

# **Chariho Regional School District**

## **K-8**

### **Highly Capable Program**

#### Introduction:

Highly capable students are often able to perform at remarkably elevated levels. However, for some highly capable students, there is lack of alignment between school performance and ability. All of these students exhibit high performance capability in intellectual, creative, and/or academic areas. The needs of many highly capable students can be met in the regular classroom. Yet, a differentiated program of instruction that occurs out of the regular classroom is required to meet the unique needs of some of these highly capable students, along with a differentiated classroom program. The curriculum will be compacted in at least one of the core content classes to allow for differentiation. It is the goal of the Chariho K-8 Highly Capable Program to challenge all highly capable students to perform at high levels.

#### Out-of-Classroom and In-Classroom Differentiation:

The Chariho K-8 Highly Capable Program provides two distinct avenues of out-of-the classroom differentiated instruction. At the kindergarten through six grade levels, students engage in individual or group, research-based learning, with a focus on inquiry, critical thinking, and problem solving. Students must commit to rigorous and long-term guided research that aligns with their grade level curriculum. Students will be able to choose a topic of high interest to them and delve deeper, becoming an expert on that topic. At the seventh and eighth grade levels, students may enroll in a Virtual High School (VHS) online course or participate in a group-based, curriculum-embedded research project. VHS courses offer challenging content generally encountered at the high school level. VHS courses may be utilized by selected students to enrich and extend the curriculum.

At the middle level, promotion points may be earned through in-school online learning; points will count toward the total required for promotion. Online learning may allow for acceleration in the regular program. Prior to the first in-school online class session, students must indicate in writing whether or not they wish to receive a numerical grade or a “pass/fail” grade; no subsequent changes will be allowed. Failure to notify the site administrator will result in the issuance of a “pass/fail” grade.

#### Student Selection:

Student selection will be through a well-defined and standardized process. Students will have the regular curriculum compacted to facilitate participation.

At all grade levels, the Chariho K-8 Highly Capable Program seeks to identify students who:

- Have high intellectual, academic and creative thinking capability,
- Require out-of-the-classroom differentiated instruction,
- Need an intellectual peer group for inspired learning.

Students will be selected for the Chariho K-8 Highly Capable Program based upon the following criteria:

- Parent referral,
- Teacher referral,
- Academic performance,
- State and standardized assessment performance,
- Student essay and interest,
- Need for an out-of-the-classroom differentiated program.

#### Instructional Sessions:

Two sessions per year shall be available at the elementary level, to start one week after the start of the trimester and end one week before the end of the semester. For the fall session, selection shall commence during the prior school year. Two sessions per year shall be available at the middle level, to follow the semester schedule. For the first semester, selection shall commence during the prior school year and students will begin no later than the 3<sup>rd</sup> week of school. Students will participate in one session per year, unless enrollment allows for additional participation. For both the elementary and secondary level beginning with the 2020-2021 school year, selection for the spring session will commence in the fall.

Instructional time and number of days per week shall be determined at the building level, with the schedule to consist of no less than two sessions per week consisting of the daily time allotted to the normal instructional block for the core content areas.

#### Reporting Progress:

The library media specialist will communicate progress towards research project completion and quality at least twice a session via email or written notification. Students will be required to showcase their work to an audience using a variety of presentation formats.

#### Chariho Middle School Virtual High School:

The library media specialist coordinates Virtual High School. Reporting of progress occurs through VHS and it's virtual on demand reporting system including task progress and grading. The library media specialist posts those grades on PowerSchool. Parents are encouraged to check their child's progress through Virtual High School.

#### Satisfaction Survey:

At the conclusion of each session the library media specialist, will survey all students and parents. Data trends will be reported to the Assistant Superintendent each June.

## Appendix A

### Chariho K-8 Highly Capable Program - Parent Referral

**Student Name:** \_\_\_\_\_ **Grade/Team:** \_\_\_\_\_

**Parent's Name:** \_\_\_\_\_ **Phone/Email:** \_\_\_\_\_

The following statements are intended to determine whether this child would benefit from participation in the Chariho K-8 Highly Capable Program. Please rate the ability of the student according to the rating scale.

Intellectual Ability	Like Others	More Than Others	Much More Than Others	Examples
1. Speaks like an adult, uses advanced vocabulary				
2. Knows a lot about many topics				
3. Uses new ideas in different situations				
4. Learns quickly with little practice				
5. Has the ability to see cause and effect				
6. Shows skill in judging or evaluating new situations				
7. Can imagine self in a situation where s/he has no personal experience				
8. Shows great curiosity; asks questions with no simple answers				

9. Has exceptional memory				
10. Notices similarities, differences, and patterns in the world				
11. Loves books, reading, and/or other academics				
12. Is very observant, notices details				
13. Understands things that are very complicated				
14. Enjoys talking with adults				

**Other comments you wish to add about your child:**

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**Please submit by (INSERT DUE DATE) to the Library Media Specialist.**

## Appendix B

### **Chariho K-8 Highly Capable Program – Teacher Referral**

**Student Name:** \_\_\_\_\_ **Grade/Team:** \_\_\_\_\_

The following statements are intended to determine whether this student would benefit from participation in the Chariho K-8 Highly Capable Program. Please rate the ability of the student according to the rating scale.

Intellectual Ability	Less than peers	Like Peers	More than peers
1. Speaks like an adult, uses advanced vocabulary			
2. Knows a lot about many topics			
3. Uses new ideas in different situations			
4. Learns quickly with little practice			
5. Has the ability to see cause and effect			
6. Shows skill in judging or evaluating new situations			
7. Can imagine self in a situation where s/he has no personal experience			
8. Shows great curiosity; asks questions with no simple answers			
9. Has exceptional memory			
10. Notices similarities, differences, and patterns in the world			
11. Loves books, reading, and/or other academics			
12. Is very observant, notices details			
13. Understands things that are very complicated			
14. Enjoys talking with adults			
15. Benefits from differentiated instruction that challenges and expands ideas			
16. Need for intellectual peer group			
17. Understands the importance of deadlines and meeting work goals. Avoids late work.			
18. Respects the learning of others. Accepts and works with the contributions of peers.			

**Other comments you wish to add about this student:**

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## **Appendix C**

### **Challenging a Student into the Chariho K-8 Highly Capable Program**

*“Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.”*

- US Department of Education, 1993

While all highly capable students have the potential to achieve at high levels, some may not have yet realized or demonstrated that potential. Such students may be underachievers, exceptional but with a disability, or represent underserved groups who have not had the environment needed to bring out those talents. The Highly Capable Program looks for students who achieve at high levels or have the potential to achieve at levels significantly above their peers.

#### **Characteristics/Signs of Students who Achieve at High Levels**

Highly capable should not be associated with just significantly advanced intellectual development. It should be associated with children who also demonstrate high levels of performance in other areas. These include:

- Verbal/language (eg. reading, writing and speaking ability)
- Logical and mathematical (eg. number, classification and problem solving ability)
- Visual and performing arts (eg. drawing, painting, musical ability)
- Body/movement/psychomotor ability (eg. dance, athletic ability)
- Interpersonal (eg. communication, leadership ability)
- Intrapersonal (eg. reflective, self sufficient ability)

A child may be exceptional in one of these areas, or in multiple areas. Please see page 2 of this document for challenging a student into the Chariho K-8 Highly Capable Program.

**Please turn over and complete the next section!**

## Challenging a Student into the Chariho K-8 Highly Capable Program

Please give specific examples in the areas listed below that demonstrate why this student should be considered for participation in the Highly Capable Program. Complete only the applicable sections for this student.

Student Name: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Verbal/language	
Logical and mathematical	
Visual and performing arts	
Body/movement/ psychomotor ability	
Interpersonal	
Intrapersonal	

## K – 8 Highly Capable Program Differentiation Form

Rev. November 6, 2019



## Appendix E

### Chariho K-8 Highly Capable Program Entry Scoring Form

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Team: \_\_\_\_\_

Grade Levels	CRITERIA	POINTS		
Gr. K-8	Teacher Referral	“More than peers” 13 – 18 6 points	“More than peers” 7 – 12 4 points	“More than peers” 0 – 6 0 points
Gr. K-8	Need for Differentiation & Intellectual Peer Group (Items #15 and #16 from Teacher Referral)	Both #15 & #16 are “More than peers” 8 points	Either #15 or #16 is “More than peers” 4 points	None are “More than peers” 0 points
Gr. K-8	Parent Referral	Much more than others 12 – 14 2 points	Much more than others 8 – 11 1 points	Much more than others 0 – 7 0 points
Gr. 4-8	RICAS ELA/Literacy	Exceeding Expectations 4 points	High Range of Meeting Expectations (SS 519-529) 2 points	0
Gr. 4-8	RICAS Math	Exceeding Expectations 4 points	High Range of Meeting Expectations (SS 519-529) 2 points	0
Gr. 1-8	STAR Reading	95-100% PR 2 points	90-94% PR 1 point	0
Gr. 1-8	STAR Math	95-100% PR 2 points	90-94% PR 1 point	0
Gr. K-4	Elementary: Report Card Grades (% of 4's and 5's on most recent report card)	75-100% of 5's 6 points	75-100% of 4's & 5's 4 points	50-75% of 4's & 5's 2 points
Gr. 5-8	Middle School: Academic Performance Avg.	95 – 100% 6 points	85 – 94% 4 points	84-80% 2 points
Gr. 5-8	Student Essay and Interest Letter	Effective and Fully Developed 4 points	Adequate and Moderately Developed 2 points	Did not submit or Limited or Insufficiently Developed 0 points
	<b>Gr. K Total Points*</b> *Gr. K will be considered for the 2 <sup>nd</sup> session only, except for extreme cases.			<b>/22 points possible</b> Cut Score: 18/22 points
	<b>Gr. 1-3 Total Points</b>			<b>/26 points possible</b> Cut Score: 21/26 points
	<b>Gr. 4 (w/RICAS) Total Points</b>			<b>/34 points possible</b> Cut Score: 27/34 points
	<b>Gr. 5-8 (w/RICAS) Total Points</b>			<b>/38 points possible</b> Cut Score: 31/38 points

## Appendix F

Use School Letterhead

Date

To the parents/ guardian of «First» «Last», «Team»:

**Congratulations!** Your child has been chosen to participate in the Highly Capable Program for the {INSERT Timeframe}. Please indicate your interest on the attached contact form and return it to {INSERT Librarian Name and Deadline date}. If you do not wish for your child to participate at this time, please complete the form and return it to the library media specialist.

Students participating in the Highly Capable Program will be challenged in a small group setting to further develop research skills. After an introductory period in which students will be taught necessary tools and knowledge, they will select research topics related to the curriculum and complete independent and/ or group research relating to that topic. Students will be pulled out of their classes to work on their research and project. We will ensure that this time will not interfere with the delivery of core content. We will invite you to a meeting to discuss modifications to the regular program of instruction.

{INSERT Librarian Name} will communicate with you about the program. If you have any questions, you can contact him/ her by email {INSERT Email} or by phone {INSERT Phone #}. If you have any general questions, please do not hesitate to contact me. We look forward to providing this academically challenging experience to your child.

Sincerely,

Administrator Name  
Title, School  
Telephone Number

## Appendix G

Use School Letterhead

Date

To the parents/ guardian of {Student Name, Teacher/Team}

Thank you for your application for the Highly Capable Program. We have many accomplished students in our school. While we were impressed with {Student Name} academic performance, we regret to inform you that your child was not chosen to participate in this year's program. At this time, the selection process is complete. If you do not agree with this decision, you have the right to appeal it. All appeals must be submitted to {Name of Administrator} in writing in accordance with the District's Appeal Policy, which may be found at [https://www.chariho.k12.ri.us/district\\_information/policies\\_and\\_procedures](https://www.chariho.k12.ri.us/district_information/policies_and_procedures).

Your application was appreciated and we enjoyed being able to read more about {Student Name}. We hope that you will continue your involvement in school and consider re-applying to the Highly Capable Program in the future.

Respectfully,

Administrator's Name  
Title, School  
Telephone Number

## Appendix H

### **Chariho K-8 Highly Capable Program Acceptance Form**

Student Name: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Please check the option(s) that would best meet your child's needs:

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**Option A: My child can participate in the Highly Capable Program (Grades K-8)**

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**Option B: My child is interested in a Virtual High School Course (Grades 7 and 8)**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Option C: We are not interested in our child participating at this time.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Please complete ONLY if participating in the  
Chariho K-8 Highly Capable Program**

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1. Parent/ Guardian name and telephone number: \_\_\_\_\_

2. Parent/ Guardian name and telephone number: \_\_\_\_\_

Primary email address: \_\_\_\_\_

Secondary email address (if any): \_\_\_\_\_

Student email address (if any): \_\_\_\_\_

Please check box if you give permission

☐

You may contact me via telephone at work regarding my child's participation in the Highly Capable Program.  
This option will only be used if we can't reach you via email.

**To ensure participation in the Highly Capable Program, this form must be returned  
no later than {INSERT DUE DATE} to the library media center.**

## Appendix I

### **Highly Capable Program Exit Summary**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your input is critical in helping us improve the Highly Capable Program. When students decide to leave the program or drop a VHS course, we want to understand why, so that we can make improvements. Your time and effort in sharing your experiences by completing this form are appreciated. Thank you.

Program being dropped:    \_\_\_\_\_ Highly Capable Program  
   \_\_\_\_\_ VHS Course    Class name: \_\_\_\_\_

#### **Student Completes This Section:**

Please explain why you are no longer interested in participating in the Highly Capable Program or taking a VHS class.

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What are your suggestions for improving the Highly Capable Program or the experience of taking a VHS course?

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How did taking a VHS course or participating in the Highly Capable Program differ from how you thought it would be?

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\_\_\_\_\_ (Student Signature)

**Please turn over and complete for parent/guardian experience!**

**Parent/Guardian Completes This Section:**

Please share your thoughts about how you have come to the decision to allow your child to no longer participate in the Highly Capable Program or VHS class.

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What are your suggestions for improving the Highly Capable Program or our students' experience of taking a VHS course?

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\_\_\_\_\_ (Parent/Guardian Signature)

**Administrator Completes This Section:**

Reviewed by:

\_\_\_\_\_ Date: \_\_\_\_\_