

LAKEWOOD SCHOOL DISTRICT #306
ADMINISTRATIVE PROCEDURES
BOARD POLICY #2190

Highly Capable Program

DEFINITION OF A HIGHLY CAPABLE STUDENT

As defined by the State (WAC 392-170-035), 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. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and creative productivities within a specific domain.

PURPOSE

The Highly Capable Program is designed for students who demonstrate a significantly higher academic performance in specific academic areas compared to their grade level peers. The Highly Capable Program is designed to address the significantly higher learning needs through a continuum of service models that span from Kindergarten to 12th grade.

The program offerings for Highly Capable students vary depending on the grade level of the child. Options range from differentiation and enrichment projects based at home schools to clustering models that are self-contained to allow full-time placement depending on the grade level. This program is designed to help students explore learning through enhanced activities that target their unique skills and abilities.

K-12 SERVICES

Highly Capable students who have been identified as significantly higher in both reading and math will be served through the range of services listed below.

Grades	Programs
K & 1	Walk to reading and math or Differentiated instruction in-class
2 & 3	Self-contained "cluster" at Home School
4 & 5	Self-contained "cluster" at Home School
6 & 7	ELA – Self-contained "cluster" - Hi Cap students plus higher achieving learners to fill class. Math – classes that fit student needs
8	ELA – Hi Cap cluster Math – classes that fit student needs
9 - 12	Honors; College in the high school; Running Start Math – classes that fit student needs

HOW STUDENTS ARE IDENTIFIED

Grade Kindergarten

All current kindergarteners will be screened through district assessments. Students will be identified through multiple measures. Those initially identified through the screening process will be further looked at by the Multi-Disciplinary Team (MDT) through:

- District Assessments and the CogAT
- Teacher input/report card
- Parent input

Grades 1- 5

In the spring of each year, students in grades 2 through 5 will be screened using reading and math academic district assessment scores from the September, November and February testing windows. Students who score an average of 90% or higher in both reading and math will be invited to take the Cognitive Abilities Test (CogAT) test. Those scoring 90% or higher in reading and math on the CogAT will receive further consideration by the MDT using information from multiple measures.

- District and state assessments/CogAT (when applicable)
- Teacher input and report cards
- Additional assessment data
- Teacher and Parent input on a Scale of Creativity

Grades 6-8

In the spring of each year, students in grades 6th & 8th will be screened using reading and math academic district assessment scores to identify those students who qualify for English Language Arts Honors Classes or Advanced Math placement for the following year. After the initial screening, the MDT will consider additional information such as:

- District and state assessments/CogAT (when applicable)
- Teacher input and report cards
- Additional assessment data
- Teacher and Parent input on a Scale of Creativity

Grades 9-12

In the spring of each year, all 8th and 9th grade students will be screened using the district assessment reading scores for placement into English Language Arts Honors classes. Students already in ELA Honors classes will continue into the next year as long as the student is making sufficient academic progress.

Based on their High School and Beyond Plan, incoming 10th, 11th, and 12th graders will self-select from the following options:

- College in the High School Courses
- ELA Honors classes
- Running Start
- Advanced math, science, and social studies electives
- Specialized Choir classes

Parents and guardians who do not wish their child to receive Highly Capable services can decline services by submitting their request in writing (through a written letter or email) to the high school counselor. This form will be kept in the student's cumulative folder.

IDENTIFICATION AND NOMINATION

Identification procedures are conducted in accordance with state law and district policy and include standardized assessments of ability, achievement, and creativity. All students who meet the screening criteria will be offered an opportunity to be assessed for possible inclusion in the Highly Capable Program.

Step One – Nomination and Screening

- The Director of Teaching and Learning or designee will collect available standardized testing data (e.g. state or other district assessments) and create a list of students who meet the screening criteria and are eligible for assessment.
- Parents, teachers, and community members may nominate students. Nominations will be screened to determine eligibility for assessment.

Step Two – Parent Consent

For students who are eligible for assessment, consent for assessment will be requested from parents.

Step Three- Assessment

- Assessment will take place in each building during the regular school day.
- Classroom teachers may be asked to supply examples of curriculum-based assessments and student work samples.
- Classroom observations of nominated students may take place.

Step Four – Selection and Notification

- The Multi-Discipline Team (MDT) will make decisions regarding the eligibility of students for services. The MDT team is made up of a school psychologist, a counselor, a special education/resource room teacher, and a district administrator.
- Results of the MDT are mailed home to parents and communicated to teachers and to building principals.
- Parents sign and return Consent for Placement form.

APPEALS

- Parents or guardians may appeal the decision of the MDT in writing to the Director of Teaching and Learning within five days of notification of the decision.
- The written appeal request and previous assessment information will be reviewed by an appeals committee. This committee will be appointed by the superintendent or the superintendent's designee. The committee will make a decision to place the student in the program or to deny placement of the student in the program. The committee may request an additional assessment or other information prior to making a decision. Parents will be informed in writing of the final decision. The decision of the appeals committee is final.

EXITING PROCEDURES

Once identified for the Highly Capable Program, students shall remain eligible for program services from kindergarten (or the grade of entry) through grade 12. Students may be withdrawn under the conditions explained below:

MULTI-DISCIPLINARY TEAM: Students may be exited from the program if parents have opted to place their highly capable students in non-designated schools/classrooms. The Director of Teaching and Learning will notify relevant staff and the building principal.

STUDENTS: Student may voluntarily exit the program with parental consent. Written parental consent to withdraw the student from program services must be sent to the Director of Teaching and Learning.

PARENTS: Parents may withdraw their child from services at any time with written notification to the Director of Teaching and Learning.

TEACHER: If a student is refusing to participate in the accelerated and enhanced learning opportunities planned for them, then the following steps will be initiated:

1. The teacher will investigate possible reasons why the student may be unwilling to participate, considering such factors as medical issues, unidentified learning disabilities, and motivation. The teacher will suggest referrals as needed, meet with the previous or current teachers of the student to obtain ideas, and otherwise seek support and advice.
2. Should the difficulty continue, the teacher, student and parent shall meet to discuss the perceived barriers to the student's success in the program. A collaborative plan of assistance will be generated as a result of this meeting and dates shall be set for future communication regarding the plan's effective implementation.

3. If the student continues to be unwilling to participate in accelerated or enhanced learning opportunities after the plan of assistance is implemented, then the teacher will notify the Director of Teaching and Learning. The student shall then be exited from the program.
4. The parent and the student shall be informed in writing of the student's withdrawal from the program services by the director. Appeals of this decision may be made to the Superintendent within 5 days of receiving notice of this decision.