

Manson School District's Highly Capable Program

How does the process work?

A student must be referred (parent, teacher, community member, self-referral) by completing and submitting a referral form. This form must be signed by the parent (or legal guardian) of the student. Teachers will be asked to evaluate the student as well. The Highly Capable program coordinator will request that this information be completed by a designated date. The information will be reviewed, along with a SIGS (scale for identifying gifted students), applicable standardized test scores, and grades, by the Highly Capable Program committee for selection of qualifying applicants.

The Highly Capable Program Coordinator will make results known to parents and if applicable, students, once the entire process has been completed. The time frame for this may vary, but the expectation is it will take approximately 1 month from the referral deadline.

What are the deadlines?

The deadline for referral is November 1, 2018 for students in Grades K – 4, for services beginning in January 2019, and May 2019 for students in Grades 5 – 11, for services the following school year.

If my child has previously been identified for Highly Capable services, do I need to complete a referral again this year?

Once a student has qualified for Highly Capable services in the Manson School District under the current guidelines, they retain this status throughout their schooling in the district unless they opt out of the program.

When does the designation take effect?

Students in grade K-4 that qualify will have their services take effect at the beginning of the second half of the school year. Students in grades 5 and above that qualify will have their services take effect at the beginning of the following school year. Any students that are new to the district that qualify will have their services take effect upon completion of the evaluation process.

What are the services and in what class will my child be placed?

Students that qualify for highly capable services will be served primarily in their respective classrooms if in the elementary school. Students in the middle and high school will be served primarily by placement, if applicable, in advanced classes. The types of differentiated services are determined by the student's level of readiness based on what the class is currently learning. An instructional coach will work with teachers and administration to continually provide opportunities for critical thinking strategies and furthering their understanding of the curriculum.