Mary M. Knight School District

Highly Capable Program Manual

2025-2026 School Year

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Program Overview

Mission Statement

Mary M. Knight School District is committed to providing appropriate educational services to students who demonstrate exceptional academic ability and potential. Our Highly Capable Program ensures that all students, K-12, have access to learning opportunities that match their readiness level and support their continued intellectual growth.

Program Goals

- Identify students with exceptional academic abilities across all grade levels
- Provide appropriate educational services within the general education setting
- Support teachers in differentiating instruction for highly capable learners
- Maintain equity and access for all students regardless of background
- Document and track student progress and service delivery

Service Delivery Philosophy

Given our small district size with single classrooms per grade level, services are delivered through:

- **Content Acceleration** within current grade placement
- **Curriculum Compacting** to eliminate redundant instruction
- **Advanced Coursework** options for secondary students
- **Enrichment Activities** that extend and deepen learning

Legal Framework

Washington State Requirements (WAC 392-170)

- Districts must have procedures for identifying and serving highly capable students
- Multiple data points must be used in identification
- Services must be provided to identified students
- Annual review of student progress and continued eligibility

District Compliance

- Multi-Disciplinary Team (MDT) reviews all identification decisions
- Appeals process available for families
- Equity considerations embedded in identification procedures
- Annual program evaluation and reporting
- Conflict of interest protocols ensure fair and unbiased decision-making. In cases where MDT members have a personal relationship with the student or family, the member will recuse themselves and an alternative staff member will be appointed.

Identification Process

Universal Screening (Grades 2 and 6)

Timeline: February of each school year

Process:

11. **All students** in grades 2 and 6 take CogAT screener
12. Students scoring at **95th percentile or higher** advance to full CogAT battery
13. Screening results combined with academic performance data for identification consideration

New Students: Students enrolling after February screening will be evaluated using existing assessment data and may be referred for individual CogAT testing if warranted.

Referral Process

Who Can Refer:

- Parents/Guardians
- Teachers
- Community members (through school staff)

Referral Timeline: Open throughout the school year, with primary review in spring

Required Components:

- Parent/Guardian referral form
- Teacher referral form
- Both forms must be completed for consideration

Important Note: Referral forms are available in English and Spanish upon request.

Screening Rubric Application

Total Points Possible: 40 points

1. Academic Performance Indicators (12 points max)

Assessment Sources by Grade:

- K: WA-Kids developmental indicators
- K-6: i-Ready (Math/Reading composite scores)
- 7-12: MAPS (RIT scores for Math/Reading)
- 3-12: SBAC (Scale scores for Math/Reading)

Scoring:

- 95th percentile or higher: 3 points per subject
- 90-94th percentile: 2 points per subject
- 85-89th percentile: 1 point per subject
- Below 85th percentile: 0 points

2. Teacher Rating Scale (15 points max)

Based on Learning Characteristics Assessment:

- Count of "5" ratings (Significantly Above Peers)
- Count of "4" ratings (Above Peers)
- Overall pattern analysis

3. Documented Evidence (9 points max)

- Exceptional Achievement examples
- Advanced Learning Characteristics
- Other relevant factors

4. Teacher Recommendation (4 points max)

- Strongly Recommend: 4 points
- Recommend: 3 points
- Recommend with Reservations: 1 point
- Do Not Recommend: 0 points

Decision Guidelines

- **32-40 points:** Strongly Consider for CogAT
- **24-31 points:** Consider for CogAT
- **16-23 points:** Team Discussion Required
- **0-15 points:** Does Not Currently Meet Criteria

CogAT Administration

Qualification Threshold: 95th percentile composite score

Testing Schedule:

- Administered by trained staff member
- Coordinated with classroom teachers
- Results reviewed by MDT within 30 days

Multi-Disciplinary Team (MDT)

Core Members:

- Principal/Administrator
- Highly Capable Coordinator
- Classroom Teacher(s)

Additional Members (as appropriate):

- School Counselor
- Special Education Staff
- Other staff familiar with student

Meeting Frequency:

- As needed for identification decisions
- Annual review meetings for identified students

Service Delivery Models

Content Acceleration

Definition: Providing curriculum content above the student's current grade level while maintaining grade-level placement.

Implementation:

- Teachers identify areas where students demonstrate mastery
- Provide materials and instruction from higher grade levels
- Document acceleration in specific subject areas
- Monitor progress and adjust as needed

Documentation Required:

- Subject area(s) being accelerated
- Grade level of content being provided
- Assessment data supporting acceleration
- Progress monitoring schedule

Curriculum Compacting

Definition: Eliminating instruction on content students have already mastered and replacing it with enrichment or acceleration activities.

Three-Step Process:

14. **Assess:** Determine what students already know
15. **Document:** Record mastery evidence
16. **Replace:** Provide alternative learning experiences

Implementation Steps:

- Pre-assess students before beginning new units
- Document areas of mastery
- Design replacement activities that extend/enrich learning
- Monitor student engagement and progress

Advanced Coursework (Secondary)

Available Options:

- Differentiated assignments with higher complexity based on highly capable data
- Dual enrollment opportunities
- Online advanced courses
- Independent study projects
- Mentorship programs
- Advanced research projects

Requirements:

- Student demonstrates readiness for advanced content
- Parent/student agreement for participation
- Regular progress monitoring
- Credit recovery/transcription procedures

Enrichment Activities

Types:

- Independent research projects
- Creative problem-solving activities
- Cross-curricular investigations
- Peer tutoring/leadership opportunities
- Academic competitions

Documentation and Tracking

District Matrix System

Purpose: Track all identified students and services provided

Information Included:

- Student identification data
- CogAT scores and qualification date
- Current services being provided
- Teacher(s) providing services
- Annual review dates and outcomes

Teacher Documentation Requirements

Service Tracking Forms:

- Subject areas accelerated
- Curriculum compacting evidence
- Enrichment activities provided
- Progress monitoring data
- Parent communication log

Annual Documentation:

- Service delivery summary
- Student progress report
- Recommendations for following year
- Any concerns or modifications needed

Student Support Team Integration

Annual Review Process:

- Review current services and effectiveness
- Assess continued need for services
- Plan modifications for following year
- Update district matrix

Program Exit Criteria: Students may exit the program when annual review determines the student no longer demonstrates need for advanced services, is being adequately served in general education, when the parent or family requests exit from services, or when the student moves out of district.

Communication Procedures

Website Information

Required Content:

- Program overview and philosophy
- Identification procedures and timeline
- Service delivery options
- Referral forms and instructions
- Contact information
- Appeals process

Annual Updates:

- Timeline for current year screenings
- Notification of referral periods
- Program evaluation results
- Staff contact changes

Parent Communication

Initial Identification:

- Written notification of screening results
- Explanation of qualification process
- Service delivery plan
- Annual review schedule

Ongoing Communication:

- Progress updates through regular report cards
- Specific service delivery documentation
- Annual review meeting invitations
- Transition planning as needed

Staff Communication

Teacher Training:

- Annual overview of identification procedures
- Service delivery expectations
- Documentation requirements
- Resources and support available

Administrative Updates:

- MDT meeting schedules
- Identification decisions
- Service delivery monitoring
- Program evaluation data

Appeals Process

Timeline

Parents have **30 days** from notification of identification decision to submit an appeal.

Required Documentation

- Completed appeals form
- Additional evidence supporting appeal
- Specific concerns with initial decision

Appeals Review Process

17. **Initial Review:** Administrative review of appeal materials
18. **Additional Assessment:** May include re-testing or gathering new data
19. **Appeals Committee:** Convened if needed (different members than original MDT)
20. **Final Decision:** Written notification to parents within 30 days

Appeals Committee Composition

- District Administrator (not involved in original decision)
- Teacher representative (not involved in original decision)
- Highly Capable Coordinator or designee
- Parent representative (optional)

Equity Considerations

Identification Barriers

Potential Issues:

- Cultural and linguistic differences
- Economic disadvantage
- Limited exposure to enrichment opportunities
- Test anxiety or unfamiliarity with testing formats

Mitigation Strategies

Multiple Data Points:

- Consider achievement across various assessments
- Include teacher observations and work samples
- Review parent input about home learning behaviors
- Consider student's growth over time

Cultural Responsiveness:

- Train MDT members on bias recognition
- Consider alternative evidence of giftedness
- Include family perspectives on student strengths
- Review identification patterns for equity

Support Systems:

- Provide CogAT assessments in student's native language when appropriate
- Ensure materials reflect diverse backgrounds
- Offer interpretation services as needed
- Consider nomination campaigns in underrepresented communities

Annual Equity Review

- Analyze identification patterns by demographic groups
- Review service delivery accessibility
- Assess staff training needs
- Modify procedures as needed to improve equity

Timeline and Calendar

Annual Timeline

August/September:

- Website updates with current year information
- Staff training on HC procedures
- Review district matrix for returning students

October-January:

- Ongoing referral acceptance
- Initial screening of referrals using rubric
- CogAT testing for qualified referrals

February:

- Universal screening of 2nd and 6th grade students
- CogAT screener administration
- Full CogAT battery for qualifying students

March:

- MDT reviews all screening and referral data
- Identification decisions made
- Parent notifications sent

April:

- Service delivery planning for identified students
- Appeals process begins if needed
- Transition planning for new services

May:

- Annual review meetings for continuing students
- Service delivery documentation review
- Planning for following year

June:

- Appeals resolution
- Final documentation and matrix updates
- Annual program evaluation

Monthly Monitoring

Ongoing Throughout Year:

- Teacher documentation of services
- Progress monitoring of identified students
- Adjustment of services as needed
- Communication with families

Forms and Resources

Required Forms

21. Parent/Guardian Referral Form (Available in English and Spanish)
22. Teacher Referral Form (Available in English and Spanish)
23. Screening Rubric Worksheet
24. Service Delivery Tracking Form
25. Annual Review Form
26. Appeals Form

Assessment Resources

- CogAT Administration Manual
- Screening Rubric Scoring Guide
- Sample Documentation Examples
- Progress Monitoring Templates

Professional Development

- Annual HC Training Materials
- Differentiation Strategy Resources
- Equity and Bias Training
- Assessment and Documentation Guides

Family Resources

- Program Overview Brochure
- "What is Giftedness?" Information Sheet
- Home Support Strategies
- Community Resources List

Contact Information

Highly Capable Coordinator:
Mrs. Barb Lohman

Federal Programs Director:
Mr. Josh Stoney
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District Office:
Mary M. Knight School District

Appendices

Appendix A: Washington State WAC 392-170 Requirements

Appendix B: Screening Rubric Detailed Scoring Guide

Appendix C: Service Delivery Documentation Templates

Appendix D: Sample Parent Communication Letters

Appendix E: Professional Development Resources

Appendix F: Annual Program Evaluation Template

This manual is reviewed and updated annually to ensure compliance with state requirements and best practices in highly capable education.

Last Updated: January 2025

Next Review Date: June 2026

Approved by: _____

Superintendent Signature