

K-8 students at Dugger Union Community Schools are identified as either being high ability in the areas of math and/or language arts. The assessment tools used to determine high ability students are the CogAt and Iowa to measure ability and achievement. A third instrument is used to provide a qualitative measure of gifted characteristics through the completion of the Scales for the Identification of Gifted Students and is completed by the classroom teachers. All students in kindergarten, second grade and fifth grade will be evaluated during the first grading period of the following school year . All other grade level students who receive a pass+ on the previous ILearn test, have elevated NWEA scores on any of the past two testing sessions or who have teacher and/or parent recommendation will also be tested. The parameters used to identify students include 90+ percentile for CogAt, RIT score of 90+ percentile for the Iowa, and a SIGS score of 90+percentile.

Elementary K-6: Students are identified as high ability in the domains of math and/or language arts. Identified students in ELA and Math are grouped within the classroom in ability clusters. The curriculum is planned and differentiated for all grade levels in order to extend grade level standards according to the student's identification area. A pull-out program will be utilized to enrich the curriculum of the identified high ability students.

Middle School: Students are identified as high ability in the domains of math and/or language arts. Identified students in ELA and Math are grouped within the classroom in ability clusters or an advanced section of the content area. The curriculum is planned and differentiated for all grade levels in order to extend grade level standards according to the student's identification area.

High School: Students who are identified as having high ability are encouraged to take Honors, Dual Credit, and Advanced Placement classes when available.

High Ability students in grades K-12 receive differentiated support and guidance based on their individual needs from a licensed counselor, licensed social worker, and a behavior interventionist. These individuals are on staff and available as needed. Course choice and career path guidance is offered to the students to meet the needs of a high ability student. Elementary students (K-6) identified as high ability meet weekly with a staff member to receive SEL lessons and to receive leadership/citizenship lessons.

A high ability team made up of grade level teachers, administration, high ability teachers, and counselors meet regularly to develop differentiated lessons for high ability students in the classroom, to determine ideas and areas of need for effective curriculum and the high ability class. The committee meets annually to review the program and ensure the needs of HA students are met. The committee is represented by the school board, administration, HA coordinator, classroom teachers, HA teacher, and community members. A high ability team meets regularly throughout the school year to discuss methods for differentiation in the general education classroom, discuss strengths/weaknesses found in the curriculum and/or program, and methods to enhance the learning opportunities of the HA students along with the general education students.

A parent/guardian of a child who requests a reevaluation for his/her child's eligibility must submit an appeal stating the reasons they believe their child should receive high ability services. The current teacher will complete a checklist and narrative form. The teacher's input, current school year grades, and test scores will be evaluated by the High Ability Committee (which includes the high ability coordinator, principal, and teachers) and make a determination. The Committee will inform the parent/guardian in writing of their decision within 10 school days of receipt of appeal regarding the student's designation of High Ability.

If a student, parent/guardian, or teacher believes placement for high ability services is no longer appropriate for a student, he/she may request the removal of the student from the program by the following steps:

- 1. If a student or parent wishes to discontinue their child's participation in the program, the following steps will be implemented: • A conference will be held with the student and his/her parent or guardian addressing concerns. • If the exit procedure is to continue, a written letter from the student's parent or guardian stating reasons for discontinuance must be submitted to the classroom teacher who will then forward the letter to the building principal and High Ability Coordinator.**
- 2. If the request for discontinuance in the program was made by the HA instructor or classroom teacher the following steps will be implemented: • A written notice will be sent to the parent/guardian • A trial period will follow allowing time for the student to modify his/her performance. • A conference will be held to evaluate the student's further participation in the program. • If the student does not make reasonable progress during the trial period, a committee (including the building principal and/or HA Coordinator, classroom teacher, and the child's parent/guardian) will meet to evaluate the student's lack of progress and make a recommendation to continue or discontinue High Ability program services**