

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2166 P-1

ELEMENTARY
AIMING HIGH STUDENT PROGRAM

I. NOMINATION

A student may be nominated to participate in the Aiming High Program for the highly capable from any source including teachers, other staff, parents, students, and/or members of the community.

A. School Source

1. Each spring principals and/or teachers are to complete the Staff Nomination Form (Attachment 1) for each new nominee and submit it to the Instructional Services Office.
2. In the fall, principals and/or teachers may nominate new students to the district and submit a completed nomination form to the Instructional Services Office.

B. Non-School Source

1. A parent or non-school person desiring to make a nomination should contact the student's building principal, or designee; obtain a nomination form (Attachment 2); and
2. Submit the completed form to the Instructional Services Office.

II. SCREENING

- A. Ferndale School District screens all students nominated for consideration of participating in the highly capable program. A standardized cognitive ability test is administered to all nominees to determine a state mandated score of ninety (90) or above.
- B. If it is evident the student does not meet the designated state criteria, the parents will be notified.
- C. If there is clear, current evidence that the student may qualify the student will be approved for further assessment.

The school and parents will be notified that the nominee has been approved for assessment and why. The parents will also be asked to sign and return an Aiming High Program permission to assess letter (Attachment 3).

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III. ASSESSMENT

A. Assessment data for nominated students will be compiled. The assessment shall, at minimum, include the following:

1. Otis Lennon School Abilities Test;
2. Raven Progressive Matrices;
3. Test of Creative Potential; and
4. a Standardized Achievement Test (grade 4).

In addition, the person(s) conducting the assessment shall collect information from the student regarding his/her desire to participate in a program for highly capable students.

B. Where specific test results obtained in an assessment do not appear to the qualified district personnel to accurately reflect a student's cognitive ability or specific academic achievement due to such reasons as test measurement error or environmental, cultural, or economic factors, the qualified district personnel shall apply professional judgment to a determination of cognitive ability or academic achievement.

IV. SELECTION

A. A multidisciplinary selection team will review the data that has been collected for each of the nominated students. This committee will include the following:

1. The executive director for instructional services, or designee;
2. The person who conducted the assessment;
3. A member of the instructional services staff with training and/or experience in teaching highly capable students;
4. The highly capable site school principal, or designee; and
5. Such additional professionals, if any, that are considered necessary and appropriate.

B. The multidisciplinary selection committee shall first determine if the assessment results provide evidence that the student demonstrates one or more of the state and district required characteristics. The committee will select those students who will participate in the program.

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- C. If it is evident that the student does not meet one or more of the designated state criteria:
1. The parents will be notified and offered the opportunity to meet with a member of the multidisciplinary screening committee to review the assessment results and the committee's decision;
 2. The principal of the school the student attends will be notified; and
 3. A copy of the information will be kept on file in the Instructional Services Office.
- D. If it is evident that a student does meet the state's and district's criteria for eligibility for the program for highly capable students, the student will be accepted into the program. This program acceptance decision will be based upon the following criteria:
1. The desire of the student to participate; and
 2. The ability of the student to:
 - a. Excel academically, intellectually, and creatively;
 - b. Benefit educationally from differentiated learning experiences;
 - c. Commit an appropriate amount of time to highly capable programs;
 - d. Accept guidance and criticism; and,
 - e. Perform independently.
- E. One day per week Aiming High pull-out program

Generally, students enter the program as third graders and remain in the program as long as they are successful participants in both Aiming High and their home classroom. Students can enter as fourth, fifth or sixth graders on a space available basis.

Nominations by teacher and/or parent are accepted in the spring followed by a series of screening tests. The *Otis Lennon Test of Cognitive Abilities*, is administered to all nominated students. Students scoring at or above the 90th percentile (the state mandated standard for highly capable learners) are then given *The Test of Creative Potential*, and the *Raven*. Students must also score at or above the ninetieth (90th) percentile on these two tests to qualify for the program. The district administers the

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Iowa Test of Basic Skills achievement test to all third graders. Total reading, total language, or total math ITBS scores at or above the national 95th percentile influence a student's placement in Aiming High for fifth and sixth grades.

F. Every day Aiming High Program

This component of Aiming High is designed for students in the academic top two percent. Because the every day classroom is aggressively academic, the standards are rigorous.

Identification for this program is based on the fourth grade ITBS scores. To be eligible a student must score at the national 98th or above percentile on either total reading, total language or total math and have a total battery score above the 95th percentile.

All students with qualifying ITBS scores are administered the *Otis Lennon Test of Cognitive Abilities* in the spring. Scores in either the 98th or above percentile are required. In addition, all students must have scores at or above the 98th percentile on the *Raven Progressive Matrices* and the *Test of Creative Potential* to enter the everyday Aiming High Program.

G. Test scores are weighted and placed in the following identification matrix (Attachment 4).

<u>Identification Matrix</u>					
<u>Measures</u>	<u>Weighted Scores</u>				
	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Otis Lennon School Abilities Test	98-99	96-97	93-95	91-92	90
Raven Progressive Matrices	98-99	96-97	93-95	91-92	90
Test of Creative Potential	98-99	96-97	94-95	91-93	90

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ITBS Achievement Test (National Percentile) Total reading, or total language or total math	99	98	97	96	95
Cut-off scores: WASL	4	3			

- H. If a student is not accepted into the program for highly capable students, the parents will be notified by the program staff. They will be offered the opportunity to meet with a member of the multidisciplinary screening committee to review the assessment results and the committee's decision as well as the reasons for that decision.
- I. Following selection, the program staff will:
 - 1. Notify parents of students who have been selected;
 - 2. Schedule a meeting of all such interested parents;
 - 3. Solicit a signed Parent Acceptance Letter (Attachment 5) from each parent who desires to enroll his/her child in the program; and
 - 4. Notify principal of the school student attends.

V. REMOVAL FROM PROGRAM

- A. Parents may request that their child be withdrawn from the program at any time. That request should be submitted in writing to the Instructional Services Office.
- B. The staff may, at any time, request a review of a student's placement in the program for highly capable students.
- C. A review may be requested when concerns regarding student progress are raised (e.g., falling behind in course work). Students may be exited from the program only after a thorough review of the recommendation is considered by the site school principal, regular classroom teacher, parents, and Aiming High program staff.

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