

StudentsIdentification of High Ability Learners

The board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

Learners with high ability shall be identified using a combination of standardized instruments of identification meeting one or more of the following criteria:

1. A composite score at or above the 96th percentile on a district administered standardized achievement test.
2. A score at or above 130 on an individual psychological (IQ) test.
3. A score at or above 135 on the Torrance Creativity Test.

Learners with high ability not meeting the criteria above will be considered for identification by using non-standardized means.

Teacher Nomination

Teachers may nominate students displaying exceptional abilities in specific academic areas of mathematics, science, social studies, and language arts, or students displaying high ability in learning, motivation, creativity, leadership, art, music, drama, communication, and planning by filling out a scale for rating behavioral characteristics of superior students. A team of qualified teachers and/or administrators will assess the data from teacher nominations for possible placement in the program.

A listing of K-12 students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first thirty days of each school year.

Within the first thirty days of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability, information about how their child has been identified.

Date of Adoption: May 9, 2005