



Lind-Ritzville Cooperative Schools Highly Capable Education Plan

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Introduction

The purpose of this handbook is to outline the District's plan to serve advanced learners from kindergarten through grade twelve.

Highly Capable Mission Statement

The District encourages highly capable students to maximize their potential by reaching extraordinary heights and by internalizing highly effective life skills. The highly capable program includes a well defined advanced level curriculum delivered by exceptional teachers who artfully and explicitly connect this high level curriculum with readiness, interest and learning profiles of students.

Lind-Ritzville Cooperative School District Statement of Philosophy

Lind-Ritzville Cooperative School District is committed to meeting the needs of all learners. The District's stated mission:

We recognize that highly capable students have special talents that must be nurtured, as well as unique needs that must be addressed through accommodations such as differentiation of content, instruction, and assessment, as well as through careful attention to their social-emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents, and administrators will be able to challenge and motivate highly capable students to reach for the stars and achieve at their full potential.

Highly Capable Program Goals/Desired Results

- Continuous Academic Progress for Advanced Learners
Specific annual goals and objectives (that go beyond addressing grade level content standards) are developed for identified advanced learners based on the District's advanced level curriculum and individual student readiness, interests, and learning profiles.
- Professional Development Focused on Advanced Learners
Teachers, support staff, and administrators received professional development designed to help them effectively address the academic and social/emotional needs of Lind-Ritzville Cooperative School District's advanced learners.

- Improved Communication

Staff, students, and parents have a common understanding of and easy access to the District's Highly Capable Plan

Glossary of Terms

Advanced Learner

A student who is achieving at the advanced level of performance in one or more academic areas. This student has a deep understanding of the important concepts of course content and can readily provide new insights about the learning. The advanced learner demonstrates mastery of the more complex strategies learned and can perform these with little or no conscious effort. Advanced learners may be intellectually gifted or high achievers who demonstrate the capacity to perform at the advanced level.

Cluster Grouping

A method of grouping students within a regular classroom setting. Through cluster grouping advanced learners, for example, can receive differentiated instruction and curriculum, appropriate for their level, from the regular classroom teacher.

Curriculum Compacting

An instructional strategy that allows students who demonstrate mastery of a skill or deeper understanding of a content area, to omit portions of the assigned curriculum, and substitute it with extension assignments that match their interests, abilities, and academic needs.

Depth

A form of differentiation that gives a student opportunities to extend and elaborate on a curricular topic. With teacher assistance, the student uncovers more details and new knowledge.

Differentiation

Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing.

Flexible Grouping

A temporary method of grouping students for instruction using interest, ability level, or other students' needs to determine groups of a particular project or unit of study. This method is used often to group students who are advanced learners in one area but not another.

Multiple Criteria

Student information and data from multiple sources used collectively to identify advanced learners.

Part-time Grouping

Grouping advanced learners for specific coursework during the school day.

Tiered Instruction/Tiered Assignment/Adjusted Assignment

An instructional strategy that provides all students with the same essential ideas and skills related to a standard, but at different levels of complexity, abstractness and difficulty. A tiered or adjusted assignment is one in which each student has the opportunity to develop skills and understandings at his or her appropriate level of challenge.

Characteristics of Highly Capable Learners

Although every gifted learner has his/her own unique characteristics, many intellectual and corresponding personality characteristics are typical of many gifted youngsters. These qualities usually exist with a higher degree of intensity and energy the more gifted the student.

Intellectual Characteristics	Personality Characteristics
❖ Exceptional reasoning ability ❖ Facility with abstraction ❖ Early moral concern ❖ Analytical thinking ❖ Capacity for reflection ❖ Intellectual curiosity ❖ Complex thought process ❖ Passion for learning ❖ Divergent thinking/creativity ❖ Rapid learning rate ❖ Vivid imagination ❖ Powers of concentration ❖ Keen sense of justice	❖ Insightfulness ❖ Perfectionism ❖ Sensitivity/Empathy ❖ Acute self-awareness ❖ Tendency toward introversion ❖ Need to understand ❖ Need for precision/logic ❖ Intensity ❖ Nonconformity ❖ Need for mental stimulation ❖ Excellent sense of humor ❖ Perseverance ❖ Questioning of rules/authority -Linda Kreger Silverman

Challenges Associated with Strengths of Highly Capable Learners

It is important to remember that no highly capable learner exhibits every characteristic in every area listed above. However, knowing the possible range of behaviors and understanding how those behaviors might be interpreted in different ways can help parents and teachers better nurture these students.

Strength	Possible Challenge
❖ Acquires/retains information ❖ Enjoys problem-solving ❖ Eagerness ❖ Creative/Inventive ❖ Inquisitive; searches for significance Large vocabulary; advanced, broad information ❖ Intense concentration; long attention span in areas of interest ❖ Strong sense of humor	❖ Impatient with others ❖ Resists routine; questions teaching procedures ❖ May be seen as overly active ❖ May be seen as disruptive/out of step ❖ Asks embarrassing questions ❖ May use words to manipulate; bored with school ❖ Neglects duties or people during periods of focus; resists interruption ❖ May become “class clown” for attention -Adapted from Clark and Segoe

Assessing and Identifying Students for the Highly Capable Education Program

Referral

Conducted in the spring of each year following winter district assessments

- Lind-Ritzville Cooperative School District uses a variety of measurements to qualify a student as highly capable. Building Principals gather information from teachers and parents for further referral information. In addition, all students in grades 1st and 4th grade will be universally screened using a variety of measurements. We then further assess all identified students using the Cogat 8. The Multidisciplinary selection committee reviews that data as well as multiple other data sources to determine qualification. No single data point disqualifies a student from identification. We look extensively for student data to qualify students when appropriate.

- Teachers complete the Teacher Nomination Form including most recent district assessment results and send it to the Building Principal.
- Parents, other district staff, and community members complete the Parent/Community Referral Form and return it to their child's school office.

Assessment Process

Multiple criteria are reviewed and may include:

- CogAT 8 Full Battery
- Smarter Balanced Assessments
- District Standardized Assessments
- Teacher recommendations / checklist
- Parent recommendations / checklist
- Standards-based grade reports and performance levels
- Placement tests for courses
- Classroom performance

Highly Capable Selection Committee

The multidisciplinary selection committee (MSC) for the final selection of the most highly capable students for participation in the Lind-Ritzville Cooperative School District's program for highly capable students shall consist of the following professionals (WAC 392-170-070):

- A special teacher; if a special teacher is not available, a classroom teacher shall be appointed (WAC 392-170-038)
- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- The building principal
- Such additional professionals, if any, the district deems desirable

The multi-disciplinary selection committee will evaluate individual student assessment profile data. The selection decision is based on:

- A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
- Evidence of clear need for highly capable services; and
- Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

Appeals Process

Lind-Ritzville Cooperative School District has adopted a procedure for appealing the multidisciplinary selection committee's decision and will disseminate this procedure to the public. This process includes:

1. The Parent completes an Appeal Form within 10 days of receiving notification (Including supporting evidence) . Return to: Don Walker, Highly Capable Coordinator at dwalker@lrschools.org.
2. Meeting of the appeals committee (multidisciplinary team and at least one additional professional who was not part of the decision being appealed)
3. Appeal committee will review the appeal within 15 school days. A written summary of findings will be sent and a copy of the appeal and summary of findings will be included in the student's cumulative file.

Highly Capable Program Exit Procedure

The exit process for the program involves the teacher, student, parents, and the school principal.

- Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form.

Continuum of Services K-12

A differentiated curriculum model is in place for all students at the elementary, middle, and secondary levels during the school day. Advanced learners are provided the advanced level component of the general education curriculum.

Currently, the District uses flexible grouping in kindergarten through grade 5. Advanced learners receive more open-ended, long-term, and complex assignments that require a balance of independent and collaborative thinking with like-peers.

At grades 7 and 8, students receive instruction that compacts, extends, and exceeds the core curriculum. These courses are designed to specifically address the needs of advanced learners with tiered assignments and differentiated resources that require more depth and complexity than the regular grade level curriculum. Curriculum compacting is used to allow time for the more advanced level curriculum.

Highly capable students at the high school are served by a College in the High School Course(s).

K-5 Elementary

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Afterschool enrichment programs

6-8 Middle School

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ Afterschool enrichment programs

9-12 High School

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ College Study Lab/Directed Studies
- ❖ CiHS Courses

Differentiated Curriculum

A differentiated classroom is one that offers a variety of learning options designed to tap into the different readiness levels, interests, and learning profiles of its students. Differentiation can occur in content (what is presented), process (how it is presented), and product (how it is assessed). The goal is to maximize learning time for the advanced learner.

Examples of Differentiation

- ❖ Pre-assessment is typical and guides learning options
- ❖ The teacher adjusts content, process, and product in response to student readiness
- ❖ A variety of ways for students to explore the curriculum is available
- ❖ Learning is multi-faceted and interdisciplinary
- ❖ Flexible grouping is used
- ❖ Students have multiple options for demonstrating what they have learned
- ❖ Ongoing assessment of student readiness and growth occurs
- ❖ Abstract, complex, higher-level thinking is emphasized

Program Evaluation

Progress will be monitored two times per year to assess student growth and appropriateness of services.

Student growth data will be analyzed to determine the effectiveness of highly capable services including universal screeners/progress monitoring, district benchmark assessments, common formative assessments, state assessments and other local assessments.

The MSC will meet annually to review the overall process, assess effectiveness of individual parts, and engage in continuous improvement of the process and program.

The MSC will evaluate expenditures and effective use of funds to enrich or expand opportunities for students.

LIND-RITZVILLE COOPERATIVE DISTRICT

Highly Capable Parent/Community Referral Letter

Dear Families,

It is time to nominate students for the LRCS Highly Capable Program!

Highly Capable Services and Program

The Lind/Ritzville Cooperative School District will be accepting nominations for assessing students for Highly Capable Services. Highly Capable Services in LRCS may include the following: accelerated learning in content areas; enrichment opportunities; differentiated instruction; College in the High School courses; LRHS co-curricular competitions. The Highly Capable plan is available on the district website.

All students nominated by parents or teachers will be screened to determine their eligibility. In addition, data from all students in 1st and 4th grades will be reviewed as part of the universal screening process.

In addition to the 1st and 4th graders, all parents or teachers who wish to nominate their K through 11th grade children may pick up a nomination form in the school office or print off a form from the link below, to be turned in by **(Insert Date)** (the final day to nominate a student). No late nominations or outside (private) test scores will be accepted. Those students who meet the criteria based referral data, teacher referral checklist, district and/or state test scores will be invited to take the full Cognitive Abilities Test (CogAT8) at their home campus in March.

Parent/Community Referral English:

[Click Here](#)

Parent/Community Referral Spanish:

[Click Here](#)

The goal for Highly Capable Services is to support and provide appropriate academic challenges to students with extraordinary ability in English/Language Arts or Math.

DATES TO REMEMBER:

(Insert Date) – All Highly Capable Nomination Forms are due in the student's home school office at Lind Elementary, Ritzville Grade School, Lind/Ritzville Middle School or Lind/Ritzville High School.

Round 1 – Early March, data will be reviewed and eligible students will move on to take the CogAT8 full assessment administered during the school day at students' home schools.

Round 2 – Late March CogAT8 test for those who qualify from Round 1 (date and time to be announced).

*If a child is ill or unable to attend the testing session, parents must contact the principal's office to schedule a make-up test. No outside test scores will be accepted.

LIND-RITZVILLE COOPERATIVE DISTRICT

Highly Capable Parent/Community Referral Form

Please complete the information as fully as possible and submit it to the building office.

Student's Name:	Grade:	Age:
Parent's Name:		Phone:
Address:	City:	Zip:

Rate the student on each of the items below. Circle the number that indicates how you perceive the student.

	Low.....High				
1. Has above-average language development	1	2	3	4	5
2. Develops ideas from simple to complex, concrete to abstract	1	2	3	4	5
3. Has an interest and curiosity about many topics	1	2	3	4	5
4. Finds opportunities for initiating or creating projects	1	2	3	4	5
5. Is aware of detail and a keen observer	1	2	3	4	5
6. Draws on internal knowledge to solve problems	1	2	3	4	5
7. Has unusual persistence on a topic of interest	1	2	3	4	5
8. Uses imagination in writing, music or art	1	2	3	4	5
9. Is aware and sensitive to feelings and needs of others	1	2	3	4	5
10. Has "need to know" or desire to excel	1	2	3	4	5
11. Has unusual ideas or approaches to problem solving	1	2	3	4	5
12. Learns quickly and easily	1	2	3	4	5
13. Can deal with a high degree of complexity	1	2	3	4	5
14. Has a keen or different sense or humor	1	2	3	4	5
15. Needs little external motivation on projects	1	2	3	4	5
16. Enjoys fantasy and elaborating on ideas	1	2	3	4	5
17. Seeks or carries responsibility	1	2	3	4	5
18. Plays with ideas	1	2	3	4	5

Renzulli-Hartman Inventory of Superior Students

Teacher Referral Checklist -Part 1 - LEARNING Characteristics

Student's Name _____ Grade _____ Year _____

Teacher Completing Form: _____ Date: _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency				
Possesses a large storehouse of information about a variety of topics, beyond the usual interests of children in their age group				
Has quick mastery and recall of factual information				
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people "tick"				
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things				
Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc., than others of age				
Younger children: learned to read at an early age; is independently absorbed in books and reading. Older children: reads a great deal on his/her own; usually prefers much higher level or adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases				
Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL LEARNING SCORE = WEIGHTED COLUMN TOTAL				

Part 2 - MOTIVATIONAL Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move to another topic				
Is easily bored with routine tasks				
Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products				
Prefers to work independently; requires little direction from teachers				
Is interested in many "adult" problems such as religion, politics, race - more than usual for his/her age				
Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs				
Likes to organize and bring structure to things, people, and situations				
Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL MOTIVATIONAL SCORE = WEIGHTED COLUMN TOTAL				

Part 3 - CREATIVITY Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything				
Generates a large number of ideas or solutions to problems and questions; often offers an unusual "way out", unique clever responses				
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreements; is tenacious				
Is a high risk taker; is adventurous and speculative				
Displays a good deal of intellectual playfulness; fantasizes; imagines "I wonder what would happen if"; manipulates ideas; is often concerned with adapting, improving, and modifying institutions, objects and systems				
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others				
Is usually aware of his/her impulses and more open to the irrational in himself/herself; freer expression of feminine interests for boys, greater than usual amount of independence for girls; shows emotional sensitivity				
Is sensitive to beauty; attends to aesthetic characteristics of things				
Is nonconforming; accepts disorder; is not interested in details; is individualistic, does not fear being different				
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL CREATIVITY = WEIGHTED COLUMN TOTAL				

PLEASE ENTER A COMBINED TOTAL SCORE FOR ALL THREE RENZULLI-HARTMAN INVENTORIES:

104-102 = Extreme evidence of giftedness 99-91 = Considerable evidence 90-78= Strong evidence

Lind-Ritzville Cooperative District
Highly Capable 1st Step Denial Letter

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child **has not met the criteria** to advance to the next step of the highly capable screening due to the following reasons:

District Assessment: Using District Assessment scores given over an extended period of time the student's scores did not meet the standard established for further testing. Standardized scores on the Measure of Academic Progress test of greater than the 95th percentile are needed to determine eligibility for Highly Capable.

State Assessment: Using State Standardized Assessment student's scores did not meet the standard for further testing. Standardized scores of level 4 in the Reading, Math and Science portion of the Smarter Balanced Assessment are needed to determine eligibility for Highly Capable.

If you would like to appeal this decision:

- Complete an Appeal Form within 10 days of receiving notification (This is on Lind Ritzville School District's website)
- Include supporting evidence
- The appeals committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

If you would like to refer your child next school year, please watch for the dates for the referral process.

If you have further questions, please contact me at

_____.

Sincerely,

(Principal's Name)
(School)

Lind-Ritzville Cooperative School District
Highly Capable Permission to Test

Please complete this form and return it to your child's teacher.

Dear Parent/Guardian:

(student name) (homeroom teacher) (grade)

Your child has been recommended for or you have requested testing for possible placement in the highly capable program.

Parental permission must be obtained in writing before the district can conduct assessments to determine eligibility for participation in programs for highly capable students.

If you would like to have your child tested, please sign below and return this form to the office of the school where your child is enrolled.

Sincerely,

Principal

_____ I wish to have my child tested _____ I do **not** wish to have my child tested

If qualified, I give permission for my child, _____, to participate in Lind-Ritzville Cooperative School District's program for highly capable students.

_____ Parent/guardian Signature	_____ Date
------------------------------------	---------------

_____ Student full name-please print	_____ Birth date	_____ Phone Number
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Lind-Ritzville Cooperative School District
Identification Letter

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child has been **identified as highly capable**. I have included the score results for the Cognitive Abilities Test below.

Lind-Ritzville Cooperative School District will offer highly capable students the following programs which may include but are not limited to: *accelerated learning opportunities; a differentiated curriculum model; flexible academic grouping arrangements that provide for intellectual and interest peer group interactions; curriculum compacting; honors and advanced placement classes and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration*. Each individual student or group of students with similar needs shall have a program plan. Services will be made available based on that plan and include a continuum of services.

Qualified students will have first access to after school accelerated learning opportunities at our schools. Watch for details of after school offerings coming home with your child. Please contact me with any questions you may have about our Highly Capable Program. Again, thank you for your support of your child's education.

Cognitive Abilities Test

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score

Sincerely,

Principal

Lind-Ritzville Cooperative School District
2nd Step Denial Letter

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child **has not been identified** as highly capable. I have included the score results for the Cognitive Abilities Test below, which is one of the measures used to determine eligibility for this program.

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score _____

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score _____

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score _____

If you would like to appeal this decision:

- Complete an Appeal Form within 10 days of receiving notification (This is on Lind Ritzville School District's website)
- Include supporting evidence
- The appeals committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

If you would like to refer your child next school year, please watch for the dates for the referral process.

If you have further questions, please contact me at _____.

Sincerely,

Principal

Lind-Ritzville Cooperative School District

Highly Capable Learning Plan

Personal Information

Student Name _____ Date _____

Grade _____ School Year _____ Student ID# _____

Teacher Name(s) _____

Domain for Highly Capable Services (Check all that apply.)

☐ Math ☐ ELA

Yearly Learning Plan (Check all that apply.)

☐ Differentiated Instruction

☐ Flexible grouping

☐ Accelerated learning

☐ Enrichment program(s)

☐ Accelerated Math Placement (MS)

☐ Advanced Placement (HS)

Narrative of Plan's Academic Goals (Include focus of student's achievements & interests):

Year's End Follow-up: Were Highly Capable Program goals met? Yes/No Explain.

Recommendations for next year:

Lind-Ritzville Cooperative School District
Highly Capable Program Appeals Form

Student: _____ Grade: _____ School: _____

Parents: _____ Address: _____

Home Phone: _____ Cell Phone: _____

Reason(s) for appeal (please check all that apply): The appeal must include the reasons for the appeal as well as any supporting information.

☐ Error in Scoring

☐ Testing Bias

☐ Special Circumstances

Reason(s) for Appeal:

Parent/Guardian Signature: _____ Date: _____

Send completed form and supporting evidence to the School Office/ Attention Principal:

Process for appealing the selection decision includes:

- Complete and Appeal Form within ten (10) business days of receiving notification • Include supporting evidence
- The appeals committee will meet to review the appeal within thirty-five (35) days.