

INSTRUCTION

Highly Capable Program

Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present both in the general populace, and within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

The district will employ the following procedures to refer, assess and select students to participate in the program:

Referral

The district accepts referrals based on data or evidence from teachers, other staff, parents, students, and members of the community. Persons referring a student for consideration for admission into the program will use the district's referral form. Such referrals are accepted throughout the school year, and require sufficient time for gathering and review of evidence by the selection team. Referrals for next school year will be accepted until March 31. Referrals received after this date will be considered for the following school year. Out-of-district transfers will be processed on an individual basis during the school year within 30 days of their enrollment.

Screening

In the spring of 2nd grade, all students will be given the CogAT-7 screening assessment to identify students who should be considered for further assessment as outlined below.

Assessment

The district will obtain written or electronic parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The district will assess students identified for further testing through the screening process, using multiple objective criteria. The district must base the assessment process will be based upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative instruments and may include:

1. CogAT-7
2. District-based academic assessments
3. Collection of teacher observations
4. Characteristics of a Learner checklist
5. Parent Survey information

The district must have identification procedures for their highly capable programs that are clearly stated and implemented by the district using the following criteria:

1. Districts must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification.
2. The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the district will not use local norms as a more restrictive criterion than national norms at the same percentile.
3. The district will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the district may use these data points alongside other criteria during selection to support identification; and
4. To the extent practicable, the district must give screenings and assessments in the native language of the student. If native language screening and assessments are not available, the district must use a nonverbal screening and assessment.

The district will record test results in the student's cumulative file.

Selection

A multi-disciplinary selection team composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results, and a teacher will review data that has been collected for each of the referred students. The multi-disciplinary selection committee is composed of:

1. A special teacher (however, if a special teacher is not available, a classroom teacher will be appointed);
2. A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results;
3. A certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and
4. Additional professionals, if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the highly capable program; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated tests are not available, the professional judgment of the qualified district personnel will determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The district will:

1. Notify parents of the students selected. Parents will receive a full explanation of the procedures for identification, and explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
2. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
3. Schedule a meeting of all such parents; and
4. Conduct an annual parent meeting to review each student's advanced learning plan.

Process for Appeal

Parents/legal guardians have the right to appeal the multi-disciplinary selection committee's decision. Individuals appealing the selection committee's decision must submit a completed

appeals form or letter requesting review of the selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

Parents/legal guardians must submit the appeal request and supporting evidence to the District Highly Capable Coordinator within 30 school days of the multi-disciplinary selection committee's decision notification.

The district's appeals committee, made up of the multi-disciplinary selection committee, will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the appeals selection committee may include upholding the original decision of the multi-disciplinary selection committee or reversing the decision of the multi-disciplinary selection committee.

The Appeals Committee will make a decision within 30 school days after receipt of the written request for reconsideration, and will notify the parent/legal guardian of the decision in writing. The decision of the appeals committee is the final decision.

Exit Process

Upon the request of a teacher or a highly capable program administrator, the district may initiate the exit process for students who no longer demonstrate a need for highly capable program services. The multi-disciplinary selection committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection. The multi-disciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may recommend that the student be exited from the program. The district will notify the parent in writing of the committee's decision and of the appeal process.

A parent/legal guardian may request to withdraw the student from the program or the student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the district will exit the student from the program. The multi-disciplinary selection committee will determine if the identification procedures are necessary for students wishing to re-enter the program in the future.

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, the district will provide a continuum of services to identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services annually for each student to ensure that the services are appropriate. Each building's Highly Capable Coordinator and a classroom teacher will meet with parents of students who are identified as highly capable

in the fall of each year for the purpose of developing the child's advanced learning plan. Areas addressed will be determined by each student's learning profile.

The district will offer highly capable students the following services:

1. Differentiation in the classroom through:
 - Curriculum compacting
 - Lesson differentiation
 - Advanced or creative tasks and assignments
 - Independent projects
 - Clustering with academic-level peers
 - Choice in assignments
 - Independent goals and practice
 - Independent contracts
 - Pre-assessment for units
2. Single subject grade acceleration
3. Advanced placement and accelerated courses in high school

Reporting

Identified students will be assigned the appropriate CEDARS gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) that includes:

1. Number of students served by grade level K-12
2. Student demographic information
3. Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students
4. Number and content of professional development activities provided for special teachers and general education staff
5. Program evaluation data and, if needed, program changes that will be made based upon this information
6. Final fiscal report that reports on activities and staff funded by this program.

Date: 12/12/85; 3/24/97; 3/25/02; 7/8/03; 11/22/04; 10/27/08; 6/25/14; 6/16/16; 1/18/18; 12/6/18.