

WAHIAKUM 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.

STATEMENT OF PHILOSOPHY, PURPOSE, AND RATIONALE

WAHIAKUM SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM PURPOSE

The WSD is committed to identifying and providing for the unique intellectual, social, and emotional needs of highly capable students to prepare them for 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 Hi-Cap 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

WSD 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 WSD 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))**

IDENTIFICATION, NOTIFICATION, AND ASSESSMENT

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, WSD will make it a priority to qualify students from various racial, ethnic, and socio-economic groups. Wahkiakum School District anticipates serving about ten students for the 2014-15 school year.

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)

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

- Kindergarten – 2nd grade students will be screened using the CogAt7 if referred by a teacher and/or parent
- 3rd grade students will be screened using the CogAt7
- Students in grades 4 - 12 will be screened using the CogAt7 if referred by a teacher and/or parent.
- Teacher referrals are based on:
 - Assessment data from observational and academic assessments
 - Research based characteristics of gifted students (Renzulli Checklist).
 - Classroom Observations
- Classroom teachers, parents, community members, or students may refer a student (K-12) to the Hi-Cap Coordinator or building principal.

Step 2: Data Review

- When a student has been referred, the Multidisciplinary Team collects and reviews applicable information and 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

- may meet criteria, but more information is needed
- does not meet criteria

Grade	Criteria <ul style="list-style-type: none"> ● 9th Stanine on CogAT7 automatically qualifies a student for Hi-Cap. ● 7th/8th Stanine on CogAT7 may qualify a student but additional information will be needed.
K-2	Students referred by teacher or parent will be screened using the CogAT 7. Multidisciplinary team will make decision regarding placement
3	All 3rd Graders are screened in the spring 9th stanine on CogAt 7 screening automatically qualify. 7th/8th stanine on CogAt screening - teacher fills out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form Multidisciplinary team will make decision regarding placement
4-12	New students who are nominated will be screened using CogAt 7 Multidisciplinary team will make decision regarding placement

Step 3: Testing

- When additional information is needed, individual testing may be requested. Parent permission is required for individual testing. Test results will be shared with parents and the Hi-Cap 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 Hi-Cap Coordinator. If it is not resolved the parent may file a formal appeal.

Questions regarding the identification process should be directed to the Hi-Cap Coordinator for Identification/Special Needs.

HIGHLY CAPABLE SELECTION COMMITTEE

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

- A special teacher, if a special teacher is not available, a classroom teacher shall be appointed
- 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)

HIGHLY CAPABLE PROGRAM COMPONENTS AND GOALS

1. Student Program Component:

Through the use of curriculum and instructional differentiation, each Highly Capable Student will achieve at least 1 grade level or more in each of his/her core content areas of study taken in the regular classrooms.

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 programs and/or to the program prototype are made in a timely manner. The Hi-Cap program is evaluated on a yearly basis in multiple ways. Parents are given opportunities to provide feedback regarding their child's experience, student assessment results are analyzed and students are surveyed. The Multi-Disciplinary Team will meet yearly to provide recommendations and make modifications to the highly capable program.

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.

CONTINUUM OF SERVICES K-12 & SERVICE DELIVERY

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, WSD 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. WSD will periodically review services for each student to ensure that the services are appropriate. **(WAC392-170-078)**

K-2

- Kindergarten: Advanced Walk to Read and Math during intervention.
- 1st & 2nd Grades: Walk to Read model for additional reading skills curriculum; Walk to Math model for additional math skills curriculum.
- Inquiry & Project Based Learning
- Integration of Technology for Accelerated Learning

3-5

- Differentiated instruction and accelerated curriculum based on student abilities.
- Walk to Read & Math Model
- Inquiry & Project Based Learning
- Integration of Technology for Accelerated Learning

6-8

- Accelerated Curriculum – Math & ELA
- Differentiated Instruction
- Algebra at 8th Grade
- Inquiry & Project Based Learning
- Integration of Technology for Accelerated Learning

9-12

- Differentiated instruction within the classroom
- Running start is available to eligible 11th and 12th grade students
- AP and Honors courses
- Online Classes
- Acceleration and mentorships such as work-based learning and other options addressing student needs
- Mentor assigned to each identified student for their high school career to guide them in class, career, and educational options available

Service delivery may vary by grade level, grade span, and school level.

6. STUDENT GOALS

WSD 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 WSD Highly Capable Program will use curriculum and instructional differentiation in all classrooms 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 a variety of strategies and programs.

ROLES

Parent's Role

- Can initiate the Highly Capable 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
- Hold teachers accountable to the implementation of differentiation of instruction within the regular education classroom
- Encourage and support the general education teacher on the Hi-Cap student needs
- Provide ongoing professional development in differentiation of curriculum and instruction

Teacher's Role

- After being referred, initiate the Hi-Cap identification process on behalf of a student (Note – anyone can refer a student and that option needs to be encouraged)
- 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

PROFESSIONAL DEVELOPMENT

Wahkiakum School District recognizes that teachers of highly capable students need 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 Hi-Cap 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 for Highly Capable Students in the regular classroom/content areas.
- Providing support for the Highly Capable Coordinator to use his/her expertise in working with specific teachers and highly capable students to address specific issues.
- 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.

ESTABLISH POLICY & PROCEDURES – ON FILE
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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.