studies teaches students critical thinking skills such as evaluating evidence, identifying unstated assumptions, analyzing cause and effect arguments, and assessing ethical claims. Each skill is introduced through a concrete demonstration or familiar example. These critical thinking skills can be integrated into any social studies course as well as other disciplines. Kevin will provide in-service workshops, demonstrate sample lessons, explain the theory behind the lessons, and work with teachers to write their own lessons.

For more information about the Lucretia Crocker Fellow Program and possible adoption of these programs, contact: Doreen Wilkinson, Massachusetts Department of Education, (617) 770-7556.

TEACHER STUDY GROUP PROGRAM

The Teacher Study Program is sponsored by the Massachusetts Field Center for Teaching and Learning. Grants of up to $500 each are awarded to support investigations of school-based issues by teams of 6-12 professional staff. Grants are available to help districts address the needs of gifted and talented students. Contact: Bill Dandridge, Massachusetts Field Center for Teaching and Learning, Bridgewater State College, Bridgewater, MA 02324, (617) 697-1592.
INSERVICE EDUCATION THROUGH THE COMMONWEALTH INSERVICE INSTITUTE

The Commonwealth Inservice Institute funds a variety of inservice programs that are:
- participant developed;
- voluntary in nature; and
- designed to meet local needs and to promote federal and state priorities

The Institute and Gifted and Talented Programs: As part of a statewide effort, the Institute is accepting proposals designed to develop or improve instruction and/or services to gifted and talented children. It especially welcomes proposals that address the needs of economically disadvantaged and minority students.

Using the Institute's system of grants, a number of Institute/Gifted and Talented proposals have been funded. Two types of grants are available: 1) one year grants of up to $3,000 per year, and 2) multi-year grants.

The Institute supports a small number of two to three year grants (multi-year). The purpose of these grants is to allow individual schools or districts to undertake a major staff development effort that will result in the improvement of instruction or educational services. Maximum funding for a single grant is $5,000 per year and continuation after the first year is dependent on "demonstrated progress" and the appropriation of state funds.

Gifted and Talented Institute grants have addressed a variety of topics including:
- Designing programs for the gifted and talented at the junior high school level;
- Identifying teaching strategies in science and mathematics to promote learning for gifted bilingual students;
- Counseling the gifted student through the use of role playing, case studies, and group process techniques;
- Determining individual strengths, interests, and learning styles among the gifted and talented;
- Creating a parent-teacher partnership in meeting the needs of gifted students;
- Designing curriculum to meet the needs of gifted students in the mainstreamed classroom;
- Introducing gifted students to research methods and inquiry techniques.
### INSTITUTE/GIFTED AND TALENTED GRANTS*
June, 1987 - February, 1988

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<td>Instruction of Gifted and Talented, grades 1-4</td>
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<td>Literature: Concepts and Methods</td>
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<td>Westport</td>
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<td>1,460</td>
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**TOTAL**                                                                 **$48,719**

* Funding sources of all listed grants: State/Local aid
For more information about gifted and talented programs, contact the following representatives in the Regional Education Center nearest you.

Martin Martinian  
**Greater Boston REC**  
75 Acton Street  
Arlington, MA 02174  
(617) 641-4870

Wendy Boynton  
**Northeast REC**  
219 North Street  
North Reading, MA 01864  
(617) 727-0600

Velma Cobb-Stubbs  
**Southeast REC**  
Lakeville State Hospital  
P.O. Box 29  
Middleborough, MA 02346  
(617) 947-1231

Chuck Radlo  
**Central Massachusetts REC**  
Beaman Street, Rte. 140  
West Boylston, MA 01583  
(617) 835-6266

Paul Burnim  
**Greater Springfield REC**  
Macek Drive  
Chicopee, MA 01013  
(413) 594-8511

Anne Crider  
**Northwest REC**  
Berkshire Plaza  
37 Main Street  
North Adams, MA 01247  
(413) 664-7101