

# **SKAMANIA SCHOOL DISTRICT NO. 2**

## **HIGHLY CAPABLE 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.

### **STATEMENT OF PHILOSOPHY, PURPOSE, AND RATIONALE**

Skamania School District is committed to identifying and providing for the unique intellectual, social, and emotional development of all students and prepares them for college and career readiness.

Our objective is to provide appropriate educational programs and services through instructional, curricular, and administrative modifications that create educational opportunities for Highly Capable students, which will maximize their individual potential.

### **RATIONALE**

In a complete educational program, the needs of all children are provided for according to their unique aptitudes, abilities, and performance levels. Children who have exceptional abilities are capable of outstanding performance and warrant opportunities that meet their needs. Highly capable students require an intensified and varied curriculum as well as an opportunity to share interests and experiences with other children with similar abilities.

The Highly Capable Program is designed to place greater emphasis on the more advanced levels of learning and abstract concepts, while recognizing the unique and diverse needs which brought them to this program.

### **DEFINITION**

Highly capable students in Skamania School District perform or demonstrate potential for performing at significantly higher academic levels when compared with other students of their age, background, or developmental level.

### **Annual notification**

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

The notice shall be published or announced in multiple ways to the 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, Skamania School District will make it a priority to identify and qualify students from various racial, ethnic, and socioeconomic 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
- Capacity for intense concentration and/or focus. (WAC 392-170-036)

**Step 1: Initial Screening/Referral (WAC 392-170-045)**

- Kindergarten & 1st Grade students will be screened using the CogAT **if** referred by a teacher and/or parent
- All 2nd grade students will be screened using the CogAT
- Students in Grades 3 - 12 will be screened using the CogAT if referred by a teacher and/or parent.

Teacher Referrals are based on:

- Assessment data from observational and academic assessments
- Classroom observation.
- Classroom teachers, parents, community members, or students may refer a student (K-8) to the HiCap Coordinator.

**Step 2: Data Review**

- When a student has been referred, the Multidisciplinary 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 referral forms. The Multidisciplinary Team then decides whether the student meets criteria for identification as stated below:

Grade	Criteria
K - 1	If teacher/parent/community member referred: Give CogAT screening Criteria for placement: <ul style="list-style-type: none"><li>• 9th stanine on CogAT screening is an automatic qualification.</li><li>• 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form.</li><li>• If below the 7<sup>th</sup> stanine but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li><li>• Multidisciplinary team reviews data and will make decision regarding placement.</li></ul>

2	<p>All students are screened with CogAT in the Fall. Criteria for placement:</p> <ul style="list-style-type: none"> <li>• 9th stanine on CogAT screening is an automatic qualification.</li> <li>• 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form.</li> <li>• If below the 7<sup>th</sup> stanine but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li> <li>• Multidisciplinary team reviews data and will make decision regarding placement.</li> </ul>
3 - 8	<p>New students who are nominated will be screened using CogAT or if teacher/parent/community/student referred: Criteria for placement:</p> <ul style="list-style-type: none"> <li>• 9th stanine on CogAT screening is an automatic qualification.</li> <li>• 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form.</li> <li>• If below the 7<sup>th</sup> stanine but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li> <li>• Multidisciplinary team reviews data and will make decision regarding placement.</li> </ul>

All services are delivered within their regular school day. Some subject area and class acceleration will be provided per Highly Capable Program Plan.

Step 3: Testing

- When additional information is requested by the Multidisciplinary Team for qualification, the full CogAT will be administered. Parent permission is required for individual testing. Test results will be shared with the parents and the Multidisciplinary Team and become part of the student's permanent record.

Step 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 HiCap Coordinator. If it is not resolved the parent may file a formal appeal.

Questions regarding the identification process should be directed to Katie Chavarria for Identification/Special Needs.

## **HIGHLY CAPABLE SELECTION COMMITTEE**

The multidisciplinary selection committee for the final selection of students who qualify for participation in Skamania School District's HiCap Program shall consist of the following professionals:

A classroom teacher

A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students.

Such additional professionals, if any, that the district deems desirable. (WAC392-170-070).

## **HIGHLY CAPABLE PROGRAM COMPONENTS AND GOALS**

### **Student Program Component:**

By learning about and developing the use of critical and creative thinking skills, each Highly Capable Student will advance in his/her abilities to effectively use such skills as demonstrated through his/her performance in group discussions, special projects, and individual or group investigations.

### **1. Curriculum and Instruction Component:**

The goal of the Highly Capable Program Curriculum and Instruction Component is to assure a planned continuum of appropriately challenging and accelerated learning opportunities in grades K - 8 are provided to each highly capable student using various instructional models, methodologies, and resources.

### **2. Professional Development Component:**

The goal of the Highly Capable Program Professional Development Component is to provide ongoing professional development experiences for staff and administrators which will expand their level of knowledge in serving the district's highly capable students.

### **3. Program Evaluation Component:**

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

The program will be evaluated on a yearly basis in multiple ways. Parents are given opportunities to provide feedback on their child's experiences and opportunities. Student assessment results will be reviewed and analyzed. The multidisciplinary team will meet yearly to provide recommendations and make modifications to the highly capable program plan.

## **CONTINUUM OF SERVICES K-8 & SERVICE DELIVERY**

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, Skamania School District will make differentiated program options 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-8. Skamania School District will periodically review services for each student to ensure that the services are appropriate. **(WAC392-170-078)**.

**\*Service delivery may vary by grade, developmental and school level.**

### **K-8**

- Differentiated instruction within the classroom
- Optional subject-specific grade level acceleration
- Utilization of technology for accelerated tasks
- STEM-based activities specific to student interests
- Inquiry and project based learning

## **STUDENT GOALS**

### **Skamania School District Highly Capable Student Goals**

- Students will demonstrate academic growth by using critical-thinking skills to advance their depth 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 advance their areas of aptitude and ability.

## **INSTRUCTIONAL PROGRAM**

The Skamania School District Highly Capable Program will use differentiated instruction in the classroom to address the individual academic learning needs of the highly capable students, specifically when in the regular classroom. Critical and creative thinking skills will be developed through the use of various strategies, methods, and programs

## **ROLES**

### **Parent's Role**

- Can initiate the HiCap identification and screening process on behalf of their child
- Provide information about their child's aptitudes and development
- 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

### **Administration's Role**

- Maintain communication with parents
- Plan and develop services that result in educational growth in all curricular areas across all grade levels
- Hold teachers accountable for the implementation of differentiated instruction within the regular education classroom
- Encourage and support the classroom teacher in meeting HiCap student needs
- Provide ongoing professional development in differentiation of curriculum and instruction

### **Teacher's Role**

- After a student is referred, initiate the HiCap identification process on behalf of a student
- Assess and monitor the rate of growth in different content areas
- Differentiate curriculum and instruction

### **Establish Policy and 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 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.