

Westfield Washington Schools



Rtl—High Ability Services for Students Procedural Manual

WWS Mission and Vision

Mission: Provide rigorous and engaging experiences to prepare all children-social, emotionally, and academically-for their future.

Vision: To be an exemplary learning organization focused on collaboration, innovation, and continuous growth for all.

WWS Strategic Priorities

WWS has the following strategic priorities:

1. **Student Learning and Achievement:** We will provide a rigorous and engaging learning environment. Focus areas include: aligned instructional practices, innovation, social emotional learning, and career ready.
2. **Family and Community Engagement:** We will cultivate positive relationships leading to student success. Focus areas include: communication, stakeholder relationships, and parent education.
3. **Fiscal Responsibility and Stewardship:** We will maintain efficient use of all district resources. Focus areas include: efficient operational systems, debt management, and allocation of resources.
4. **Safe and Healthy Environment:** We will provide a culture focused on the well-being of all stakeholders. Focus areas include: school safety, climate and culture, and wellness and nutrition.
5. **Workforce Growth and Development:** We will invest in continuous growth for ALL staff. Focus areas include: professional development, continuous improvement, and recruitment and retention.

We believe in-

- a systems perspective
- visionary leadership
- student-centered excellence
- valuing people
- organizational learning and agility
- focusing on success
- managing for innovation
- management by fact
- societal responsibility
- ethics and transparency
- delivering value and results.

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Definitions of High Ability Students

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC 20-36-2-2).

The Indiana Code defines a student with high abilities as one who:

- 1) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- 2) Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

A High Ability—General Intellectual Student performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum.

Those students who exhibit this potential in language arts and/or math are considered ***High Ability—Specific Academic—Language Arts and/or Math*** respectively, and whose needs cannot be met through the grade level curricula in language arts and/or math respectively. “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines.

Characteristics of High Ability Learners

A child with high abilities may exhibit some or most of these characteristics:

1. Learns rapidly, easily, and with less repetition.
2. Masters reading early and continues to read at a consistently more advanced level.
3. Has the ability to express self through the various communicative skills in a more mature manner.
4. Reaches higher levels of sensitivity to environment such as objection to loud noises, bright colors, or odors.
5. Likes to study difficult subjects for the enjoyment of learning.
6. Spends time beyond ordinary assignments or scheduled time on task when the subject is of personal interest.
7. Knows about many things of which other children are unaware.
8. Constructs relationships between things that are not readily obvious.
9. Analyzes mechanical problems, puzzles, and trick questions quickly.
10. Reasons out more problems due to recognition of relationships and a comprehension of meanings.
11. Performs with extraordinary poise and can take charge of a situation or may be extremely sensitive and introverted.
12. Evaluates facts and arguments critically and asks many questions, often challenging the teacher and the textbook.
13. Has diverse, spontaneous, and frequent self-directed interests.
14. Has extensive vocabulary, background knowledge, or memory.
15. Grasps math concepts quickly; solves problems involving critical thinking; and enjoys logic and puzzles.
16. Has a more intense energy level, activity level, or ability to concentrate, and may talk fast.

Common Traits of High Ability Learners

(National Resource Center on the Gifted and Talented, Mary Ruth Coleman)

A child with high abilities may exhibit some or most of these common classroom behaviors:

1. Motivation and evidence of desire to learn, satisfying a need or attaining a goal.
2. Asks many questions, often challenging the teacher and the materials. Has a method or process of seeking knowledge, understanding, and information through questions, experiments, and exploration.
3. Has intense, sometime unusual interests.
4. Highly expressive with words, numbers, or symbols.
5. Explores and experiments with objects at hand and is able to multi-task.
6. Work tends to be off the beaten track with much humor and playfulness. Conveys and notices humor well.
7. Is often bored with recitation and memorization of facts; prefers talking about ideas and problems. Effective, often inventive, strategies for recognizing problems.
8. Feels strongly about many things and often expresses feelings. Very strong or extreme responses to stimuli (emotional, intellectual, sensory, psychomotor, and imagination).
9. Comes up with unexpected, creative, unique, nontraditional, and/or innovative answers and ideas.
10. Uses logical approaches (highly conscious, directed, controlled, active, intentional forward-looking and goal-oriented thought) to figuring out solutions.
11. May prefer to work alone.
12. May not appear to be working hard, but does fairly well on assessments. Quickly grasps new concepts, sees connections, and senses deeper meanings.
13. Has a large storehouse of information on school or non-school topics. Exceptional ability to retain and retrieve information.
14. Shows unusual capacity for originality, concentration, or just plain hard work.
15. Exhibits a high sense of justice and fairness. May exhibit strong reactions to emotional stimuli.

Philosophy of High Ability Services

High Ability services are services for the high ability students or those that are serviced under RtI, Response to Instruction. The philosophy of High Ability is tied to the beliefs of the district. All students can learn more than they already are and it is the obligation of our school district to ensure that this happens. A student may be ready to learn more whether it be in a lesson, unit, or course. It is the responsibility of the educators of this district to provide learning opportunities (differentiation, acceleration, enrichment) for these students in order for them to achieve higher levels of performance in language arts and math at all levels and science and social studies in the upper grades.

Gifted performance results from a complex interaction of human qualities—intellectual, emotional, family, and cultural relationships, and educational strategies and methods. It is the relationship between an individual with various potentials and a world with various possibilities that may either lead to high level or gifted performance, or to undeveloped and under-used potentials. The challenge is to find an equitable way to allow all children with high abilities the opportunity to participate in experiences designed to maximize the development of their potential. These students need advanced learning and differentiated opportunities to have their needs met.

High Ability services identify students who require enhanced instruction during regular school hours for language arts and mathematics to develop their potential. Enhanced opportunities for intellectual growth through acceleration, compacting, and academic enrichment programs, and the use of community resources are utilized. The program will meet the educational needs of the identified students by offering accelerated and/or enrichment opportunities through differentiated curriculum, instruction, and programming options such as cluster grouping, ability grouping (between classes or within a class), honors classes, and/or self-contained classes.

Per Indiana Code, our corporation must:

- Identify students with high ability in grades K-12 in accordance with the definition of High Ability
- Record the high ability designation on the Student Test Number (STN)
- Provide “appropriately differentiated curriculum and instruction” to identified students in the relevant core content area(s)
- Provide professional development in high ability education
- Establish a Broad Based Planning Committee
- Evaluate the program
- Align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for schools within our corporation
- Report annually to the Indiana Department of Education on the programs and how the state grant provide to the corporation for high ability programs was used
- Report on the results of the program, including student achievement and program effectiveness.

Selection Committee

The High Ability Selection Committee at the district level consists of building administration teams—school test coordinators, principals, assistant principals, and/or counselors, the district’s Learning Systems team (HA/C&I/student services coordinators, data/assessment), corporation test coordinator. The district team’s work is coupled with the work of the building’s Rtl team which consists of the principal/assistant principal, grade level teachers, and resource teachers (literacy, special ed, EL, etc.).

The selection committee will review collected student data and the criteria outlined by the district to determine student placement in High Ability services. Confidentiality is absolutely necessary in protecting the rights of students; therefore, this information will remain confidential. The committee meets prior to and after the testing windows and as needed for updates throughout the year.

Roles of Committee Members

District Level:

1. Chair the proceedings. Review the selection procedure with committee members and the IDOE guidelines.
2. Organize and analyze assessment data and provide listing of identified students.
3. Assure that all notification is complete.
4. Review timelines.
5. Discuss with parents as needed.

Building Level:

1. Review the selection procedure. Consider whether the data being presented to the committee is appropriate and has been correctly gathered and analyzed.
2. Screen all data for anomalies. Review whether any student’s score presents an extreme deviation of expected profile and discuss that student’s placement—often these conversations occur during Rtl meetings.
3. Review the identification criteria to determine high ability students.
4. Notify parents and students, ensure documentation is sent home, PowerSchool updates, according to timelines.
5. Discuss with parents as needed.

All members will:

Serve as student advocate and clarify relevant considerations as to the type of programming being offered.

Formal High Ability Identification Process

As of 2007, the State requires that districts have a multi-faceted student assessment plan, which includes a performance-based, a potential-based, and another form of assessment to identify high ability students. All identified students are recorded in PowerSchool as High Ability along with the content area or general intellectual (both content areas). High Ability (those that meet the criteria for CogAT or a combination of CogAT and NWEA MAP) students receive high ability services. The State recommends that students are placed in the same classroom for high ability instruction and that they receive the instruction at their level during core instruction; it is not an add-on/enrichment service.

Identify: Identification process spring of grade K

- Assessments to use include CogAT Screener, CogAT Full Battery, NWEA MAP, and WWS Teacher Rating Scale.

Process:

All K students are given the CogAT Screener (3 tests). Those students who score in the 80thile or above are then given the CogAT Full Battery (remaining 6 tests). The qualifying standards below are for the Full Battery CogAT

Qualify: Math

- a. CogAT Q or QN: 96th-99thile → HA Math **OR**
- b. CogAT Q or QN: 94th-95thile → Qualitative Data/other (WWS Teacher Rating Scale) ≥ 50 → HA Math **OR**
- c. CogAT Q or QN: 94th-95thile → performance-based test (NWEA MAP) Math
 1. NWEA MAP: 96th-99thile → HA Math
 2. NWEA MAP: 94th-95thile → Qualitative Data/other (WWS Teacher Rating Scale) ≥ 50 → HA Math

Qualify: Language Arts

- a. CogAT V: 96th-99thile → HA LA **OR**
- b. CogAT V: 94th-95thile → Qualitative Data/other (WWS Teacher Rating Scale) ≥ 50 → HA LA **OR**
- c. CogAT V: 94th-95thile → performance-based test (NWEA MAP) Reading **AND** Language Usage
 1. NWEA MAP: 96th-99thile → HA LA
 2. NWEA MAP: 94th-95thile → Qualitative Data/other (WWS Teacher Rating Scale) ≥ 50 → HA LA

Qualify: Both/General Intellectual

- a. Meet both standards for Math and Language Arts

Services: Grades K-1

- K: Differentiation within the classroom, may flexible group
- 1-2: Flexible grouping with differentiation within classroom or grade level

Identify: Identification process spring of grade 2

- Assessments to use include CogAT Full Battery, NWEA MAP, and WWS Teacher Rating Scale.
- All students are retested. Students who do not re-qualify, may remain as designated “high ability” if meeting classroom and grade level standards of performance. The new score represents how the student is continuing to perform on abstract skills. This is also an opportunity to add students who score within the qualifying range.

Qualify: Math

- a. CogAT Q or QN: 96th-99th%ile→HA Math OR
- b. CogAT Q or QN: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) >50→HA Math OR
- c. CogAT Q or QN: 94th-95th%ile→performance-based test (NWEA MAP) Math
 1. NWEA MAP: 96th-99th%ile→HA Math
 2. NWEA MAP: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA Math

Qualify: Language Arts

- a. CogAT V: 96th-99th%ile→HA LA **OR**
- b. CogAT V: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA LA **OR**
- c. CogAT V: 94th-95th%ile→performance-based test (NWEA MAP) Reading **AND** Language Usage
 1. NWEA MAP: 96th-99th%ile→HA LA
 2. NWEA MAP: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA LA

Qualify: Both/General Intellectual

- a. Meet both standards for Math and Language Arts

Services: Grades 3-6

- Flexible grouping, cluster, self-contained, heterogeneous classrooms; come together for content instruction; WIS classroom placement is based on rubric (HA scores, other assessment scores over time, includes state assessment proficiency rating)

Identify: Identification process spring of grade 6

- Assessments to use include CogAT Full Battery, NWEA MAP, and WWS Teacher Rating Scale; Orleans-Hanna Algebra Prognosis Test for Algebra I placement at WMS
- All students are retested. Students who do not re-qualify, may remain as designated “high ability” if meeting classroom and grade level standards of performance. The new score represents how the student is continuing to perform on abstract skills. This is also an opportunity to add students who score within the qualifying range.

Qualify: Math

- a. CogAT Q or QN: 96th-99th%ile→HA Math OR
- b. CogAT Q or QN: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) >50→HA Math OR
- c. CogAT Q or QN: 94th-95th%ile→performance-based test (NWEA MAP) Math
 - 1. NWEA MAP: 96th-99th%ile→HA Math
 - 2. NWEA MAP: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA Math
- d. Meet WIS/WMS criteria for Orleans-Hanna Algebra Prognosis Test for Algebra I placement at WMS

Qualify: Language Arts

- a. CogAT V: 96th-99th%ile→HA LA **OR**
- b. CogAT V: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA LA **OR**
- c. CogAT V: 94th-95th%ile→performance-based test (NWEA MAP) Reading **AND** Language Usage
 - 1. NWEA MAP: 96th-99th%ile→HA LA
 - 2. NWEA MAP: 94th-95th%ile→Qualitative Data/other (WWS Teacher Rating Scale) ≥50→HA LA

Qualify: Both

- a. Meet both standards for Math and Language Arts

Services: Grades 7-8

- Cluster, self-contained; Advanced Math (7), Algebra I (high school credit) (7,8), Geometry Honors (high school credit) (8); Advanced Language Arts (7,8); Advanced Science (7); Advanced Science ICP (8); WMS placement is based on HA identification and classroom performance, rubric (assessment scores over time, includes state assessment proficiency rating)

8th grade	9th grade	10th grade	11th grade	12th grade
Math 8	Algebra I	Geometry	Algebra II	Pre-calculus AP Stats
Math 8	Algebra I & Part 1 of Geometry	Part 2 of Geometry & Algebra II	Pre-Calculus	AP Calculus or AP Stats or other math electives
Algebra	Geometry (possibly Honors)	Algebra II (possibly Honors)	Pre-Calculus (possibly Honors)	AP Calculus or AP Stats or Finite Math or other math electives

Identify: Identification process at end of grade 8

- Self-selection, grades, teacher recommendation, prerequisites, AP Potential (PSAT grades 9-11)

Services: Grades 9-12

- Cluster, self-contained; Honors classes; AP and ACP classes

Appeal:

1. Review current test scores
2. Review classroom performance. Give teacher rating scale and parent nomination form as needed
3. Retest CogAT as potential
4. Review other assessments and data

Performance-NWEA MAP, Fountas and Pinnell, i-Ready, other assessments

Potential-CogAT (qualitative, verbal, and qualitative/non-verbal), Orleans-Hanna Algebra Prognosis Test, PSAT

Other-WWS Teacher Rating Scale, SIGS, Kingore Observation Inventory (KOI)

Students who are not initially selected for high ability may be eligible for consideration to receive the same or similar instruction through the Rtl process as high performers or by having met prerequisites.

After the testing window is completed and results are obtained, the High Ability Selection Committee convenes and reviews scores and the notification process.

Parent Notification: School administration will send notification to the parents or guardians of the students who have been selected to receive high ability services.

Students who do not meet the criteria will be considered for services if they meet prerequisite criteria and will be retested, if applicable, in future grades.

Appeal Process

Appeal of High Ability Selection Committee Decision

An appeal may be made to the selection committee if a parent or guardian believes that one of the selection criteria was erroneously interpreted. The student may meet other prerequisite criteria and still receive services under Rtl.

Elementary, Intermediate, and Middle School:

Early admittance to Kindergarten:

Students may be admitted early to Kindergarten according to procedures and guidelines outlined in WWS School Board Policy 10000-06.

New students moving into the district:

Students already identified in a previous district will be admitted to WWS for high ability services. Scores from previous district will be used to determine class placement. During future testing events if the student does not meet WWS criteria, the parents and administration will decide if the student should continue in the WWS program.

Off-Grade Level Appeals:

Students are identified in grades K, 2, and 6. During the off grade levels, students will still take NWEA and could be considered as high performers and receive the same or similar services. Retesting students *may be* considered for grades 5-8 due to class/course placement.

High School:

Placement in ACP (Advanced College Project), Honors, and Advanced Placement (AP) students is governed by guidelines listed in the Westfield High School Course Description booklet available in the high school's guidance office or online. Middle and high school teachers, counselors, and administrators work together studying current academic course achievement, testing data, work samples, and using teacher recommendations to place students into high school courses.

Frequently Asked Questions

If a student has made all “A’s”, should s/he be admitted to the high ability services? Not necessarily. Each case is different. A student or group of students may be making outstanding grades at grade level but is not exhibiting above grade level ability and achievement.

My concern as a parent is that the school district relies too much on standardized test scores. School districts have an obligation to select methods that have a high level of reliability. The High Ability Selection and Rtl Committees secure objective and subjective information to make decisions regarding student placement. No selection process is perfect. The WWS standardized test scores determine a student’s academic achievement at a specific point compared to other students across the United States who took the same test to uphold reliability and validity standards. A cognitive abilities test is also given. This test has many of the characteristics of an IQ test. The Cognitive Abilities Test is an instrument that provides educators with information on higher-level thinking skills.

Are there occasions when the Appeals Committee will place a student into the high ability services? Absolutely. The Rtl committee must make a judgment based upon the information on hand. There are going to be circumstances where a student’s performance did not match his/her ability. The committee must carefully examine the information and make the decision that best meets the needs of the student.

Do all elementary schools have the same number of high ability students? No. Selection is based on district-wide results. All students in the district who meet the criteria receive high ability services at their home schools.

Will my child’s needs be met if s/he is not accepted for high ability services?

Yes. Our district is committed to individualized instruction, differentiation of instruction, and flexible grouping in all grade levels.

Counselor-Provided Programs and Services—Social and Emotional Needs

WWS employs school counselors in each school. The school counselors support staff and students in facilitating the academic, social and emotional, and career growth of all students. The school counselors collaborate with administrators, teachers, parents, community members, and students to develop a healthy, productive, meaningful, and safe learning environment for all. School counselors lead classroom lessons and work with students individually and in small groups.

Social and Emotional Challenges of the High Ability Student:

There are a cluster of traits and issues that seem to have a higher incidence among high ability students. If these tendencies are overly strong and hindering daily functioning (impacting eating, sleeping or social interactions), they may signal a problem that needs to be addressed.

Overexcitability:

- Intense, almost exclusive focus on a particular topic
- Sensitivity to their environment (noise, light, taste, feel of certain clothing items and even allergies)
- Excess physical energy
- Vivid imagination and even dreams
- Heightened sensitivity to criticism, perfectionism
- Heightened awareness and intolerance for the discomfort of others (empathy for homelessness or animal abuse)

Asynchronous Development:

- While academic achievement is above grade level, emotional or physical development may be lagging behind that of peers
- May engage in emotional outbursts despite obvious ability to reason verbally
- Struggle to interact with peers at the same emotional level if they aren't at the same intellectual level
- Generally, the greater the level of ability, the larger will be discrepancies

Perfectionism:

- Unrealistically high standards for themselves and peers
- Fear of failure and avoidance of challenges because they believe others expect too much of them
- Procrastinating on projects due to feeling overwhelmed by their vision of what it should be

Self-esteem and identity struggles:

- Lack of understanding their own abilities
- Feeling different from peers
- Feeling at odds with gender role expectations

The following are common to all children but with a higher incidence among high ability students

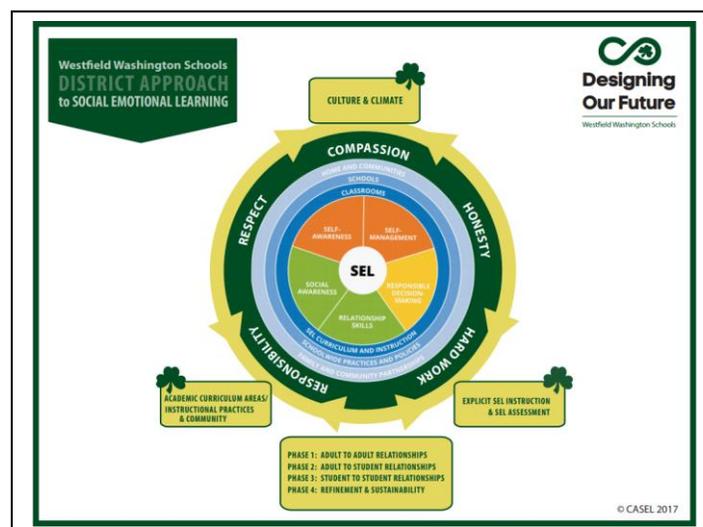
- Introversion
- Peer pressure (desire to fit in is greater because they already feel different)
- Bullying (can be targets for bullies or become bullies)
- Competition
- Social skills (due to overexcitabilities and asynchronous development)
- Stress/anxiety
- Accepting others who are different
- Study habits (especially when they begin to be challenged at their true academic level after they have grown accustomed to 'coasting' because the work was easy)

Some of the areas school counselors support are: learning effective study skills, overcoming academic obstacles, seeking challenges, understanding potential and achievement, understanding academic requirements of career paths, developing good interpersonal skills, understanding stress, understanding giftedness, becoming responsible, and exploring careers and college experiences.

Additional Resources Available:

- IDOE website, <https://www.doe.in.gov/highability/high-ability-101> contains information on topics such as creativity, asynchronous development, diversity, National Association for the Gifted (NAGC), perfectionism, traits, and more.
- The Indiana Association for the Gifted provides resources for high ability coordinators and parents and teachers of high ability students, www.iag-online.org.
- The organization SENG (Supporting the Emotional Needs of the Gifted) has resources for addressing the social and emotional needs of high ability students, www.sengifted.org.

School Counselors use CASEL's model for social emotional curriculum.



K-12 Affective Curriculum for High Ability Students Scope and Sequence - Sample Chart

5th Grade Academic Development

Learning effective study skills

- Outlining
- Note Cards
- Note taking skills and strategies

Learning how to overcome academic obstacles

- NWEA individual goal sheets

Seeking Challenge

- Academic competitions
- Differentiated work
- Pre assessments

Understanding potential and achievement

- NWEA Goal Sheets
- Pre assessments
- Differentiated curriculum

5th Grade College and Career Development

Understanding Academic requirements of career paths

- Guest speakers
- Making connections with curriculum with job expectations

5th Grade Citizenship Development

Developing good interpersonal skills

- Oral presentations
- Class discussions

Understanding Stress

- Discussions about perfectionism
- Discussions about dealing with failure (failure is o.k. / risk taking)

Understanding giftedness

- Differentiated groupings with the gifted population in a single classroom

6th Grade Academic Development

Learning effective study skills

- PowerPoint notes (slides expectations)
- Note taking lessons (Main ideas, supporting details, etc.)
- Using the assignment notebook

Learning how to overcome obstacles

- NWEA individual goal sheets
- State assessment and NWEA personal attention / goal setting

Seeking challenge

- Book reviews on their level (forcing them to read higher levels)
- Assessment tool to determine reading level
- Internet “Challenge” report
- Math Masters

Becoming Responsible

- Assignment notebook
- Classroom management system guidelines
- Multiple Assignments

Understanding achievement and potential

- NWEA goal sheets
- Set goals higher
- Differentiation of Instruction
- Pre / Post Assessments on instructional units

6th Grade College and Career Development

Exploring Careers

- Discussing class subject matter and how it relates to career / everyday life
- Authors
- Guest speakers
- Media advertising

Getting a taste of college

- Super Saturday (Purdue University) and other sponsored events

Elementary/Intermediate School Teacher-Initiated Removal from High Ability Services

Teachers *may* recommend student removal from high ability for the next school year because of the following reasons:

- a. failure to maintain a “B” average in the class.
- b. lack of task commitment.
- c. failure to maintain class expectations.
- d. disruptive classroom behavior which inhibits peer learning.

Counseling-Out Procedure

Counseling out is a way to explain to the student and parent that the best decision at this time is to remove the student from services.

Parents are understandably upset when a recommendation is made to remove their student from high ability services. Teachers, counselors and/or administrators have an obligation to discuss with the parents reasons they believe the student should be removed from services. This might mean review of standardized test scores, teacher recommendations, and other materials that suggest a student should be removed. Above all, it is critical that parents are made aware their student will receive a quality education regardless of classroom placement. Maturity and task commitment play an important role in student placement, and the developmental stages for students vary.

If parents do not agree that removal from services is warranted, then the student remains in high ability services. A probation contract may be the next logical step.

Probation

Probation is a signal that a student’s continuation in high ability services is in jeopardy. Probationary procedures outlined below will be followed at all schools.

A student may be placed on probation if s/he does not achieve a “B” average in the content areas, does not assume responsibility for completion of assigned tasks or projects, maintain class expectations, or does not exhibit appropriate classroom behavior.

The following procedures will be used to place a student on probation:

1. The classroom teacher identifies the problem and holds a conference with the student, parent, and counselor.
2. A probation contract is written with the student designing an action plan to correct the behavior or problem during the probation period. The contract is signed by the teacher, counselor, student, and parent. Each party receives a copy of the contract.
3. A conference involving student, parent, teacher, counselor, and building administrators will be held to review student status. A letter

outlining what transpired during the conference will be mailed to the parent and a copy placed in the student's file.

4. At the end of the grading period or at a time deemed in the best interest of the student, a recommendation for removal may be made. Conference notes, etc. will be placed in the student's file.
5. Removal from the program may not result in removal from the classroom.

Middle School Teacher-Initiated Removal from a High Ability Class

Teachers *may* recommend student removal from a high ability class for the next trimester/year because of the following reasons:

- a. failure to maintain a "C-" average in the class to end a trimester.
- b. lack of task commitment.
- c. failure to maintain class expectations.
- d. disruptive classroom behavior which inhibits peer learning.

Counseling-Out Procedure

Counseling out is a way to explain to the student and parent that the best decision at this time is to remove the student from the program.

Parents are understandably upset when a recommendation is made to remove their student from high ability services. Teachers, counselors and/or administrators have an obligation to discuss with the parents reasons they believe the student should be removed from services. This might mean review of standardized test scores, teacher recommendations, and other materials that suggest a student should be removed. Above all, it is critical that parents are made aware their student will receive a quality education regardless of classroom placement. Maturity and task commitment play an important role in student placement, and the developmental stages for students vary.

If parents do not agree that removal from services is warranted, then the student remains in high ability services. A probation contract may be the next logical step.

Probation

Probation is a signal that a student's continuation in the program is in jeopardy. Probationary procedures outlined below will be followed at all schools.

A student may be placed on probation if s/he does not achieve a "C-" average in the advanced class, does not assume responsibility for completion of assigned tasks or projects, maintain class expectations, or does not exhibit appropriate classroom behavior.

The following procedures will be used to place a student on probation:

1. The classroom teacher identifies the problem and holds a conference with the student, parent, and counselor.
2. A probation contract is written with the student designing an action plan to correct the behavior or problem during the six-twelve week probation period. The contract is signed by the teacher, counselor, student, and parent. Each party receives a copy of the contract.

3. A conference involving student, parent, teacher, counselor, and building administrators will be held to review student status. A letter outlining what transpired during the conference will be mailed to the parent and a copy placed in the student's file.
4. At the end of the grading period or at a time deemed in the best interest of the student, a recommendation for removal may be made. Conference notes, etc. will be placed in the student's file.

Parent/Student-Initiated Removal from High Ability

The parent or student may submit a written request to the principal or guidance counselor in the respective building requesting removal from high ability services. Both parent and student signatures are required.

Responsibilities

School Test Coordinator/Assistant Principal

1. Member of the Broad Based Planning Committee
2. Schedule and administer tests
3. Review scores and database with district coordinator, collect additional data as needed
4. Send home Notification letters
5. Share results with classroom teachers
6. Answer parent questions
7. Update PowerSchool and student permanent record files
8. Provide academic/social/emotional activities and support as needed
9. Attend Broad-Based Planning Committee and other high ability meetings as needed

Principal

1. Oversee the daily operations of high abilities services
2. Review all supply and equipment purchases
3. Review all requested in-service activities
4. In conjunction with the assistant principal/STC insure all state guidelines are followed
5. In conjunction with the assistant principal/STC, insure the High Ability Procedural Manual is being followed
6. In conjunction with the assistant principal/STC monitor the assessment and identification processes
7. Work with assistant principal/STC to issue letters to parents on high ability selection
8. Attend Broad-Based Planning Committee and other high ability meetings as needed
9. Periodically meet with high ability teachers and coordinator to discuss program development, concerns, etc.

High Ability Coordinator

1. Distribute all high ability materials, information and newsletters
2. Forward conference and training information to all high ability teachers
3. Attend state high ability meetings and share information within the corporation
4. Communicate technical assistance and resources offered through the Indiana Department of Education
5. Initiate in-service requests
6. Complete and submit the state program grant, amendments, expenditure and reimbursement requests, final report, and any other paperwork required by the Indiana Department of Education
7. Monitor funds and approve all requisitions for the purchase of materials and conference requests. Justify expenditures and verify that requests are within grant limits and guidelines prior to sending to the Business Office for processing. Initial approval must be made by the appropriate building

principal

8. Schedule meetings and staff development trainings for high ability teachers to discuss program concerns, options, and modifications
9. Coordinate activities of the Broad-Based Planning Committee

Broad-Based Planning Committee

The Broad-Based Planning Committee is comprised of administrators, a school board member, teachers, counselors, students, parents/guardians and community members. Purposes of the committee are listed below.

1. Serve as a sounding board for services ideas
2. Serve as advocates for high ability services and gifted and talented education in general
3. Evaluate data collected for future program direction
4. Assist in research and the development of the overall high ability services, may include participation in RtI, school improvement, strategic planning, curriculum, and other committees related to programming and services
5. Provide information and concerns from parents and community to the committee

High Ability Services Review

A comprehensive review is an integral part of the Westfield Washington Schools monitoring processes. Each procedure is reviewed on an annual basis by BBPC members and the district's Leadership Design Team, comprised of building and district administrators. These include:

- ✓ Selection
- ✓ Probation
- ✓ Appeals review procedures
- ✓ Role of the Broad-Based Planning Committee, High Ability teachers, and building and district administrators
- ✓ Teacher instructional practices, content, and materials
- ✓ Conferences and in-services
- ✓ Communication between teachers of high ability services and administration

Other review tools are the WWS assessments, state standardized tests, and surveys. Results are disaggregated by different subgroups. A careful examination of student growth and success provides important insight and help to ensure that we continue to challenge our brightest students and that high ability learners continue to maintain educational growth. Standardized tests, other assessments, and surveys are important measures in assessing program effectiveness.

Procurement of Supplies/Professional Development

The High Ability Program grant, awarded by the state, may provide funding for teachers to use in purchasing supplies and materials. After the grant has been approved and if funds are allocated, teachers may submit purchase orders for supplies.

Capital items (computers, microscopes, etc.) exceeding normal allocations must be requested prior to writing the grant for the upcoming school year. (If there is an item a teacher would like to purchase for the upcoming school year, the teacher should meet with his/her principal and submit the request to the High Ability coordinator prior to May 31st of each year.)

Teachers wanting to purchase items should follow the procedure listed below:

1. Complete a requisition with all appropriate information included.
2. Submit a signed requisition (teacher-building principal) and forward to the High Ability coordinator at Central Office for processing.

If the amount of funds requested exceeds the allocated high ability amount, other funds should be approved and the additional information included on the requisition.

Conference/In-Service Opportunities and Other Available Training

Teachers are encouraged to take advantage of training opportunities. If a teacher finds a conference he/she would like to attend, copy the information, complete and have his/her principal sign a requisition, and forward the information to the High Ability coordinator at Central Office for processing.

Sharing of Conference Information

The expectation is that teachers attending conferences will share information with other teachers in the Westfield Washington School district. This might mean making copies and distributing the information to colleagues or working with the building principal and the High Ability coordinator to establish a time and date for a sharing session.

Model-Site Opportunities

Teachers are encouraged to visit model-sites. Model sites are schools that have developed exemplary programs. High Ability teachers and administrators may visit these locations to learn about innovative approaches to gifted and talented education.

Conference Expenses

Every attempt is made to expend High Ability funds so teachers and students can derive the most benefit. Westfield Washington Schools will pay for conference registration. Mileage and/or other expenses must be pre-approved. Other funds may be necessary to cover all expenses.

Other Professional Needs

Teachers who are experiencing difficulty with parents or staff members, or who feel they require additional training, should meet with their respective building principal to discuss concerns. Resources are available to provide teachers with assistance.

Please communicate any concerns to the appropriate building administrator. This might mean the principal working with the teacher one-on-one, the teacher visiting a model site, attending a conference, hiring a consultant, or arranging a sharing session with colleagues.