Highly Capable Education

Cascade School District

330 Evans St.
Leavenworth, WA 98826
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Definition of Highly Capable

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, leadership abilities, psychomotor abilities, and/or creative productivities within a specific domain. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

District Philosophy for Highly Capable Education

Cascade School District is committed to providing a world-class educational environment to all students. We offer an extraordinary portfolio of advanced courses, and we hire teachers who are highly qualified in the subjects they teach.

In order to develop the special abilities of each student, the district will offer a highly capable program that provides second grade through twelfth grade students who qualify for the program with access to basic education programs that accelerate learning and enhance instruction.

Program Goals

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others;
4. Development of originality and creativity; and
5. Serve as resource for professional development

Child Find

The district accepts referrals based on data or evidence from teachers, other staff, parents, students, and members of the community. Persons referring a student for consideration for admission into the program will use the district’s nomination form (see Appendices A and B).

In addition, annual notification is made on the district website, through school publications, emails to parents, and newspaper advertisement. Teachers, principals, counselors, and office staff receive information and nomination forms. Child find also includes a review of school-wide, universal screener and state assessment data. Cascade School District tests all first and fifth grade students with the Naglieri Nonverbal Ability Test (NNAT3).
The district will assess students identified for further testing using multiple objective criteria. The district must base the assessment process upon a review of each student’s capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student’s unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative (district may select one or both) instruments and may include: Nonverbal Ability Test (Naglieri – edition 3; students whom score 96% or above will be considered), Smarter Balance Tests, NWEA Map, and DIBELS.

When assessing traditionally underrepresented youth, alternate measures must be used in order to reduce potential cultural and linguistic bias. It is very important that English language skills are not the sole factor in determining if an English Learner will be referred for Highly Capable services. Alternate measures, such as creative product portfolios, may be needed for students who potentially exhibit non-academic Highly Capable characteristics. Multiple pathways for qualification must be available and no single criterion may disqualify a student from identification.

Based on universal screening results, school teams should determine if further individual screening for Highly Capable services is needed. See the Highly Capable Assessment Flow Chart for further information. The goal would be to start serving any identified students at the start of the next school year.

Data Review
The process for identifying Highly Capable students begins when a student is referred for the program through universal screening or direct referrals by a teacher or parent.

A multi-disciplinary selection team will review data that has been collected for each of the referred students. The multi-disciplinary selection committee is composed of: a special education teacher (however, if a special education teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the district’s highly capable program; and additional professionals, if any, that the district deems desirable.

The school screening team will meet to consider and recommend students who would benefit from enrichment but who are not recommended for individual screening as yet, as well as who should be individually screened for Highly Capable services. If a student will be referred for individual screening, the Individual Screening Referral Form (see Appendix C) will be completed. If the student will be referred for individual screening, general education enrichment should begin or continue.

Individual Screening
Individual screening for Highly Capable services requires parent permission in the parents’ dominant language (see Appendix D). Individual screening includes the Parent Information Form (see Appendix E & F), the Teacher Observation Checklist (see Appendix H), General Education Documentation of Classroom Interventions (see Appendix I), and other individual achievement, creative thinking or academic performance assessments determined necessary by the school screening team. Please note that it is not appropriate to perform a cognitive assessment (IQ test) at this point.
Each school must identify a key contact responsible for conducting the individual screening. This person may not be the Highly Capable education teacher. This key contact does not, however, make the outcome determination after individual screening.

The Assessment Team Instrument Selection Form (see Appendix G) is to be completed for every student who will be assessed. The purpose of this form is to ensure that assessments are appropriately selected and consider students’ individual circumstances.

After individual screening, the school screening team meets to review individual screening results. Two outcomes are possible:

1. A determination is made that the student’s needs can be met in the general education classroom and the student does not need Highly Capable educational services at that time.
   a. In this case, the school screening team should make written recommendations for any necessary enrichment in the general education classroom.
   b. Parents/guardians are notified of results and recommendations. They are sent the Response to Individual Screening Form (see Appendix J).
   c. The school screening team must regularly review this case to ensure that the recommended interventions are being implemented and that the recommended interventions remain appropriate for the student’s needs.

2. A determination is made that the student needs Highly Capable educational services.
   a. In this case, the team should meet with the parent to complete an Individual Learning Plan. The following questions should be considered in determining what services are required:
      i. What grade level curriculum has the student mastered? Are there ways to provide acceleration or above grade level curriculum?
      ii. To what extent does this student have access to intellectual peers through the general education program?
      iii. What specific goals or abilities does this student have that go beyond the scope of the general education program?
      iv. What school resources, including honors and/or advanced placement classes, are available in this student’s school to assist in meeting his/her needs?
      v. What general education interventions have been implemented and what has been the student’s response to those interventions?
      vi. Have interventions addressed the social/emotional needs of the student?
      vii. Is the student twice exceptional?
   b. After completing the Individual Learning Plan (see Appendix J), a list of accommodations the student will need in the general education classroom must be completed and provided to the student’s teachers (see Appendix L).
Highly Capable Assessment Flowchart

STEP 1: CHILD FIND
Brochures, parent orientation meetings, staff development, school handbooks, local media

STEP 2: REFERRAL
There are multiple paths by which a student may be referred for screening.

STEP 2A
Referral from Grade Level Screening

Universal Screening
Grade 1

STEP 2B
Direct Referral for Individual Screening

Parent Referral
Grades PreK-12

Teacher Referral
Grades PreK-12

STEP 3: SCHOOL SCREENING TEAM COLLABORATION

Does the student need individual screening?

Yes

Conduct individual screening

Provide enrichment

No

Does the student need enrichment?

Yes

Provide enrichment

STEP 4: PERFORM INDIVIDUAL SCREENING FOR HIGHLY CAPABLE SERVICES IF APPLICABLE

STEP 5: SCHOOL SCREENING TEAM COLLABORATION WITH PARENTS

STEP 6: DEVELOP AN INDIVIDUAL LEARNING PLAN AND PROGRESS MONITOR
Re-evaluation for Students Receiving Highly Capable Services

Re-evaluation occurs every three years. The school psychologist will review documentation and request updated information as needed to determine continued eligibility for services. In 8th grade, students who have been served through Highly Capable academic services must go through a re-evaluation process to determine if the student will be served by existing high school programs. If they can’t be, then they need to continue to receive services.

Rescreening by the Cascade Highly Capable Program

Rescreening can be requested based on the following circumstances:

- Written documentation from the parent or a physician documenting that child was ill during the first test session or was absent from school the day prior to or after testing due to illness;
- Written documentation from a physician that a child was tested prior to being diagnosed with a disability that could have adversely affected testing performance;
- The student was denied services previously based on one data point rather than multiple data points;
- Two school years have passed since the last screening.

Students Transferring into Cascade School District

Students transferring into Cascade School District who are already identified as needing Highly Capable services will be initially provided with these services. If a student transfers from another state and if records review shows that the previous state’s eligibility requirements do not meet Washington’s eligibility requirements, a new assessment will be performed.

K-12 Highly Capable Services and Opportunities

The district will offer highly capable students the following programs: extracurricular academic competitions, academic conferences, project/research clubs, honors courses, advanced placement courses, running start, and college in the classroom. Academic options include but are not limited to curriculum compacting, accelerated learning opportunities, and academic grouping arrangements that provide intellectual and interest peer group interactions. In academic grouping arrangements, highly capable students may be grouped with other advanced learners.
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<th><strong>Elementary</strong></th>
<th><strong>Middle School</strong></th>
<th><strong>High School</strong></th>
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<tr>
<td><strong>Highly Capable Program Offerings</strong></td>
<td>Cluster Grouping of Highly Capable Students* Highly Capable Enrichment Field Trips</td>
<td>Cluster Grouping of Highly Capable Students* Hi Cap Enrichment Field Trips</td>
</tr>
<tr>
<td><strong>General School Offerings</strong></td>
<td>Math Acceleration</td>
<td>Advanced learning opportunities in Math</td>
</tr>
<tr>
<td></td>
<td>Leveled Instruction in Math &amp; Literacy; Extensions in Science &amp; Social Studies</td>
<td>High School Courses in Math</td>
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<tr>
<td></td>
<td>Fine Arts Enrichment</td>
<td>Courses in Fine Arts</td>
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<tr>
<td></td>
<td>After School Clubs</td>
<td>After School Clubs</td>
</tr>
</tbody>
</table>

**District Initiatives Supporting Advanced Learning**
- **ENRICHMENT**
  - School-Sponsored Opportunities
  - Community Opportunities
- **ACCELERATION**
  - Whole Grade Skipping Procedures
  - Subject Matter Acceleration Procedures
- **DIFFERENTIATION**
  - Content Area Curriculum Recommendations

*Cluster grouping means small clusters of students who have similar interests and abilities work together on specific tasks.*
Appendix A: Highly Capable Nomination Form

We value your input and we will carefully review your recommendation. Please return completed forms to the Highly Capable Program Director, James Swanson, at Icicle River Middle School, jswanson@cascadesd.org or by mail, 10195 Titus Rd, Leavenworth, WA 98826.

Please print in black or blue ink only.

Student’s Legal Name: ____________________________________________________________

Current School: ___________________________ Current Grade Level: ________________

Date of Birth_____________ Teacher’s Name: ________________________________________

Referring Person: __________________________________________________________________

Signature: __________________________________________ Date: _________________________

Comparing this student with other academically adept students, check the word that best describes the student. Please cite specific examples.

A. The student is an intense learner. This is demonstrated through:

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<th>often</th>
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<td>5.</td>
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Determination to complete assignments and projects successfully

Using advanced vocabulary, incorporating it into conversation or writing

Possessing a large amount of factual knowledge used accurately, reading extensively

Social awareness, concern for fairness, prejudice, and equity issues beyond age level

Exploring topics of personal interest beyond age level becoming totally absorbed in an area of particular interest.

Examples:

________________________________________________________________________________________
________________________________________________________________________________________
___________________________________________________________________________________________________________________________________________

B. The student is an analytical thinker. Analytical thinking demonstrated through:

<table>
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<tr>
<th>Almost Always</th>
<th>often</th>
<th>Seldom</th>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</table>

An understanding of ideas and complex concepts

An interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating

Learning new skills and concepts quickly.

An awareness of relationships, using metaphors or analogies, making mental connections.

A willingness to take risks, showing confidence in answers and willing to support a different idea or opinion.
Examples:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

C. The student is a creative producer. Creative, productive thinking is demonstrated through:

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<th>Almost Always</th>
<th>often</th>
<th>Seldom</th>
<th></th>
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<td>11.</td>
<td></td>
<td></td>
<td>Generating different ideas, adapting</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>readily to new situations.</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td>Originality, expressing familiar</td>
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<td></td>
<td>ideas in unusual ways, offering</td>
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<td>unique solutions to problems or</td>
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<td>questions, creating original</td>
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<td></td>
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<td>products.</td>
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<td>13.</td>
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<td>Creating detailed projects, turning</td>
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<td></td>
<td></td>
<td></td>
<td>the simple into complex, adding</td>
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<tr>
<td></td>
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<td>details, embellishing.</td>
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<tr>
<td>14.</td>
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<td>Questioning, asking complex questions</td>
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<td></td>
<td>not typical of age group.</td>
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<td>15.</td>
<td></td>
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<td>A sense of humor reflecting advanced</td>
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<td></td>
<td></td>
<td></td>
<td>understanding, seeing humor in</td>
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<td></td>
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<td>situations others find humorless.</td>
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Examples:

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D. The student is highly motivated in areas of interest. Motivation is demonstrated through:

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<td>16.</td>
<td></td>
<td></td>
<td>Working well independently.</td>
</tr>
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<td>17.</td>
<td></td>
<td></td>
<td>Exceeding expectations, doing more</td>
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<td></td>
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<td></td>
<td>than what is required on assignments</td>
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<td>of interest.</td>
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<td>18.</td>
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<td>Working cooperatively as a team</td>
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<td>member, receptive to the ideas of</td>
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<td>others.</td>
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<td>19.</td>
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<td></td>
<td>Eagerness to complete assignments</td>
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<td>of interest on time or prior to due</td>
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<td>date.</td>
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<td>20.</td>
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<td>Assuming leadership positions, leading</td>
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<td>the group.</td>
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Examples:

________________________________________________________________________________________
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Additional Comments: Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of this student that you feel should be brought to the attention of the Identification and Placement Committee.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

WAC- 392-170-075
Appendix B: Highly Capable Nomination Form (Spanish)

Valoramos su opinión y revisaremos cuidadosamente su recomendación. Por favor regrese las formas completas al Director del Programa de Alta Capacidad, James Swanson, en la Secundaria Icicle River Middle School, jswanson@cascadesd.org o por correo, 10195 Titus Rd, Leavenworth, WA 98826.

_Favor de usar solo pluma azul o negra._

Nombre Legal del Estudiante: ____________________________________________

Escuela Actual: __________________________ Nivel de Grado Actual: ________________

Fecha de Nac.________ Nombre de Maestro/a: __________________________

Persona haciendo la Referencia: __________________________

Firma: __________________________________ Fecha: __________________________

_Comparación de este estudiante con otros estudiantes académicamente adeptos, Marque la palabra que mejor describa al estudiante. Por favor mencione ejemplos específicos._

A. El estudiante es un aprendiz intenso(a). Esto se demuestra a través de:

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Determinación para completar tareas y proyectos con éxito.

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El uso de vocabulario avanzado, incorporándolo a la conversación o la escritura.

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Posee una gran cantidad de conocimiento factual utiliza con precisión, la lectura extensiva.

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Temas de conciencia social, preocupación por la imparcialidad y el prejuicio.

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Exploran temas de interés personal más allá de nivel de edad completamente enfocado en un área de interés particular.

Ejemplos:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

B. El estudiante es un pensador analítico. Pensamientos analíticos demostrado a través de

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La comprensión de las ideas y conceptos complejos.

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Interés en situaciones difíciles, abordar problemas desde diferentes perspectivas, afrontando problemas y cuestiones que otros pueden encontrar frustrantes.

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Aprenden nuevas habilidades y conceptos rápidamente.

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Conciencia de las relaciones, usa metáforas o analogías, hace conexiones mentales.

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La disposición a tomar riesgos, mostrando confianza en las respuestas y dispuestos a apoyar una idea o una opción diferente.
Ejemplos:

C. El estudiante es un productor creativo. El pensamiento creativo, productivo se demuestra a través de

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Ejemplos:

D. El estudiante está muy motivado en áreas de interés. La motivación se demuestra a través de

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</table>

Ejemplos:

Comentarios Adicionales: Por favor trate de ser lo más específico posible en los comentarios de cualquier característica, habilidades, y/o cualidades de este estudiante que usted cree que deben de consideradas en la identificación y por Comité de Colocación.
Appendix C: Individual Screening Referral Form

Student Name: __________________________  Grade: _______

School: ________________________________  Teacher(s): ________________________________

Referred by:  _____ Teacher  _____ Parent/Guardian  _____ Screening Team  _____ Other

Reason for referral:  _____ Academic  _____ Highly Capable Characteristics/Creativity  _____ Other

Provide the specific details for consideration with this referral (use the back of the form as needed):
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Check all that apply:  _____ Parent/Guardian(s) are aware of the referral for screening.

_____ Teacher(s) are aware of the referral for screening.

_____ Student has previously been screened for Highly Capable education services.
    If yes, please provide the date of previous screening: _______________

_____ Student has behaviors that may be inhibiting the learning of self or others.

_____ Student is currently receiving enrichment.

What is the greatest concern in the classroom for this student? (use the back of the form as needed)
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Printed name of person(s) providing referral: ________________________________________________

Signature of person(s) providing referral: ____________________________________________________

Date: __________________________
Appendix D: Notice of Referral and Permission for Individual Screening

On ______________(date), ________________________(child) was referred for an individual screening for the Highly Capable program by ________________________(referral source). We are requesting permission for an individual screening for Highly Capable services at this time. The areas and procedures to be considered for your child’s individual screening are checked below. The school screening team will review the results of your child’s screening in order to determine whether additional information is needed.

<table>
<thead>
<tr>
<th>Areas to be Individually Screened</th>
<th>Procedures as Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Performance</td>
<td>Parent Information</td>
</tr>
<tr>
<td></td>
<td>Individual Academic Achievement Assessment</td>
</tr>
<tr>
<td></td>
<td>General Education Documentation of Classroom Interventions</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Creativity/Characteristics of Highly Capable</td>
<td>Highly Capable Rating Scales</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Student’s Creative Products/Ideas</td>
</tr>
<tr>
<td></td>
<td>Teacher Observation Checklist</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Please sign the Referral for Individual Screening, complete the attached Parent Information Form, and return to ________________________ (name) in your child’s school. When the individual screening is completed, the school will notify you to make recommendations for classroom program modifications or entry into the highly capable program. If you have any information you would like to share pertaining to this notice and request for permission, please forward it to the person named above.

Please check one of the following.

_____ I give permission for an individual screening for Highly Capable services.

_____ I do not give permission for an individual screening for Highly Capable services.

Date_________________ Phone______________________

Signature of Parent/Guardian__________________________________________________________

Comments:
Appendix E: Parent Information Form

Student ___________________ Date of Birth ___ / ___/ _______ Gender ____ Ethnicity (Optional) _____

Parent’s Name __________________________ Address: ___________________________________

Home Phone: (    ) _______ -- _______ Work or Cell Phone: (    ) _____-- _______

Student’s School _____________________ Grade ______ Date / ___/ _______

These responses are necessary to help document your child’s abilities. Rate your child’s behavior on the following items using the following scale: 1 = not observed 2 = occasionally 3 = sometimes 4 = frequently 5 = always

- Circle one rating for each indicator listed.
- Provide comments and examples on the lines provided with each statement.

Creativity

1) 1 2 3 4 5 Devises own methods instead of relying on instructions

________________________________________________________________________________________
________________________________________________________________________________________

2) 1 2 3 4 5 Creates extraordinary uses for ordinary objects

________________________________________________________________________________________
________________________________________________________________________________________

Interest

3) 1 2 3 4 5 Collects things (may be randomly or with a definite purpose), or pursues hobbies

________________________________________________________________________________________
________________________________________________________________________________________

4) 1 2 3 4 5 Has long or extended attention span for one topic and/or project

________________________________________________________________________________________
________________________________________________________________________________________

5) 1 2 3 4 5 Puts great effort into gaining knowledge about some interest or subject

________________________________________________________________________________________
________________________________________________________________________________________
6) 1 2 3 4 5 Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but “comes alive” when special topics are raised; e.g., old movies or life on other planets

7) 1 2 3 4 5 Shows a passion for statistics, almanacs, globes, maps, etc.

Communication Skills

8) 1 2 3 4 5 Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

9) 1 2 3 4 5 Utilizes advanced language skills to communicate ideas and concepts

10) 1 2 3 4 5 Demonstrates extensive comprehension on a variety of subjects which exceed age or grade level expectations

Motivation

11) 1 2 3 4 5 Self-taught in some topics not often taught in school

Problem Solving Ability

12) 1 2 3 4 5 Does complicated puzzles, plays chess, bridge, etc.
13) 1 2 3 4 5 Assembles or disassembles mechanical objects with little or no training

Memory

14) 1 2 3 4 5 Memorizes easily, needs little or no drill

15) 1 2 3 4 5 Exhibits long term retention of information

Inquiry

16) 1 2 3 4 5 Asks unusual questions which may be embarrassing, advanced, or controversial

17) 1 2 3 4 5 Is curious—wants to know why, how, etc.; asks thoughtful, searching questions

Insight

18) 1 2 3 4 5 Seems to “just know things”; offers new insights based on known information

19) 1 2 3 4 5 Understands relationships among seemingly unrelated objects, ideas, or facts
Reasoning

20) 1 2 3 4 5 Sees broad perspective of a problem; sees the whole while others focus on the parts

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

21) 1 2 3 4 5 Demonstrates reflective and reasonable thinking when making decisions

________________________________________________________________________________________

________________________________________________________________________________________

Humor

22) 1 2 3 4 5 Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

________________________________________________________________________________________

________________________________________________________________________________________

Additional Information

23) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

24) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Appendix F: Formulario de Información para padres

Estudiante ___________________ Fecha de nacimiento / ___/______ Genero____
Etnicidad (Opcional) ______ Dirección: ________________
Nombre de Padre __________________________ Numero de Tel. de casa: ( ) _______
Numero de trabajo o cel. ( ) _______
Escuela del Estudiante __________________________ Grado _____ Fecha /___/_______

Estas respuestas son necesarias para ayudar a documentar las habilidades de su hijo/a. Califique el comportamiento de su hijo/a en los siguientes elementos utilizando la siguiente escala: 1 = no observado 2 = ocasionalmente 3 = algunas veces 4 = frecuentemente 5 = siempre

- Circule la calificación para cada indicador en el cuestionario.
- Proporcione comentarios y ejemplos en las líneas proporcionadas para cada pregunta.

**Creatividad**

1) 1 2 3 4 5 Diseña métodos propios en lugar de depender de las instrucciones

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2) 1 2 3 4 5 Crea usos extraordinarios para objetos ordinarios

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

**Interés**

3) 1 2 3 4 5 Colecciona cosas (pueden ser diferentes cosas o con un propósito específico), o tiene pasatiempos

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

4) 1 2 3 4 5 Tiene la capacidad de concentrarse por largo tiempo o extendidos para un tema y/o proyecto

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

5) 1 2 3 4 5 Pone un gran esfuerzo en adquirir conocimiento sobre algún interés o tema

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
6) 1 2 3 4 5 Es exclusivo sobre algunas materias (interés profundo para excluir todo lo demás) o puede parecer desatento, aburrido con los requisitos escolares típicos, pero "cobra vida" cuando se plantean temas especiales; Por ejemplo, películas Antiguas o vida en otros planetas

7) 1 2 3 4 5 Muestra pasión por estadísticas, los almanaques, los globos, los mapas, etc.

Habilidades de Comunicación

8) 1 2 3 4 5 Demuestra habilidades de comunicación avanzada en casa y en la comunidad en otro idioma que no sea inglés (ej. Multilingüe)

9) 1 2 3 4 5 Utiliza habilidades de leguaje avanzado para comunicar sus ideas y conceptos

10) 1 2 3 4 5 Demuestra compresión extensiva en una variedad de objetos cuales exceden su edad o expectativas de grado.

Motivación
11) 1 2 3 4 5 Aprendió por si solo algunos temas que comúnmente no son ensenados en la escuela

Habilidad para resolver problemas

12) 1 2 3 4 5 Hace rompecabezas complicados, juega ajedrez, cartas, etc.
13) **Ensambla y desmonta objetos mecánicos con poco o ningún entrenamiento**

Memoria

14) **Memoriza cosas fácilmente, necesita a muy poco o no repetición**

15) **Exhibe retención de información a largo plazo**

Pregunta/Investiga

16) **Hace preguntas inusuales que pueden ser vergonzosas, avanzadas o controvertidas**

17) **Es curioso—quiere saber porque, como, etc.; hace preguntas reflexiva, he indagadoras**

Vision

18) **Parece “solo saber cosas”; ofrece nuevos conocimientos basados en información conocida**

19) **Comprende la relación entre objetos, ideas o hechos aparentemente no relacionados**
Razonamiento

20) 1 2 3 4 5 Ve una perspectiva amplia de un problema; lo ve su totalidad mientras otros ven partes

________________________________________________________________________________________

________________________________________________________________________________________

21) 1 2 3 4 5 Demuestra pensamientos reflexivo y razonable al tomar decisiones

________________________________________________________________________________________

________________________________________________________________________________________

Humor

22) 1 2 3 4 5 Disfruta hacer juegos de palabras o es ingenioso, muestra un sentido del humor maduro o ve humor en situaciones sutiles

________________________________________________________________________________________

________________________________________________________________________________________

Información Adicional

23) Por favor escriba premios o cualquier reconocimiento especial que haya recibido su niño(a) a nivel nacional, estatal o local (indique cual nivel) por logros en un área académicos (matemáticas, ciencias, escritura, etc.).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

24) Por favor describa cualquier comportamiento que exhiba su hijo(a) que usted sienta indica una capacidad intelectual muy superior.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Appendix G: Assessment Instrument Selection Form

This form should be completed for all students screened or referred for a Highly Capable evaluation.

Student’s Name______________________ School______________________ Date___/___/______

The assessment team must consider the strengths and weaknesses of each student, the student’s educational history, and the school and home environment. Members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student’s true ability.

<table>
<thead>
<tr>
<th>CONSIDERATIONS FOR ASSESSMENT</th>
<th>LANGUAGE</th>
<th>ECONOMIC</th>
<th>ACHIEVEMENT</th>
<th>SCHOOL</th>
<th>ENVIRONMENT</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Dominant, first-acquired language spoken in the home is other than English</td>
<td>□ Residence in a depressed economic area and/or homeless</td>
<td>□ Student peer group devalues academic achievement</td>
<td>□ Irregular attendance (excessive absences during current or most recent grading period)</td>
<td>□ Limited experiences outside the home</td>
<td>□ Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability)</td>
</tr>
<tr>
<td></td>
<td>□ Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)</td>
<td>□ Low family income (qualifies or could qualify for free/reduced lunch)</td>
<td>□ Consistently poor grades with little motivation to succeed</td>
<td>□ Transience (at least 3 moves)</td>
<td>□ Family unable to provide enrichment materials and/or experiences</td>
<td>□ Member of a group that is typically over- or underrepresented in the disability category</td>
</tr>
<tr>
<td></td>
<td>□ Necessary employment or home responsibilities interfere with learning</td>
<td>□ Limited opportunities for exposure to developmental experiences for which the student may be ready</td>
<td>□ Geographically isolated</td>
<td>□ Limited opportunities for exposure to developmental experiences for which the student may be ready</td>
<td>□ No school-related extra-curricular learning activities in student’s area of strength/interest</td>
<td>□ Performs poorly on timed tests or is a highly reflective thinker and does not provide quick answers to questions</td>
</tr>
<tr>
<td></td>
<td>□ Necessary employment or home responsibilities interfere with learning</td>
<td>□ Low family income (qualifies or could qualify for free/reduced lunch)</td>
<td>□ Consistently poor grades with little motivation to succeed</td>
<td>□ Transience (at least 3 moves)</td>
<td>□ Family unable to provide enrichment materials and/or experiences</td>
<td>□ Member of a group that is typically over- or underrepresented in the disability category</td>
</tr>
<tr>
<td></td>
<td>□ Necessary employment or home responsibilities interfere with learning</td>
<td>□ Low family income (qualifies or could qualify for free/reduced lunch)</td>
<td>□ Consistently poor grades with little motivation to succeed</td>
<td>□ Transience (at least 3 moves)</td>
<td>□ Family unable to provide enrichment materials and/or experiences</td>
<td>□ Member of a group that is typically over- or underrepresented in the disability category</td>
</tr>
</tbody>
</table>

OTHER CONSIDERATIONS FOR ASSESSMENT

__ May have problems writing answers due to age, training, language, or fine motor skills
__ May have attention deficits or focusing/concentration problems
__ Student’s scores may be impacted by assessment ceiling and basal effects
__ Highly Capable evaluations: high ability displayed in focused area: __________________________
__ Performs poorly on timed tests or is a highly reflective thinker and does not provide quick answers to questions
__ Is extremely shy or introverted when around strangers or classmates
SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for the highly capable program, assessment instruments should be selected that most accurately measure a student’s true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student’s abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Assessment Category/Measure: ________________________________  Assessments Category/Measure: ________________________________  Assessment Category/Measure: ________________________________
Appendix H: Teacher Observation Checklist

Student_________________________________ School________________________ Grade______
Date________________________

The Teacher Observation Checklist is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of highly capable students whether considered socially "positive" or "negative" that you have observed in this student when compared to others of similar age, experience, and environment.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Please check those items which are frequently characteristic of this child. Note that it is unlikely that any child will have all of these attributes.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>√</td>
<td>Generates abstract ideas or asks complex questions</td>
<td>41.</td>
<td>√</td>
<td>Learns better by &quot;doing&quot; than from a &quot;lecture approach&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>√</td>
<td>Challenges rules, assignments, requests, and may ask provocative questions</td>
<td>42.</td>
<td>√</td>
<td>Is a keen observer; interprets observations</td>
</tr>
<tr>
<td>3.</td>
<td>√</td>
<td>Is curious—wants to know &quot;why, how, etc.&quot;; asks thoughtful, searching questions</td>
<td>43.</td>
<td>√</td>
<td>Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise, and/or rewards)</td>
</tr>
<tr>
<td>4.</td>
<td>√</td>
<td>Understands puns, political cartoons, etc., beyond their peers</td>
<td>44.</td>
<td>√</td>
<td>Has original, unique ideas</td>
</tr>
<tr>
<td>5.</td>
<td>√</td>
<td>Shows desire for knowledge</td>
<td>45.</td>
<td>√</td>
<td>Is resourceful and uses limited resources to make meaningful products</td>
</tr>
<tr>
<td>6.</td>
<td>√</td>
<td>Often fails to complete schoolwork</td>
<td>46.</td>
<td>√</td>
<td>Interacts well with adults and peers</td>
</tr>
<tr>
<td>7.</td>
<td>√</td>
<td>Enjoys school</td>
<td>47.</td>
<td>√</td>
<td>Enjoys math and science more than social studies and reading</td>
</tr>
<tr>
<td>8.</td>
<td>√</td>
<td>Works and plays well with others</td>
<td>48.</td>
<td>√</td>
<td>Is quick to see discrepancies/inconsistencies</td>
</tr>
<tr>
<td>9.</td>
<td>√</td>
<td>Utilizes advanced language skills and a large vocabulary in oral and/or written formats</td>
<td>49.</td>
<td>√</td>
<td>Creates complex, abstract humor</td>
</tr>
<tr>
<td>10.</td>
<td>√</td>
<td>Is most successful in the classroom setting rather than in after-school activities</td>
<td>50.</td>
<td>√</td>
<td>Uses a large vocabulary in a non-standard English environment</td>
</tr>
<tr>
<td>11.</td>
<td>√</td>
<td>Exhibits a wide range of interests</td>
<td>51.</td>
<td>√</td>
<td>Approaches problems and ideas from multiple perspectives</td>
</tr>
<tr>
<td>12.</td>
<td>√</td>
<td>Is eager to please the teacher</td>
<td>52.</td>
<td>√</td>
<td>Getting good grades is important to student</td>
</tr>
<tr>
<td>13.</td>
<td>√</td>
<td>Demonstrates intense or focused concentration</td>
<td>53.</td>
<td>√</td>
<td>Excels in cooperative learning groups</td>
</tr>
<tr>
<td>14.</td>
<td>√</td>
<td>Is generally mature</td>
<td>54.</td>
<td>√</td>
<td>Asks many questions, often challenging the teacher and the textbook</td>
</tr>
<tr>
<td>15.</td>
<td>√</td>
<td>Has a long attention span in areas of interest</td>
<td>55.</td>
<td>√</td>
<td>Always turns in work on time</td>
</tr>
<tr>
<td>16.</td>
<td>√</td>
<td>Generates a large number of ideas</td>
<td>56.</td>
<td>√</td>
<td>Exhibits complexity, inventiveness, and elaboration in ideas and/or products</td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td></td>
<td>Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Lears quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers</td>
<td>57.</td>
<td>Exhibits richness in language in a non-standard English environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Does not perform to his/her ability on tests (e.g., test phobia)</td>
<td>58.</td>
<td>Is an independent learner; may require little direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Displays in-depth information in one or more areas</td>
<td>59.</td>
<td>Has many friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Has difficulty functioning constructively in groups</td>
<td>60.</td>
<td>Self-starter; exceeds classroom requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Communicates complex ideas and concepts to others, verbally or non-verbally</td>
<td>61.</td>
<td>Does not like to stick to a task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Is impatient—hurries to complete a task</td>
<td>62.</td>
<td>Has much energy, which can get him/her into trouble at times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Exhibits long-term retention of school or non-school-related information</td>
<td>63.</td>
<td>Is disruptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Is motivated to high achievement in a low-performing school environment</td>
<td>64.</td>
<td>Finds and evaluates relevant information and applies that information in a setting where most students do not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Understands relationships among seemingly unrelated objects, ideas, or facts</td>
<td>65.</td>
<td>Makes good grades in reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Attributes success and failure to fate, luck, or chance</td>
<td>66.</td>
<td>Demonstrates a healthy self-concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Likes structure, order, and consistency</td>
<td>67.</td>
<td>Likes to work independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Facility with words/oral language exceeds quality of written work</td>
<td>68.</td>
<td>Often solves problems by ingenious methods; likes new approaches to problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Demonstrates a depth of perception and understanding beyond peers in a low-performing school environment</td>
<td>69.</td>
<td>Usually makes As on school work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>May lose track of time</td>
<td>70.</td>
<td>Is generally immature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Shows little patience with rote learning (handwriting, spelling, and math skill repetition)</td>
<td>71.</td>
<td>Has an advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Has an advanced ability to reason and draw conclusions from given information</td>
<td>72.</td>
<td>Has excellent handwriting skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Demonstrates superior insight; infers and connects concepts</td>
<td>73.</td>
<td>Seeks approval for success in and out of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Forgets/loses work</td>
<td>74.</td>
<td>Outstanding in mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Demonstrates an advanced sense of justice and fairness</td>
<td>75.</td>
<td>Outstanding in science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Enjoys role playing, creative dramatics</td>
<td>76.</td>
<td>Outstanding in language arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Enjoys competitive games</td>
<td>77.</td>
<td>Outstanding in social studies/history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals</td>
<td>78.</td>
<td>Outstanding in music/creative arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Demonstrates superior ability to hold information in memory and recall it when necessary</td>
<td>79.</td>
<td>An able student, but also a challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Fine and gross motor coordination skills are advanced for age</td>
<td>80.</td>
<td>Has difficulty with reading, but otherwise demonstrates good learning ability</td>
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</tbody>
</table>
Appendix I: General Education Documentation of Classroom Interventions

Student __________________ Date of Birth ___/___/ ______ Gender _____ Ethnicity (Optional) ____

Many needs of students identified as Intellectually Highly Capable can be provided through general education interventions. Listed below are accommodations that are most frequently utilized by classroom teachers with accelerated learners.

INSTRUCTIONS: Check box next to each intervention used and document all accommodations that have been used with this student. Describe the specific accommodation and the time interval in which the accommodation was used.

☐ ENRICHMENT – Classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.

Description of Intervention: ____________________________________________________________

____________________________________________________________________________________

Time Span of Intervention: ________________ Was the intervention effective? YES NO

Explanation: ____________________________

____________________________________________________________________________________

☐ COMPACTING – Allows the student accelerated mastery of curriculum materials typically presented to grade-level peers. For example, a teacher may give a pre-test for a particular topic and, if the student already demonstrates mastery, the student may need limited to no instruction in that topic and can focus on more advanced topics.

Description of Intervention: ____________________________________________________________

____________________________________________________________________________________

Time Span of Intervention: ________________ Was the intervention effective? YES NO

Explanation: ____________________________

____________________________________________________________________________________

☐ ACCELERATION – Takes advantage of the student’s ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level.

Description of Intervention: ____________________________________________________________

____________________________________________________________________________________

Page 27 | 36
Time Span of Intervention: _________________ Was the intervention effective?  YES  NO
Explanation: ________________________________________________________________

☐ GROUPING – An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: _________________ Was the intervention effective?  YES  NO
Explanation: ________________________________________________________________

☐ GUIDANCE – Provides experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: _________________ Was the intervention effective?  YES  NO
Explanation: ________________________________________________________________

☐ INDEPENDENT STUDY or FLEXIBLE SCHEDULING – Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: _________________ Was the intervention effective?  YES  NO
Explanation: ________________________________________________________________

☐ TEAM TEACHING – General education personnel with specific expertise in a particular area can be utilized.

Description of Intervention:
________________________________________________________________________________________
Time Span of Intervention: __________________ Was the intervention effective?  YES  NO
Explanation:
________________________________________________________________________________________

☐ ADVANCED CLASSES/HONORS – Classes designed for those students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: ______________ Was the intervention effective?  YES  NO
Explanation:
________________________________________________________________________________________

☐ SUPPLEMENTAL LEARNING MATERIALS – Individual materials made available to encourage the student to pursue areas of individual interest.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: ______________ Was the intervention effective?  YES  NO
Explanation:
________________________________________________________________________________________

☐ CLASSROOM CONTRACT – Provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Description of Intervention:
________________________________________________________________________________________
________________________________________________________________________________________

Time Span of Intervention: ______________ Was the intervention effective?  YES  NO
Explanation:
________________________________________________________________________________________

☐ CLUSTER GROUPING: — Small clusters of students who have similar interests and abilities work together on specific tasks.


Description of Intervention:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Time Span of Intervention: ___________________ Was the intervention effective?   YES       NO

Explanation:

________________________________________________________________________________________

________________________________________________________________________________________
Appendix J: Response to Individual Screening Form

Date / /____

Dear ________________________,

______________________ was referred for an individual screening on / /____ (date) by (teacher, parent, other).

☐ An entry into the highly capable program is not indicated at this time. Your child’s screening results are listed below. If you have any questions regarding the decision, please follow the appeal program listed under procedure 2190P.

☐ An entry into the highly capable program is appropriate at this time.

Individual Screening Results

<table>
<thead>
<tr>
<th>Area Screened</th>
<th>Individual Screening Measures</th>
<th>Student Support Team Review of Individual Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantitative and Qualitative Results</td>
<td>Do the results from individual screening indicate the student may meet Intellectual Highly Capable Eligibility Standards in areas screened?</td>
</tr>
<tr>
<td>Educational Performance</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Creativity/ Characteristics of Highly Capable</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Review of Educational Performance  
Date / /____

____________________________________________________________________________________
____________________________________________________________________________________

Recommendations  
(Classroom Modifications/Accommodations, if needed)  
Date / /____

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Appendix K: Individual Learning Plan

Student: ____________________ Grade: ________ School Year: ________ Review Date: ________

Subjects addressed by this plan:

- [ ] Language Arts  - [ ] Math  - [ ] Science  - [ ] Social/Emotional  - [ ] Other __________________________

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Needs</th>
<th>Strategies</th>
<th>Progress</th>
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<th>Strategies</th>
<th>Progress</th>
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<th>Subject:</th>
<th>Needs</th>
<th>Strategies</th>
<th>Progress</th>
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<td>□ Exceeding</td>
</tr>
</tbody>
</table>
Subject: Needs | Strategies | Progress
--- | --- | ---

- Insufficient
- Expected
- Exceeding

**Accommodations**

During the time that the student is out of the regular classroom, in order to accomplish the goals of his/her ILP, the following accommodations will be made:
- The student will not be required to make up missed classwork, as appropriate.
- If new material is introduced, the student will be instructed by a peer or teacher in small group or one-to-one.
- The student will complete shortened assignments, as appropriate.
- If tests are administered, the student will take the test when (s)he returns to the classroom.

During the time that the student is in the regular classroom, the following accommodations will be made:
- The student may complete independent projects of assignments in lieu of typically-assigned classwork or readings. These projects must be related to the topic of classwork. The student may present the project or assignment to the teacher, peers, or the class as a whole.
- The student will complete alternate assignments when appropriate - for example, accelerated or enriched assignments that are more challenging, advanced, or modified to the student’s abilities.
- Subject acceleration will be allowed as appropriate.
- Strategic grouping

This document has been reviewed and modified as necessary by the following team:

School official ____________________ Date __________
Parent __________________________ Date __________
Student _________________________ Date __________

This document has been furnished to the following teachers:

Teacher _________________________ Subject ____________________ Date __________
Teacher _________________________ Subject ____________________ Date __________
Teacher _________________________ Subject ____________________ Date __________
Teacher _________________________ Subject ____________________ Date __________
Teacher _________________________ Subject ____________________ Date __________
Appendix L: Accommodations for Highly Capable Students in the General Education Classroom

Student _________________________  Grade ________  School Year _______________

During the days/hours that the student is out of the regular classroom in order to accomplish the goal(s) of his/her individual learning plan, the following accommodations will be made:

☐ The student will not be required to make up missed classwork;
☐ If new material is introduced, the student will be instructed by a peer or teacher in a small group or one-on-one setting;
☐ The student will complete shortened assignments;
☐ If tests are administered, the student will take the test when (s)he returns to the classroom;
☐ Other ____________________________________________________________

________________________________________________________________________________________
________________________________________________________________________________________

During the days/hours that the student is in the regular classroom, the following accommodations will be made:

☐ The student will compact the following subject(s):

__________________________________________________________

☐ The student may complete independent projects in lieu of chapter work when appropriate.
☐ The project must be related to classwork.
☐ The student will present the project to the class.

☐ The student will complete alternate assignments when appropriate (e.g. more difficult spelling words, challenge assignments)

☐ Subject acceleration will be allowed as appropriate.
☐ Other ____________________________________________________________

________________________________________________________________________________________
________________________________________________________________________________________

The following general education teachers have read and received a copy of this page:

<table>
<thead>
<tr>
<th>Signature</th>
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Appendix M: Parent Information Form
For Already Identified Hi-Cap Students

Student Name: ________________________________

School: ________________________________

Please complete this form and send it to Tyler Cox at tcox@cascadesd.org.

1. What programs and offerings at school work well for your child?

2. In what academic subject areas does your child excel and/or need support?

3. Does your child need social/emotional support? Please explain your reasoning.

4. What extra-curricular offerings are beneficial for your child?

5. Do you have any additional comments about way we can help your child and/or areas that could be barriers to success for your child?
Appendix N: Formulario de Información para los Padres
Para estudiantes que están clasificados como Altamente Capaces (Hi-Cap)

Nombre del estudiante: ________________________________________________

Escuela: ____________________________________________________________

Por Favor complete este cuestionario y envíeselo a Tyler Cox a tcox@cascadesd.org.

1. Que programas y cosas que ofreció la escuela funcionaron para su hijo(a)?

2. En que materias académicas excede o necesita apoyo su hijo(a)?

3. Necesita su hijo(a) apoyo social/emocional? Por favor explique su razonamiento.

4. Que actividades extra curriculares que se ofrecen son de benéfico para su hijo(a)?

5. Tiene cometarios adicionales sobre la forma en la que podamos ayudar a su hijo(a) y/o que sean áreas de obstáculos para que tenga éxito su hijo(a)?