



**SAMPLE SCHOOL DSITRICT
HIGHLY CAPABLE STUDENTS PROGRAM PLAN
*January 15, 2014***

**Appreciation is expressed to Centralia School
District for letting us share with you the current
DRAFT version of their “district plan” which is
“WORK IN PROGRESS”**

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SAMPLE SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM PLAN

Chapter 28A.185.020 RCW

The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

1. STATEMENT OF PURPOSE (philosophy, mission, vision) and DEFINITION

- **HIGHLY CAPABLE PROGRAM PURPOSE**

- SSD is committed to identifying and providing for the **unique** intellectual, social, emotional, and prepares college and career readiness.
- Our purpose is to provide **appropriate educational programs and services** through instructional, curricular, and administrative modifications to create educational opportunities for Highly Capable students which will maximize their individual potential.

- **RATIONALE**

- In a total educational program, the **needs of all children** are provided for according to their specific abilities, aptitudes, and their levels of performance. Children who have outstanding abilities are capable of exceptional performance and warrant opportunities that meet their needs. The most highly capable students require an intensified and varied curriculum as well as an opportunity to share interests and experiences with other children with like abilities.
- The HiCap program is designed to place greater emphasis on the more advanced levels of learning and abstract concepts, while recognizing these student individual needs of diversification which brought them to this program.

- **DEFINITION**

- Sample School District students who are highly capable **perform** or show **potential for performing** at **significantly advanced academic levels** when **compared with others of their age, experiences, or environments**. Knowing that the most highly capable students have the ability to acquire knowledge and produce significantly beyond the standards, the Sample School District has provided a differentiated curriculum, for those students, designed to develop and offer deeper critical and analytical learning opportunities. These learning alternatives will meet the individual cognitive as well as the affective needs of the most highly capable students. **(WAC 392-170-035, WAC 392-170-036, Title IX, Part A, Definition 22. (2002))**

2. IDENTIFICATION

ANNUAL NOTIFICATION

- *Annual public notification of parents and students shall be made before any major identification activity.*
- *The notice shall be published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district. (WAC 392-170-042)*

As a key component of its **Highly Capable Program Identification and Selection Process**, SSD will make it a priority to qualify students from various racial, ethnic, and socio-economic groups.

DEFINITION OF LEARNING CHARACTERISTICS

- *Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations*
- *Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;*
- *Creative ability to make unusual connections among ideas and concepts;*

- Ability to learn quickly in their area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus. **(WAC 392-170-036)**

1. Initial Screening/Referral (WAC 392-170-045)

- Teachers, other staff, parents, community members, or students may nominate a student in grades K – 12 by submitting the following information to the Highly Capable Program Coordinator: student's name, grade level, and homeroom teacher. Such nominations will be accepted throughout the school with emphasis placed on the month of April; thereby, allowing for the implementation of the district-wide selection process to be completed by the end of May of the current school year.
- Nominations and out-of-district transfers will be processed on an individual basis in a timely manner during the school year.
- All 2ND grade students will initially be screened using the OLSAT
- As a component of the Screening and Referral process, information will also be collected from the following sources.
 - ❖ Assessment data from intellectual and academic assessments
 - ❖ Observational collected from use of the Kingore Observation Inventory
 - ❖ Student information over time:
 - ❖ Portfolio
 - ❖ Artifacts
 - ❖ Academic Assessments
 - ❖ Performance Assessments
 - ❖ Observations by trained professionals – complete Renzulli's Behavioral Rating Scales
 - ❖ Student interviews
- The elementary and middle schools use the Response to Intervention (RtI) model to review and refer a student to the district's Highly Capable Program.

2. Assessment Process and Selection (WAC 392-170-055)

- When a student has been referred, the Highly Capable Program Services Team collects and reviews applicable data. In addition to standardized test scores, this data must include at least three other pieces of supporting evidence such as work samples, grades, or parent/teacher observation forms and/or research based checklists (see KIO K-3 & 4-8). The Highly Capable Program Services Team then decides whether the student:
 - meets criteria for identification,
 - may meet criteria, but more information is needed,
 - meets potential to perform at the 97th percentile, using risk factors, or
 - does not meet criteria.

3. Testing

- When additional information is needed, individual testing may be requested and would be administered by qualified personnel. Parent permission is required for individual testing. Test results will be shared with parents and the Highly Capable Program Services Team and become part of the student's permanent record.

4. Communication

- Parents and the student's teacher(s) will be notified of the identification decision. Parents have the right to appeal the decision if they disagree and should contact the Highly Capable Program Coordinator. If it is not resolved the parent may file a formal appeal.

Questions regarding the identification process should be directed to the Highly Capable Program Coordinator for Identification/Special Needs.

3. HIGHLY CAPABLE SELECTION COMMITTEE

The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the SSD's program for highly capable students shall consist of the following professionals:

- A special teacher provided, that if a special 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/administrator with responsibility for the supervision of the district's program for highly capable students
- Such additional professionals, if any, the district deems desirable. **(WAC 392-170-070)**

4. HIGHLY CAPABLE PROGRAM GOALS

1. Student Program Component:

- *Through the use of curriculum and instructional differentiation, each Highly Capable Student will be provided appropriate services and support which assure his/her academic growth at a rate commensurate with his/her ability, effort and motivation.*
- *By his/her participation in exploring and pursuing real life investigations, each Highly Capable Student will improve his/her use of various independent skills, exploration of topics of interest and understanding of real-life experiences as documented in an Individual Student Log/Activity Record .*
- *By learning about and continuously using critical and creative thinking skills, each Highly Capable Student will be advance in his/her abilities to effectively use such skills as demonstrated through his/her performance in group discussions, class and special assignments and individual or group investigations.*

2. Curriculum and Instruction Component:

The goal of the Highly Capable Program Curriculum and Instruction Component is to assure a planned continuum of appropriately academically challenging and accelerated learning opportunities grades K – 12 are provided to each most highly capable student using research based curriculum and instruction models, methodologies and resources.

3. Professional Development Component:

The goal of the Highly Capable Program Professional Development Component is to provide ongoing professional development opportunities for staff and administrators which enhance the level of expertise regarding the teaching of the district's highly capable students both in the regular school setting as well as in special programs in grades K-12.

4. Program Evaluation Component:

The goal of the Highly Capable Program Evaluation Component is to assure that the effectiveness of program services is being determined based upon both formative and summative data and that modifications to either individual student learning plans and/or to the program prototype are made in a timely manner.

5. Parent and Community Involvement:

The goal of the Highly Capable Program Parent and Community Involvement Component is to provide each parent of a highly capable student(s) and members of the community with opportunities to be informed of and, when appropriate, involved in the learning experiences provided for highly capable students.

5. CONTINUUM OF SERVICES K-12 & SERVICE DELIVERY OPTIONS

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, Sample School District will make a variety of appropriate program services available to students who participate in the district's program for such qualified students. Once services are started, a continuum of services

will be provided to the student from K-12. SSD will periodically review services for each student to ensure that the services are appropriate. **(WAC392-170-078)**

K – 12 Continuum of Services

- **K-3**
 - Menu of options to meet academic, social and emotional needs of selected highly capable students in their home school setting. Such options to be used include cluster grouping, core content acceleration, curriculum compacting.
 - Services will be designed to address the unique learning needs of each student and therefore, may vary from one student to the next.
- **3-6 APEX**
 - Pullout model – transport to one centrally located elementary school in the district to reduce the amount of travel time involved and increase the amount of instructional time.
 - Grade level cluster grouping will be used at each elementary school. Specific focus will be on addressing the academic learning needs of the selected highly capable students.
- **7-8 Middle School Advanced Learners Program (MSALP)**
 - Cluster Grouping & Acceleration (Math) will be implemented at the middle schools.
 - Content differentiation aligned with Student Learning Plan, Group and Individual Investigations.
- **9-12 Advanced Placement**
 - Content differentiation aligned with Student Learning Plan, Group and Individual Investigations.
 - Acceleration, college courses, mentorships and other options addressing Student Learning Plan targets.
 - Highly Capable Student advisory groups

6. STUDENT GOALS

- **SSD Highly Capable Student Goals**
 - Students will demonstrate academic growth by using critical-thinking strategies to advance their levels of understanding of specific interests and topics of inquiry.
 - Students will use problem-solving models in areas of their gifts and talents to demonstrate continuous academic growth.
 - Students will use inquiry models to demonstrate continuous academic growth in the areas of their gifts and talents.
 - Students will demonstrate growth in creative thinking by employing creative-thinking strategies to challenge their areas of gifts and talents.

7. INSTRUCTIONAL PROGRAM

- The SSD Highly Capable Program will integrate components and/or all of three models to effectively deliver services to our highly capable students. (WAC 392-170-030)
 - Curriculum and instructional differentiation will be used in all classrooms to address the initial academic learning needs of the highly capable students, specifically when in the regular classroom.
 - The School wide Enrichment Triad Model will be used to develop a highly capable student's gifts and talents the acquisition of a variety of skills, exploration of topics of interest and pursuit of real-life experiences.
 - Critical and creative thinking skills will be developed through the use of a variety of strategies, programs and models.

8. ROLES (OPTIONAL)

Highly Capable Coordinator Role

- Create IEP and collaborate with teacher
- Consult with school administrator and teachers
- Consult with teachers and school staff regarding services
- Provide ongoing staff development on HiCap Individual Educational Plans

- Provide staff development for the unique needs of the HiCap learner
- Coordinate testing and reporting services
- Consult with parents
- Participate in parent/teacher conferences as needed
- Provide parents with training and resources regarding HiCap

Parent's Role

- Can initiate the HiCap identification process on behalf of their child
- Provide information about their child's development and interests
- Give input into the selection of appropriate services for their child
- Communicate with the teacher or district coordinator as needed
- Support school efforts at home

Principal's Role

- Maintain communication with parents
- Plan and develop services that result in educational progress in all curricular areas in all grade levels.
- Ensure HiCap Individual Educational Plans are reviewed and refined in collaboration with the HiCap Coordinator
- Hold teachers accountable to the implementation of the HiCap Individualized Educational Plan
- Encourage and support the general education teacher on the HiCap student needs

Teacher's Role

- After being referred, initiate the HiCap identification process on behalf of a student (NOTE – anyone can refer a student and that option needs to be encouraged)
- Be aware and implement the HiCap Individual Educational Plan
- Assess level and monitor rate of learning in different content areas
- Differentiate curriculum and instruction
- Advance the level of understanding using Common Core State Standards

School HiCap Advocate's Role?

- Coordinate the identification effort within the school
- Act as a liaison between district HiCap Specialists and school staff
- Keep the principal and staff informed of HiCap Services

9. PROFESSIONAL DEVELOPMENT

- SSD recognizes that a special teacher of highly capable students is one who has **training, experience, advanced skills, and knowledge** in the education of highly capable or gifted students. *Therefore, it is essential that as a district and as a professional community, we have a very clear commitment to assuring that each of our teachers who work with highly capable students either in the regular classroom or in special courses of study have the training necessary to appropriately enhance the learning opportunities for each highly capable student. In order to meet this need, the district will provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for HiCap students which will maximize their individual potential.(WAC 392-170-038)*
 - For the 2014-15 school year, this will be achieved by:
 - Having a component of our District level Staff Development focus on differentiation include a 2 hr. presentation on differentiation for Highly Capable Students in the regular classroom/content areas.
 - Providing building level Staff Development, as requested, on how to effectively use the RtI model for addressing the learning needs of potentially highly capable/underachieving students.
 - Providing support for the Highly Capable Coordinator to use her expertise in working with specific schools/teachers and highly capable students to address specific issue.

- Making available the resources to bring into the district recommended experts in the area of Highly Capable education to provide training and counsel as deemed necessary.

10. POLICY & PROCEDURES – ON FILE

WAC 392-170-042 Annual notification

- Annual public notification of parents and students shall be made before any major identification activity.

WAC 392-170-020 District plans for the district's highly capable program

- Submit an annual plan to OSPI

WAC 392-170-075 Selection of most highly capable.

Each school district's board of directors shall adopt policies and procedures for the selection of the most highly capable students by the multidisciplinary selection committee. Such policies and selection procedures:

- Shall not violate federal and state civil rights laws, including, without limitation, chapters 28A.640 and 28A.642 RCW;
- Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and
- Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392- 170-055, and other data collected in the assessment process.