

LOPEZ ISLAND SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM (HCP) 2019-20

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, RATIONAL and DEFINITION

PURPOSE

Our purpose is to provide appropriate educational programs and services through instructional, curricular, extra-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. '

DEFINITION

Lopez Island 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 standard, the Lopez Island School District has provided a differentiated curriculum, 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 publication or other media, with circulation adequate to notify parents and students throughout the district. (WAC 392-170-042)

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)*

Identification and Selection Process (WAC 392—1 70045),

Teachers, staff, parents, students and community members may referral a student for consideration for the HCP. There are three phases of consideration, the nomination phase, identification phase and selection phase.

Step 1: Nomination Phase:

Considerations at the referral level must include evidence of a student who can **perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.**

Evidence must include:

Age and Grade level info
STAR reports (grades 3—5)
SBAC scores (grades 3—12)
WaKids scores (grade K),
WELPA scores (grades K—12); '
Writing Sample (grades K—12)
PSAT (Grades 9—12)
SAT/ACT (Grades 10—12)
Teacher/Staff GRS (Gifted Rating Scales) checklists (grades K—12)
Parent/Guardian Information/ Referral questionnaire
Staff/Community Referral Form (when applicable)
Recent samples of performance progress

Determination of referral must include grade level appropriate assessments and meet minimal level for consideration. When applicable, Parent, Peer, Community referral, and Teacher forms are considered.

Age and Grade level anomalies (young for grade level, early entry, grade advancement, etc)
STAR reports: GE of 2.0 years ahead of current grade level
SBAC scores: Scores of a Level 4 in a subject area
WaKids scores: Score of 9 in 50% or more of the objectives within a particular domain (Language, Literacy, Cognitive, Mathematics)

WELPA scores: Scores of a Level 4 in an area of speaking, listening, reading, or writing; or upward movement of 2 levels within one year

Teacher/Staff GRS (Gifted Rating Scales) (*score cutoffs yet to be determined)

Parent Information/Nomination questionnaire,

Peer nomination form is completed, where applicable

Community Referral Form (when applicable) v

The HCP Selection Committee reviews all referral data and determines, based on data provided, if a student moves to the Identification Phase.

Step 2: identification Phase:

Parent/Guardian is notified of referral and must sign permission for cognitive testing.

If parent/guardian gives consent, a referral student is given the Cogat by the school psychologist.

Determination of identification must include and meet minimal level of a Cogat score of 97 percentile or above in anger more subsections to automatically qualify a student for the HCP. A score within the 90 percentile 97 percentile range in one or more subsections will be considered for selection.

Test results will be shared with parents, and become part of the student's permanent record. Identified students meeting the above requirements will move before the selection committee for further consideration.

Step 3: Selection Phase:

The HCP Selection Committee takes all data from the nomination and identification phases and makes a final determination of qualification for the HCP.

Step 4: Notification:

The HCP Selection Committee will notify the parent/guardian of the identification decision. Parents have the right to appeal the decision if they disagree and can contact the HCP Coordinator.

Determination timelines:

The nomination window for grades K-12 will span the period from January 15th to February 15th. A tentative testing window will be set up for the month of March.

A student newly entering the district will be referred to the follow school year, if after the assessment window in March.

3. HIGHLY CAPABLE SELECTION COMMITTEE (WAC 392—17/O~070)

The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the LOPEZ ISLAND SCHOOL DISTRICT's HCP shall consist of the following professionals, as appropriate:

- A certificated teacher: a K-2 elementary teacher}; a 3—5 elementary teacher, a 6—8 middle school teacher, a 9-12 high school teacher
- A school psychologist with the training to interpret cognitive and achievement test results
- A certificated coordinator or administrator with responsibility for the supervision of the district's program for highly capable students
- A certificated arts specialist
- Additional professionals, if any, the district deems desirable

4. HIGHLY CAPABLE PROGRAM GOALS

1. Student Program Component:

- Through the use of instructional differentiation and/or creative course placement, each Highly Capable Student Will achieve at least 1 grade level or more of growth in each of his/her qualified highly capable areas of study taken in the regular classrooms, as measured by adaptive assessments.
- By his/her participation in exploring and pursuing enrichment opportunities, 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 Learning Plan.
- 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

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, Lopez Island 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. LOPEZ ISLAND SCHOOL DISTRICT will periodically review services for each Student to ensure that the services are appropriate. (WAC392~170—078)

K-5

- Menu of options to meet HCP students' needs
- Service delivery may vary by grade level, grade span, and school level.
- Grade level cluster grouping

6-8

- Cluster Grouping & Acceleration (Math)
- Content differentiation aligned with Student Learning Plan, Group and Individual Enrichment

9-12

- Content differentiation aligned with Student Learning Plan, Group and Individual Investigations.
- Acceleration, college courses, mentorships Advanced Placement and other options addressing Student Learning Plan targets.
- Hi-Cap Program advisory groups

LOPEZ ISLAND SCHOOL DISTRICT 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 LOPEZ ISLAND SCHOOL DISTRICT 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.
- Enrichment opportunities in and out of school '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 and programs

8. ROLES

Highly Capable Coordinator Role:

- Create ILP and collaborate with teachers
- Consult with school administrator and teachers
- Consult with teachers and school staff regarding services
- Provide ongoing staff development on Hi-Cap Individual Learning Plans
- Provide staff development for the unique needs of the Hi-Cap learner
- Coordinate testing and reporting services
- Consult with parents
- Participate in parent/teacher conferences as needed
- Provide parents with training and resources regarding Hi-Cap

Parent's Role:

- Can initiate the Hi-Cap 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 the Hi-Cap Coordinator.
- Ensure Hi-Cap Individual Learning Plans are reviewed and refined in collaboration with the Hi-Cap Coordinator
- Support teachers and the implementation of the Hi-Cap Individualized Learning Plan (ILP)
- Support the Coordinator as they implement the Hi-Cap Individual Learning Plan (ILP)

LOPEZ ISLAND SCHOOL DISTRICT recognizes that a staff member working with highly capable students is one who has training, experience, and knowledge in the education of highly capable students. Therefore, it is essential that as a district, 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 enrich the learning opportunities for each highly capable student. To help meet this need, the district will provide appropriate educational services through instructional, curricular, and classroom modifications to create educational opportunities for Hi-Cap students which will maximize their individual potential. (WAC 392-170—038)

This will be achieved by:

- Having a component of our District level Staff Development focus on differentiation including presentations on differentiation for Highly Capable Students in the regular classroom/content areas.
- Providing building level Staff Development, as appropriate, on how to effectively use the RTI model for addressing the learning needs of potentially highly capable/underachieving students.
- 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. ESTABLISH 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 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.

WAC 392-170—047; WAC 392-170—076 Appeal process

An explanation of the appeal process shall be included in the notification of non-placement to parents.

Each district shall adopt a procedure for appealing the multi—disciplinary selection committee’s decision and disseminate this procedure to the public.