

Multifaceted ID Plan Components	Description
<p><b>District Mission Statement for High Ability Program</b></p>	<p>West Noble School Corporation (WNSC) believes that all students will learn and strive to reach and exceed State and National Standards and become lifelong learners in a global society. Nurturing environments and on-going levels of challenge is essential for student learning. Due to these beliefs, WNSC is committed to providing service options extending beyond regular classroom services for all identified high ability students in grades K-12. The service options will integrate a defined curriculum, including acceleration and enrichment, after students develop an understanding of grade level Indiana State Standards, in order to provide learning experiences different than the learning experiences for general education peers. High ability students will experience a challenging level of knowledge, understanding, and application through the services provided along with the support from the school system and community.</p>
<p><b>District Definition of High Ability Student</b></p>	<p>West Noble School Corporation has adopted the definition of giftedness from the Indiana Department of Education (IDOE). IDOE defines giftedness, according to IC 20-36-1-3, as a "high ability student" who:</p> <p style="padding-left: 40px;">performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests (Indiana Department of Education, 2007, p. 1).</p> <p style="padding-left: 40px;">Indiana Department of Education. (2007). Indiana code for high ability students. Retrieved from <a href="http://www.doe.in.gov/exceptional/gt/docs/INCode-HighAbilityStudents07.pdf">http://www.doe.in.gov/exceptional/gt/docs/INCode-HighAbilityStudents07.pdf</a>.</p> <p>Specific domains in which identified high ability students will be served include Reading, English/Language Arts, and Math. WNSC will consider the following four factors when making decisions on serving students in these areas: exceptional gifts, talents, motivation, or interests.</p> <p>The high ability program at WNSC is committed to serving high ability students from all cultural and economic groups. High ability (HA) students will be identified, without regard to race, culture, language, gender, religion, or socioeconomic status.</p>

<p><b>District Services for High Ability Students</b></p>	<p>Program services for high ability students in West Noble School Corporation will require students to demonstrate mastery of the grade level standards, will engage students in higher level thinking skills, and provide curriculum that focuses beyond the state standards while addressing the specific learning needs of high ability learners. To do so, it will</p> <ol style="list-style-type: none"> <li>1. Provide a variety of service options in order to accelerate and/or enrich student learning based on the needs of the students.             <ol style="list-style-type: none"> <li>a. Objective 1: Screen all students in Kindergarten, 2<sup>nd</sup> and 5<sup>th</sup> grade in order to identify an appropriate service option for identified students</li> <li>b. Objective 2: Screen nominated students in 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup>-12<sup>th</sup> grade, as well as identified high ability students, to identify an appropriate service option for the upcoming school year</li> <li>c. Objective 3: Provide the following service options based on student educational need including but not limited to:                 <ol style="list-style-type: none"> <li>i. Early Entrance to Kindergarten</li> <li>ii. Grade Skipping</li> <li>iii. Subject Skipping</li> <li>iv. Cluster Grouping</li> <li>v. Ability Grouped Classes</li> <li>vi. Self-Contained Classrooms</li> <li>vii. Between Class Grouping</li> <li>viii. College Credit Courses (Dual Credit and AP)</li> </ol> </li> <li>d. Objective 4: 8<sup>th</sup> grade HA teachers will hold conferences with parents of each HA student in the spring to discuss student progress, the identification process, services available, and placement options when applicable. All other HA teachers will discuss student progress, the identification process, services available, and placement options when applicable with parents.</li> </ol> </li> <li>2. WNSC will develop and implement a curriculum that enriches and accelerates the HA students' education beyond CCSS through the following strategies:             <ol style="list-style-type: none"> <li>a. Objective 1: Developing and following a specified scope and sequence for Language Arts and Math</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"><li>b. Objective 2: Providing educational experiences that contribute to advanced thinking</li><li>c. Objective 3: Providing learning opportunities that support vocabulary/word development</li><li>d. Objective 4: Providing learning opportunities that support student understanding of advanced math problem-solving and concepts</li><li>e. Objective 5: Providing learning opportunities that support evaluation and analysis of reading material</li><li>f. Objective 6: Accelerating the students through the standards with the use of curriculum compacting</li><li>g. Objective 7: Providing learning opportunities that require higher order thinking and questioning skills</li><li>h. Objective 8: Providing guidance and counseling lessons and sessions for HA students to support their social and emotional needs</li></ul> <p>3. WNSC will provide qualified, licensed HA educators for instructing identified HA students to meet their educational needs through the following objectives:</p> <ul style="list-style-type: none"><li>a. Objective 1: A newly hired teacher of HA students will develop a plan with his/her school principal to obtain a HA license upon their acceptance of any HA teaching position</li><li>b. Objective 2: HA teachers will continually collaborate to assess and make improvements with current high ability curriculum to maintain appropriate quality and sequence</li><li>c. Objective 3: Teachers will attend HA workshops and other professional development opportunities to continually remain updated on the most effective HA teaching practices and techniques</li></ul> <p>4. WNSC will educate parents, teachers, and staff about the educational, social, and emotional needs of high ability students through the following means:</p> <ul style="list-style-type: none"><li>a. Objective 1: Provide parents of identified students a copy of WNSC high ability curriculum guide</li><li>b. Objective 2: Create a support group for parents who have children identified as HA</li><li>c. Objective 3: Provide annual parent meetings to discuss HA practices, curriculum, student needs, identification, and placement (Broad Based Planning Committee)</li><li>d. Objective 4: Provide professional development opportunities for all teachers and staff that address identification, instructional practices, and other supports of HA students</li></ul>
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	<p>e. Objective 5: Periodically provide newsletters to all teachers and staff regarding aspects of HA teaching practices, identification, curriculum, and programming</p> <p>f. Objective 6: Develop a social and emotional guidance plan with the corporation's guidance counselors to meet the social/emotional needs of HA students and their parents</p>
<p><b>District Services for High Ability Students</b></p>	<p>PROGRAM DESCRIPTION GUIDLELINES PROVIDED BY INDIANA DEPARTMENT OF EDUCATION</p> <p>According to the Indiana Department of Education programming for high ability students is left to the discretion of the governing school body, but must follow the following guidelines:</p> <p>The development of appropriate programming for high ability learners requires comprehensive services based on a sound theoretical basis with empirical support as well as strong, trained leadership to implement.</p> <p>The development of appropriate programming for high ability students must include:</p> <ul style="list-style-type: none"> <li>• A comprehensive and empirically based theoretical framework.</li> <li>• A written statement of philosophy, goals, and objectives to meet the needs of high ability students</li> <li>• A licensed HA Coordinator</li> <li>• Trained and licensed teachers</li> <li>• A broad-based planning committee that meets regularly</li> <li>• Services for high ability students must be designed to supplement and build on the basic academic standards and the knowledge learned in regular classrooms at all grade levels.</li> <li>• High ability students must be provided with curricular experiences at all grade levels to ensure continual student progress and learning.</li> <li>• The program for high ability learners provides services that are an integral part of the school day.</li> </ul> <p>Programming at West Noble School Corporation will follow the guidelines that the Indiana Department of Education has established.</p>

#### Primary and Elementary School:

At West Noble Primary and Elementary Schools, the needs of identified high ability students are being met through a variety of options. West Noble's program serves identified students in grades Kindergarten through 4th. Identification proceedings begin in the fall for all kindergarten students. The following grade level descriptions define the high ability program:

- **Kindergarten:** While identification proceedings do not occur until the fall, additional screening is available if a parent pursues early entrance to Kindergarten. Kindergarten students are provided 30 minutes of enrichment in Language Arts and/or Math on a daily basis. This is an option for all students based on 3-4 week local assessment results.
- **1st Grade:** In first grade, students are cluster grouped into designated classrooms. This clustering program is designed to place students of high ability potential with like peers. Starting at 1st grade, a student who is identified as having the possible potential to meet WNSC's high ability standards will receive services in a clustered classroom with a teacher trained in high ability education. Once a child is identified as high ability and maintains the appropriate standards of performance then that child may stay with their clustered peers throughout 4th grade, if that placement best meets the needs of the child.

Clustering facilitates classroom experiences that:

- Engage students in differentiated classroom experiences that go above and beyond the grade level standards.
- Promote vertical and horizontal academic progress to occur.
- Allow continual monitoring of student progress and learning as a high ability student progresses through their elementary education.
- Provide teachers and students with regular support from a specialized high ability teacher.
- **2nd through 4th Grade:** In 2nd through 4th grades, identified high ability students are placed in cluster or self-contained high ability classrooms. This means that identified students are placed full-time with other students of high ability. Once a child is identified and maintains appropriate performance qualifications, the child will remain with the same peers throughout their elementary school careers. In these self-contained classrooms, students are to experience a high level of academic rigor and acceleration. If an identified student's needs are not met through this type of placement, then other placement options will be discussed and analyzed to do what is

best for the academic success of the student. If there are not enough identified HA students, then the HA students will be clustered together in one classroom, so that differentiation can occur for the HA students who require a more rigorously paced classroom curriculum.

Self-contained classrooms facilitate classroom experiences that have:

- Specialized curriculums where learning content is compacted
- Elements of research and direct inquiry that occurs above and beyond the general curriculum
- Advanced math problem-solving and computation
- Systematic timeline of accelerated content
- Support of a trained high ability teacher
- Sophisticated methods of reading and vocabulary instruction that occurs above and beyond the general curriculum

Middle School:

- **5th through 8th Grade:** West Noble Middle School provides the following service options at the middle school level for identified high ability students based on their educational needs:
  - o Grade Skipping
  - o Subject Skipping
  - o Cluster Grouping
  - o Ability Grouped Honors Classes
  - o Between Class Grouping

The service option most widely implemented in grades 5-8, identifies students as having high ability in the general intellectual domain with regards to math and language arts. If students are identified in both general intellectual domains, then those students are placed in the same honors class for math and language arts. Students who are high ability in language arts only receive instruction in the honors language arts section. Students identified as high ability in math only receive instruction in the honors math section. Honors Language Arts students are offered the opportunity to take a high school foreign language class in their eighth grade year. Honors math students are engaged in developing a deeper understanding of mathematical concepts through the implementation of the SpringBoard curriculum, developed by the College Board. Once a child is identified and maintains appropriate performance qualifications, the child will continue to receive services via the identified placement. Students are to experience a high level of academic rigor and acceleration. If an identified student's needs are not met through this type of placement, then other placement options will be discussed and analyzed to do what is best for the academic success of the student.

	<p>High School:</p> <ul style="list-style-type: none"> <li>• <b>9th through 12th Grades:</b> At West Noble High School, students who are identified as having high ability are encouraged to take honors courses and/or Dual Credit courses when possible. Honors courses offered by West Noble High School are English 9 and 10, Algebra, Geometry, and Algebra II, and Biology and Chemistry. The curriculums for these courses are qualitatively different than that of general education curriculum. The following Dual Credit classes are also offered: Composition, Introduction to Literature, Speech, Practical Quantitative Reasoning, College Algebra, Trigonometry with Analytic Geometry, Analytic Geometry and Calculus, World Civilization I, World Civilization II, American History I, American History II, Introduction to Government, Introduction to Chemistry, Introduction to Biology, Animal Science, Food Science, Survey of Horticulture and Landscape Design I.</li> </ul>
<p><b>Counseling/Guidance Plan</b></p>	<p>WNSC recognizes the fact that high ability students have a variety of social and emotional learning needs that must be met in order for them to maximize their potential. Research based principles were used in order to develop a plan in meeting the social and emotional needs of students. The principles are as follows:</p> <ol style="list-style-type: none"> <li>1. Develop differentiated guidance and counseling activities</li> <li>2. Provide appropriate levels of academic challenge in the classroom</li> <li>3. Provide flexible pacing options in the school curriculum</li> <li>4. Provide college and career lessons specific to the needs of high ability students.</li> </ol> <p>Using the principles described above the following affective goals have been established for high ability students and services:</p> <ol style="list-style-type: none"> <li>1. Professional development will be provided to counselors, teachers, administrators, and parents that focus on addressing the social and emotional needs of high ability students.</li> <li>2. Differentiated guidance services will be provided to students by a counselor trained in meeting the specific and social and emotional needs for HA students. A trained counselor will be provided in each school building. Differentiated guidance services may include addressing needs of culturally sensitive issues, addressing needs of at-risk students, student focus groups based on</li> </ol>

- affective need, defining giftedness and how to address characteristics of giftedness, and post-secondary planning.
3. Guidance counselors and teachers worked collaboratively to develop a scope and sequence of affective curriculum during the 2012-2013 school year.
  4. All HA students have daily access to others with similar ability (see service options in program description).

Counseling and Guidance Plan:

Date	Action	Person Responsible	Evidence
Month 1	Create a professional development survey for all stakeholders and distribute	Committee consisting of HA staff, administrators, and parents	Copies of Survey
Month 1	Meet with guidance counselors to identify services provided for HA students	HA Coordinator/HA Liaison	List of services by school
Month 2	Create professional development plan based on survey results	Committee consisting of HA staff, administrators, and parents	Completed surveys Written professional development plan
On-going (monthly or every other month)	Develop a scope and sequence of affective curriculum	HA coordinator, guidance counselors, and teachers	Completed affective curriculum with a K-12 scope an sequence
Spring	Review and revise Counseling and Guidance Plan and goals	BBPC	Data shared Revisions made in plan Meeting minutes



Multifaceted ID Plan Components (How you are identifying students)	Grade Levels	Measures	Selection Procedures
<b>Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measure)</b>	Primary & Elementary	-CogAT: Measures general and specific reasoning abilities in three batteries: verbal, quantitative, and non-verbal	90% or above in all batteries, using local norms as a baseline, and with consideration of the standard error of measurement
	Middle	-CogAT: Measures general and specific reasoning abilities in three batteries: verbal, quantitative, and non-verbal	90% or above in all batteries, using local norms as a baseline, and with consideration of the standard error of measurement
	High School	1. CogAT: Measures general and specific reasoning abilities in three batteries: verbal, quantitative, and non-verbal 2. PSAT Scores	1. 90% or above in all batteries, using local norms as a baseline, and with consideration of the standard error of measurement 2. Use AP Potential tool to generate list of students likely to score a 3,4, or 5 on AP exam
<b>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</b>	Primary & Elementary	1. NWEA 2. Classroom performance -Reading level based on Fountas and Pinnell Benchmarking or Lexiles -Math level 3. ILEARN Test Performance (3rd-4 <sup>th</sup> )	1. Local Norms 2. On or above level D (K), K (1 <sup>st</sup> ), O (2 <sup>nd</sup> ), R (3 <sup>rd</sup> ), T (4 <sup>th</sup> )  3. Above Proficiency
	Middle	1. NWEA 2. Classroom performance	1. Local Norms 2. On or above level U

		-Reading level based on Fountas and Pinnell Benchmarking or Lexiles -Math level 3. ILEARN Test Performance	3. Above Proficiency
	High School	1. ECA Test Performance 2. Classroom performance - Reading level based on Fountas and Pinnell Benchmarking or Lexiles -Math level 3. NWEA	1. Pass + 2. On or above level Z  3. Local Norms
<b>Qualitative Indicators</b>	Primary & Elementary	1. Teacher/Parent/Student Recommendation 2. Scales for Identifying Gifted Students (SIGS)	-Supporting evidence for other measures -SIGS has published reliability and validity information, helps identify talents specifically in language arts and math, and has a parent and teacher format
	Middle	1. Teacher/Parent/Student Recommendation 2. Scales for Identifying Gifted Students (SIGS)	-Supporting evidence for other measures -SIGS has published reliability and validity information, helps identify talents specifically in language arts and math, and has a parent and teacher format
	High School	1. Teacher/Parent/Student Recommendation 2. Scales for Identifying Gifted Students (SIGS)	-Supporting evidence for other measures -SIGS has published reliability and validity information, helps

		<p>identify talents specifically in language arts and math, and has a parent and teacher format</p>
<p><b>Identification procedure, including Screening, Nomination, and Eligibility</b></p>	<p><b>IDENTIFICATION PROCESS:</b></p> <p>WNSC is committed to providing high ability students with the experiences that help develop talents and abilities of identified learners. In order to ensure that the educational needs of high ability learners is met, systematic and defensible procedures to identify high ability students has been constructed. The following identification process will take place in order identify high ability students at WNSC:</p> <ol style="list-style-type: none"> <li>1. WNSC believes that high ability students need to be identified at a young age. Students in Kindergarten, 2<sup>nd</sup> &amp; 5<sup>th</sup> grade, are all screened using the outlined instruments listed above. Students are compared using the criteria based on local norms. In addition to norm-reference achievement and ability tests, teachers complete a rating scale. Ratings on the scale become part of the data that will be reviewed. Observational and test scores are compiled in order for a selection committee to meet and to determine final eligibility and service option.</li> <li>2. The selection committee consists of the principal, high ability coordinator or teacher, and the school counselor. This process is done under total anonymity to ensure fair and equitable practices when comparing students.</li> <li>3. Students who are not determined eligible for the program can be reconsidered for acceptance during the following school year. Parents of students who are not determined eligible can also file an appeal for further eligibility clarification (see section Appeal Process of this guide).</li> <li>4. Not all students will be screened in grades 1, 3, 4 and 6-12, unless recommended by the teacher, parent, or student. Each spring, the high ability coordinator will ask for recommendations. From those recommendations, all students will be screened and follow the same identification procedures using the instruments listed below. If a new enrolling student has been identified as high ability in a previous school district, then that student will also follow the same identification procedures. Identification procedures can occur at any time during the school year if needed. Typically, identification procedures will occur during the spring.</li> <li>5. Students that are recommended for screening, may be administered further screening to match the most appropriate service option based on student academic talents and abilities in Reading, Language Arts, and Math. The selection committee will determine the best service option</li> </ol>	

available based on student results. The students that were formerly identified as high ability will continue to be considered high ability; however, services may look different for each student due to academic needs.

<b>Instruments Used to Identify High Ability Students</b>			
<b>West Noble Primary School (K-1)</b>	<b>West Noble Elementary School (2-4)</b>	<b>West Noble Middle School (5-8)</b>	<b>West Noble High School (9-12)</b>
-Teacher Recommendation -Performance on the CogAT (Verbal/Non-Verbal) -Classroom Performance (reading level and math level) -NWEA -Parent/Student Referral - Scales for Identifying Gifted Students (SIGS)	-Teacher Recommendation -Performance on the CogAT (Verbal/Non-Verbal) -Classroom Performance (reading level and math level) -NWEA -ILEARN Test Performance (3-4) -Parent/Student Referral - Scales for Identifying Gifted Students (SIGS) -Previous placement in high ability program	-Teacher Recommendation -Performance on the CogAT (Verbal/Non-Verbal) -Classroom Performance (reading level and math level) -ILEARN Test Performance -NWEA -Parent/Student Referral - Scales for Identifying Gifted Students (SIGS) -Previous placement in high ability program	-Teacher Recommendation -Performance on the CogAT (Verbal/Non-Verbal) -Classroom Performance (reading level and math level) -ISTEP/ECA Test Performance -NWEA -Parent/Student Referral - Scales for Identifying Gifted Students (SIGS) -PSAT Scores/AP Potential Tool -Previous placement in high ability program

The following service options will be available for identified high ability students based on the above criteria and student need:

West Noble Primary School (K-1)	West Noble Elementary School (2-4)	West Noble Middle School (5-8)	West Noble High School (9-12)
-Early Entrance to Kindergarten -Grade skipping -Subject Skipping -Cluster Grouping -Ability Grouped Classes -Self-Contained Classrooms -Between Class Grouping	-Grade skipping -Subject Skipping -Cluster Grouping -Ability Grouped Classes -Self-Contained Classrooms -Between Class Grouping	-Grade skipping -Subject Skipping -Cluster Grouping -Ability Grouped Classes -Self-Contained Classrooms -Between Class Grouping	-Grade skipping -Subject Skipping -Cluster Grouping -Ability Grouped Classes -Self-Contained Classrooms -Between Class Grouping -College Credit Courses (AP/Dual Credit)

**Appeals Procedure**

**APPEAL PROCESS:**

West Noble School Corporation is committed to the fair and equitable treatment of all students within the school corporation. If the student is not identified as meeting the criteria for the high ability program, and the parents/guardians feel the determination is not accurate, the following appeal process may be initiated:

1. Submit, in writing, a letter stating that you want your child to be reconsidered for placement in the high ability cluster classroom.
2. Mail or bring the signed letter to your child’s principal or high ability coordinator.
3. The principal/coordinator will meet with the parents to review the student’s test scores to determine if a mistake has been made. If there was a mistake, the student will be entered into the

	<p>program immediately. If no mistake was made, the coordinator will monitor the student's test scores and classroom progress to watch for future placement. Additional testing at the expense of the school district may be offered.</p> <p>4. If the parents/guardians are not satisfied with the answer received from the principal/high ability coordinator, they may appeal the decision to the High Ability Identification Committee. This appeal must be in writing and submitted to the principal/high ability coordinator.</p> <p>5. A scheduled conference will be held, where test results will be reanalyzed and discussed. The High Ability Identification Committee, school principal, high ability teacher, and high ability coordinator will be in attendance. During this conference, the parent/guardian will be able to discuss openly their child's characteristics and qualities that the parents feel would make their child successful in the high ability cluster classroom and warrant acceptance into the high ability program. The committee will ask questions and a collaborative discussion will occur so that a placement decision can be reached.</p> <p>6. After the conference, the committee will meet privately to discuss the new considerations. A decision will be made on the day of the conference and the parent/guardian filing the original appeal will be notified by the following day.</p> <p>7. The decision of the committee will be the final decision regarding placement of the child in the high ability program. The final decision will remain in force for the current school year.</p>
<b>Exit Procedure</b>	<p><b>PROGRAM PARTICIPATION GUIDELINES:</b></p> <p>In order for a student to continue in the high ability program the following guidelines must be adhered to:</p> <ol style="list-style-type: none"> <li>1. Continued positive progress on local assessment scores (Reveal/HMH, NWEA, common assessments)</li> <li>2. ILEARN At or Above Proficiency in Language Arts, Reading, and Math</li> <li>3. Teacher Promotion/Observation</li> <li>4. Demonstrate mastery of grade level material</li> <li>5. General overall consensus of Selection Committee and/or High Ability Coordinator</li> </ol> <p>At any point where a student is not meeting the components of High Ability identification, a discussion will occur between teachers, parents, and school administration regarding the child's progress in the program. A determination of continuation will not be based on just one of the above guidelines, but a compilation of all the above guidelines.</p>

Other signs that a student may benefit from a change in placement include:

1. The student voices dissatisfaction and/or frustration with the program.
2. The student cannot keep up with the pace of the program. The material or pace is simply inappropriate for his/her abilities.
3. The student is not demonstrating mastery of basic grade level content and/or skills either through classroom evaluation, local assessment scores, or ILEARN scores.

#### EXIT PROCEDURES:

When exit procedures are followed for an identified high ability student, it is not a reflection of the program guidelines or a student's ability, but rather a reminder that there are not always "perfect fits" in the educational world. Our goal at West Noble is to find the best fit between a student's needs and his/her school placement.

Student removal procedures may be initiated by the classroom teacher, the high ability coordinator, the principal, or the parent (s). Students are considered for removal if they are not succeeding in the services available based on program participation guidelines or for any parent reason. The following guidelines will be followed if a child's identified service in the high ability program is in question.

#### PROCEDURAL GUIDELINES:

The following procedures will be used as guidelines when the service of an identified high ability student is in question:

1. The high ability teacher will notify the high ability liaison of concerns. The high ability liaison will provide the teacher with additional guidance in procedures that need to be followed.
2. The high ability teachers will meet together to assess the student's situation. The teachers will meet to brainstorm possible interventions to academic or behavior difficulties. A "WNSC High Ability Action Plan" will be completed during the meeting. If after nine weeks, improvement in the struggling area is not occurring then an evaluation conference will be held. If the

- interventions have been effective, then it is noted on the “WNSC High Ability Action Plan”, and submitted to the high ability liaison. An evaluation conference does not need to be held.
3. The evaluation conference will be held to determine whether or not the student should exit high ability services. The conference should include the teacher, high ability liaison, counselor, administrator, and parent.
  4. If an exit is deemed appropriate, the parent signs permission to “de-flag” student for high ability placement and services.
  5. Parent permission for exit and documentation of “WNSC High Ability Action Plan” are sent to the high ability coordinator.
  6. The corporation office will remove high ability flag for student in database.

In the event the child has been exited from the program and a parent or student requests placement back into the program, the following policy will be used to determine acceptance back into the program:

- a. The student must submit the following items:
  - i. A letter written by the student explaining why he/she would like to be placed back into the program and how he/she overcame the problem that caused the student to be exited in the first place.
  - ii. Two letters of recommendation, one from the student’s parents and one from the student’s teacher, stating why the student should be placed back into the program.
- b. The High Ability Identification Committee will meet and will reevaluate the student, based upon the letters submitted and the student’s most current performance levels (based on identification criteria) and render a decision.
- c. The parent and the student will receive a letter informing them of the committee’s decision pending the commitment of the following plan:
  - i. A plan that addresses the previous concerns that caused the student to be exited from the program will be developed and followed by the student, teacher, and parents
  - ii. The plan must be approved by the HA Coordinator or building principal



Quality of Key Personnel	Title	Responsibilities	Qualifications	Professional Development Needs
	High Ability Coordinator	<ul style="list-style-type: none"> <li>-Plans and implements district wide programs K-12</li> <li>-Works with building administration to ensure effective implementation of plan</li> <li>-Develops and maintains financial pieces for personnel, materials, and professional development of high ability program K-12</li> <li>-Facilitates identification and placement of selected students</li> <li>-Oversees the development and implementation of educational programs</li> <li>-Leads BBPC meeting and provides learning opportunities for parents of ha students</li> <li>-Facilitates cognitive and affective curriculum development (K-12)</li> <li>-Oversees implementation of data management systems and accountability requirements</li> </ul>	<ul style="list-style-type: none"> <li>-Licensed High Ability Coordinator</li> <li>-Experience teaching high ability students</li> <li>-Curriculum development experience</li> </ul>	<ul style="list-style-type: none"> <li>-Stay abreast current research to ensure best practice of program design and development, identification procedures, service options, meeting the cognitive and affective needs of students, and implementation of plan</li> <li>-Ensure that staff members receive appropriate professional development based on need, HA plan, and the HA vision</li> </ul>
	Principal	<ul style="list-style-type: none"> <li>-Ensures effective implementation of the plan</li> <li>-Helps lead the building level's Student Selection Committee</li> </ul>	<ul style="list-style-type: none"> <li>-Licensed Administrator</li> <li>-Highly Qualified Teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledgeable about best practices in teaching HA students and addressing their cognitive and affective needs</li> </ul>

	<ul style="list-style-type: none"> <li>based on the criteria outlined in the plan</li> <li>-Selects key personnel to work with HA students at the building level</li> <li>-Develops a plan with high ability teachers to become licensed</li> </ul>		-Identification of HA students
High Ability Teachers	<ul style="list-style-type: none"> <li>-Implement HA plan based on assignment</li> <li>-Plan and implement curricular designs</li> <li>-Collaborate with HA coordinator and HA teachers</li> <li>-Monitors student progress and communicates progress to HA parent</li> <li>-Active participant in cognitive and affective curriculum development</li> <li>-May assist with HA management (nominating students, student selection committee, identification procedures)</li> <li>-Engage in on-going professional development</li> </ul>	-Licensed High Ability Teacher or has a written plan to become licensed	<ul style="list-style-type: none"> <li>- Understand how students are identified</li> <li>-Knowledgeable about the cognitive and affective characteristics and how to address the unique needs of HA learners</li> <li>-Understand best practices in teaching HA learners (compacting curriculum, differentiation, using a variety of instructional strategies, modifying assignments/tasks/assessments)</li> </ul>
Guidance Counselor	<ul style="list-style-type: none"> <li>- Collaborate with HA Coordinator to identify services provided for ha students</li> </ul>	Highly Qualified and Licensed Guidance Counselor	<ul style="list-style-type: none"> <li>- Understand how students are identified</li> <li>-Knowledgeable about the cognitive and affective</li> </ul>

		<ul style="list-style-type: none"> <li>- Develop a scope and sequence of affective curriculum</li> <li>-Provide differentiated guidance services</li> <li>-Collaborate with teachers in providing intervention strategies for at-risk students/parents</li> <li>-Engage in on-going professional development</li> <li>-Participate in the Student Selection Committee</li> </ul>		<p>characteristics and how to address social and emotional development</p>
	Broad Based Planning Committee	<ul style="list-style-type: none"> <li>-Evaluates the plan annually and makes changes as necessary</li> <li>-Meets periodically as needed to support the program</li> </ul>	<ul style="list-style-type: none"> <li>-Parent</li> <li>-Teacher</li> <li>-Community Member</li> <li>-Student</li> <li>-Administrator</li> <li>-Counselor</li> </ul>	<ul style="list-style-type: none"> <li>- Latest high ability best practices</li> <li>-Understand how students are identified</li> <li>- Knowledgeable about the cognitive and affective characteristics and how to address the unique needs of HA learners</li> </ul>

IDENTIFICATION PROCESS TIMELINE:

During the spring of each year, initial and recommend screening takes place. Criteria data based on the screening process is compiled by high ability staff. An Identification and Service Plan Committee is formed. The committee reviews the data of the initial screening, and recommended screenings, to make final decisions on appropriate placement and services for identified high ability students. After placement decisions have been made, parents are notified of their child’s identification status. If a parent disagrees with the placement or service of their child, then the parent can begin the appeal process. The identification process and timeline will be reviewed annually by the Broad Based Planning Committee. WNSC is committed to providing training in identification practices as needed.

<b>Time</b>	<b>Action</b>	<b>Persons Responsible</b>
Spring	Form Identification and Service Plan Committee	High Ability Coordinator, Principal, High Ability Teacher, Counselor
Spring	Review District's High Ability Guidelines	Broad Based Planning Committee
Spring	Initial/Recommended Screening	High Ability Staff
Spring	Criteria data is gathered	High Ability Staff
Spring	Criteria data is analyzed/high ability students are selected	Identification and Service Plan Committee
May/June	Parents are notified of student high ability status	High Ability Staff
Summer	Appeal Process	Parent(s)
Summer	Student Data is collected and placed in Student Cumulative File	Secretary
On-going	Provided training for all staff in identification processes and teaching gifted learners	All staff
On-going	Retest/Reflect/Reevaluate program	Broad Based Planning Committee
On-going	Screening based on parent request or new students enrolling in the district	High Ability Staff