

Frontier School Corporation High Ability Policy

Nomination/Referral Process for High Ability Students:

Students may be nominated/referred by high ability coordinator, teacher, parent, or themselves.

Process for Identifying High Ability Students:

Identification Process for grades K - 1 for Level 2:

Teacher Recommendation
Assessment/Pre-testing Results
Student Products/Interest Results

Identification Process for grades K - 1 for Levels 3 & 4:

- All students K - 1 will be screened through Kingore Observation Inventory and COGATS
- Students showing high ability will then receive further assessment and consideration through Frontier School Corporation High Ability Coordinators and/or Committee

Identification Process for grades 2 - 6 for Level 2:

- Teacher Recommendation
- Assessment/Pre-testing Results
- Student Products/Interest Results

Identification Process for grades 2 - 6 for Levels 3 & 4:

- All students 2 - 6 will be screened through NWEA
- Students showing high ability then may receive further assessment with the high ability coordinator through COGATS, TOMAGS, SAGES-2, GATES, and/ or checklists

Identification Process for grades 7 - 12 for Level 2:

Teacher Recommendation
Assessment/Pre-testing Results
Student Interest Results
STAR as appropriate.
Teacher Recommendation

Identification Process for grades 7 - 12 for Levels 3 & 4:

Students will be placed in advanced and/or accelerated courses according to previous course work and performance, as well as teacher recommendation.
COGATS and other testing may be utilized to determine placement.

Process for Determining High Ability Services:

After the identification process, testing results for the student will be discussed with the teacher. Appropriate services will then be discussed to determine programming according to the student's grade level, subject area, and high ability level. The Levels of Service format will be utilized.

Assessment Procedures for Advanced Placement:

Beginning in 6th grade, students may be placed in advanced math courses and/or take Spanish courses as 7th graders to receive high school credit.

Exiting Procedures:

Students, parents, and teachers may initiate exiting procedures when high ability programming no longer is appropriate.

Appeals Procedures:

Students, parents, and teachers may initiate an appeal when there is a disagreement with decisions pertaining to high ability programming for an individual student. The appeals committee will convene with the parent and student to discuss reasons behind decisions made for the student and/or concerns with decisions for the student.

Service Options Available: Flexibility will be used to meet individual high ability needs by determining what might work best for an individual student, as different grades, different options, and different needs or a combination of options may work best.

Grades K - 6:

Differentiated Instruction
Enrichment/Challenge Activities
Independent Studies
Accelerated Curriculum
Cluster and/or Ability Grouping
Early Entrance to Kindergarten
Grade or Subject Advancement

Grades 7 - 12:

Advanced/Honors/AP Courses
Accelerated Curriculum
Independent Studies/Internships/Mentorships
Dual Enrollment
Distance Learning
Early Graduation
Grade Skipping
Subject Advancement
Credit by Examination

**Frontier School Corporation
High Ability Nomination Form**

To be completed by nominator (parent/guardian/teacher/other):

Date of Nomination: _____

Student: _____

Grade: _____

Teacher: _____

Date of Birth: _____

Gender: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

e-mail: _____

Address: _____

Nominated By: _____

Relationship to Student: _____

Please state your reasons for nomination:

What are some behaviors observed that lead you to believe that the student should be receiving additional enriched/advanced/accelerated programming?

What are the student's interests outside of school?

What are the student's interests in school?

What other enriched/advanced/accelerated programming, awards/honors, clubs, group participation, or other interventions has this student received:

**Frontier School Corporation
High Ability Meeting Notes**

Student: _____

Grade: _____

Teacher: _____

Date: _____

Testing Information: (Minimum of Three Measures)

Name of Test

Date Given

Results

<u>Name of Test</u>	<u>Date Given</u>	<u>Results</u>

Additional Notes/Comments:

Programming Suggestions:

Parent Signature _____

Principal Signature _____

**Frontier School Corporation
High Ability Transfer/New Student Form**

If the student has participated in a High Ability Program in another district or state, and all the data is current, the Frontier School Corporation High Ability Committee may review this information for placement. Outdated testing will be re-administered. The Frontier School Corporation High Ability Committee will review the data upon completion for consideration in High Ability Programming.

Student: _____
Grade: _____
Date of Birth: _____ Gender: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ e-mail: _____
Address: _____
Previous School: _____
Previous School Address: _____
Previous School Phone: _____
Previous School FAX: _____

Math Program & current level being used:

Math Teacher & e-mail: _____

Language Arts Program & current level being used:

Language Arts Teacher & e-mail: _____

Other High Ability Programs and Contacts:

Frontier School Corporation High Ability Appeal Process

An appeal may be requested for reconsideration for high ability programming to the Frontier School Corporation High Ability Committee by submitting a request for review. The request should list reasons for the appeal and reasons that the student should be included in high ability programming. The Frontier School Corporation High Ability Committee will review the request and the student's current criteria and make a final determination.

The Frontier School Corporation High Ability Committee consists of:

High Ability Coordinators
Administrator
Counselor
Grade Level Team Member

Frontier School Corporation High Ability Exiting Process

Student performance shall be monitored. A student shall be removed from High Ability Programming at any time that the Frontier School Corporation High Ability Committee determines it is in the student's best interest. Parents of a student receiving high ability programming wishing to withdraw/exit their student from the program due to personal or academic reasons may notify the committee in writing at any time. If a student or parent requests removal from the program, the committee shall meet with the parent and student before honoring the request.

Exiting of students from high ability programming services shall be based on multiple criteria including student performance in the programming. The purpose of the exit procedure is to address the needs of any student that may have been inappropriately matched for programming and therefore inappropriately served with high ability programming. Thus, when a student has consistently shown difficulty with the programming, the teacher, parent, student, or committee member may request a conference. Discussion for removal may take into consideration adequate time with programming option, student motivation, programming level and interest match, performance products, behavioral performance, improvement, and current circumstances. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement. Students exited from high ability programming may be reconsidered as status changes.

**Frontier School Corporation
High Ability Exiting Form**

To be completed by exiting committee (parent/guardian/teacher/other):

Date of Meeting: _____
Student: _____
Grade: _____ Teacher: _____
Date of Birth: _____ Gender: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ e-mail: _____
Address: _____
Exit Requested By: _____ Relationship to Student: _____

Reason for requesting exit/withdrawal/removal from high ability programming.
(Please provide the committee with any information about the student that should be considered; attach any additional forms if needed):

Meeting Notes:

Decision of Committee:

Committee Members' Signatures: _____ Date: _____

**Frontier School Corporation
High Ability Early Entrance Process**

Early entrance into kindergarten may be requested for consideration for high ability programming to the Frontier School Corporation High Ability Committee by submitting a written request for review. The request should list reasons that the student should be considered for early entrance and included in high ability programming. The Frontier School Corporation High Ability Committee will review the request and the student's current criteria and make a final determination.

The Frontier School Corporation High Ability Committee consists of:

High Ability Coordinators
Administrator
Counselor
Grade Level Team Member

**Frontier School Corporation
High Ability Testing Permission**

In order to provide the most appropriate high ability programming, students require a variety of assessments in order to measure their current level of performance, ability level, and educational needs. Please provide the following information and sign parental consent for high ability assessments to be administered.

Date: _____
Student: _____
Grade: _____ Teacher: _____
Date of Birth: _____ Gender: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ e-mail: _____
Address: _____
Signature: _____ Relationship to Student: _____

Frontier School Corporation

High Ability Characteristics Checklist

Date: _____ Student: _____
Grade: _____ Teacher: _____
Date of Birth: _____ Gender: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ e-mail: _____
Address: _____
Evaluator: _____ Relationship to Student: _____

(Please check all characteristics that the student regularly demonstrates when compared with other students of the same age.)

Cognitive Ability

- ___ Capable of reasoning like someone 2 - 4 years older
- ___ Uses advanced vocabulary
- ___ Enjoys problem solving and other intellectual activities
- ___ Understands and learns quickly
- ___ Seeks mental stimulation
- ___ Highly sensitive to human issues, beauty, and nature
- ___ Has a more sophisticated sense of humor
- ___ Asks questions, seeks meaning
- ___ Enjoys interacting with intellectual peers/adults/older students
- ___ May have less effective interpersonal skills
- ___ Intense, high energy level
- ___ Multiple interests and talents
- ___ Tends to be a perfectionist
- ___ Has an exceptional memory
- ___ Understands both concrete and abstract ideas
- ___ Generalizes skillfully

Creative Ability

- ___ Has a large number and variety of ideas and questions
- ___ Has unique, original ideas
- ___ Enjoys solving problems in areas of interest
- ___ Tolerant of ambiguity
- ___ Likes open-ended assignments
- ___ Non-conforming in thinking, manner, or dress
- ___ Risk-taker in thinking and problem solving
- ___ Willing to be different
- ___ Unique sense of humor
- ___ Enjoys creating stories or plays
- ___ Draws cartoons and/or creates characters
- ___ Adds interesting ideas or details
- ___ Sees things in many different ways
- ___ Transforms or combines ideas

Frontier School Corporation
High Ability Characteristics Checklist Continued

Math Ability

- Thinks logically, mathematically, "scientifically"
- Enjoys abstract problems and topics
- Has a strong number sense
- Quickly sees patterns
- Enjoys puzzles and logic games
- Solves problems intuitively, but may not be able to explain how
- Enjoys data, statistics
- Persistent in learning about math topics
- Pursues math activities in free time

Language Arts Ability

- Reads widely/avidly/fluently, in and out of class
- Uses advanced vocabulary
- Interested in words and word relationships
- Exhibits understanding of language structure
- Plays with language
- Recognizes and appreciates quality literature
- Writes descriptively; communicates a story
- Applies literary devices to writing
- Understands and processes key ideas
- Writes with voice, in variety of forms
- Enjoys writing for creative outlet

Task Commitment

- Sets own goals, standards, and plans
- Assumes responsibility
- Eagerly attempts new challenges
- Completes projects
- Does not give up easily
- Is observant
- Is independent and self-sufficient
- Is persistent, sticks to a task
- Motivation

Other Activities/Interests/Clubs/Organizations

- Destination Imagination
- Summer Programs: _____
- Community Activism/Volunteer Work: _____
- Competitions: _____
- Science/Social Studies/Art/Music/Drama/Dance: _____

Frontier School Corporation

High Ability Behavioral Checklist

Date: _____ Student: _____ Teacher: _____
 Grade: _____ Evaluator: _____ Relationship: _____

(Please check **all** characteristics that the student **regularly** demonstrates when compared with other students of the same age.)

Development

- Self motivated/self starter
- Engaged in school/class
- Displays sense of humor
- Has creative outlet(s)
- Asks for assistance
- Shows integrity
- Stands up to peer pressure
- Responsible for self
- Thinks before acting
- Sound decision-making skills
- Empathetic or sensitive
- Respects cultural differences
- Resolves conflicts peacefully
- Is excluded by peers/few friends
- Tolerates change
- High self esteem
- Positive view of future
- Completes homework on time
- Reads for pleasure
- Honest
- Recognizes own feelings
- Tries hard/works persistently
- Is liked by peers

Family/Home

- Mentions family problems
- Recent loss or change in family
- Sibling problems
- Moving in with relatives
- Financial concerns in family
- Avoids specific relative
- Changes in transportation
- Lack supervision

Current Status

- Current grade(s)
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- Number of absences in class
- Number of discipline issues
- Number of times referred to office

Behaviors

- Inattentive
- Easily distracted
- Forgetful
- Disorganized
- Defiance of rules
- Irresponsible
- Blaming
- Fighting/argumentative
- Secretive behavior
- Cheating
- Dramatic attention getting
- Generally cooperative
- Verbal abuse
- Obscene language/gestures
- Crying inappropriately
- Physically aggressive
- Bullying others
- Impulsive
- Stealing
- Vandalism
- Rigid obedience
- Extremely negative
- Anxious or nervous
- Agitated/fidgety
- Excessive demands on teacher
- Daydreams regularly
- Unresponsive to interaction
- Easily led by others
- Sudden change in peers
- Refuses to comply w/requests
- Isolated/withdrawn
- Apathetic
- Outgoing
- Expression not matching feelings
- Excessive sadness
- Self destructive thoughts/actions
- Dishonesty
- Excessive mood swings
- Hostile themes in work
- Expresses fear for self/others
- Less/More mature than peers
- Expresses low self esteem
- Erratic behavior changes
- Violates other's boundaries
- Talks about drugs
- Talks about alcohol
- Talks about sex inappropriately
- Wears inappropriate clothing

Academics

- Low grades
- Drop in grades
- Academic failure
- Inconsistent daily work
- Does not follow directions
- Lack of motivation
- Change in student relationship w/teacher
- Change in participation
- Overly sensitive to criticism
- Perfectionistic
- Easily frustrated/gives up
- Homework incomplete
- Does not bring materials to class
- Extreme dissatisfaction with school

Attendance

- Excessive absenteeism
- Patterns of absences
- Frequent tardiness
- In jeopardy of losing credit
- Frequent visits to restroom
- Frequent visits to nurse
- Frequent visits to counselor

Extracurricular Activities

- Loss of interest
- Increased non involvement
- Loss of eligibility
- Dropped out of activity
- Over extended in activities
- Unable to meet deadlines
- Is a team player
- Asset to the organization

Physical Concerns

- Runny nose/chronic cough
- Red or glassy eyes
- Frequently fatigued
- Sleeping in class
- Impaired coordination
- Difficulty with vision/hearing
- Poor hygiene
- Rapid increase/drop in weight
- Frequent physical complaints/illnesses
- Burn marks/bruises/cuts
- Slurred speech
- Smells of tobacco/alcohol/marijuana

Frontier School Corporation High Ability Interest Survey

Date: _____
Grade: _____

Student: _____
Teacher: _____

Please answer these questions to the best of your ability. Have fun and be honest.
You may skip answers you find to be uncomfortable.

1. Three words that describe me are _____.
2. Things I like to do when I am not at school are _____.
3. The subject(s) I do best at in school is _____.
4. I would like to learn more about _____.
5. Someday, I would like to _____.
6. Learning is fun when _____.
7. If I could do anything I wanted at school, it would be _____.
8. I wonder a lot about _____.
9. I like people who _____.
10. Sometimes, I worry about _____.

**Frontier School Corporation
High Ability Interest Survey Continued**

11. I learn best when _____.

12. One thing that really bothers me is _____.

13. Something that really challenges me is _____.

14. I know that I am _____.

15. I thing that I would like to change about myself is _____
because _____.

16. I like to be with people who _____
because _____.

17. I would like to become better at _____.

18. My two best qualities are _____.

19. I admire _____ because _____.

20. I think that the smartest person in the world is _____
because _____.