

INSTRUCTION

Highly Capable Programs

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. Outstanding abilities are seen within student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes.

Students who are highly capable possess 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 following procedures will be employed to refer assess and select students to participate in the program:

Nomination

Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominators will use the district's referral form to refer a student to be considered for admission in the program.

Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP). *Referred* students will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee'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, but not be limited to: Cognitive Abilities Test, STAR Reading and a gifted rating scale. Test results will be recorded in the student's electronic database 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: A special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data using a blind (no name) process 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.

The district will:

- A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an 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.
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

Process for Appeal

Parents/legal guardians have the right to appeal the Multi-Disciplinary Selection Committee's (MSC) decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of 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.

The appeal request and supporting evidence must be submitted to the Curriculum and Professional Development Department, to the attention of the Highly Capable Coordinator, ten school days of the Multi-Disciplinary Selection Committee's decision notification. The district's MSC (will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. A decision will be made by the MSC within ten school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the MSC is final.

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. 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 criteria. 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 be recommended that the student exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that the student be withdrawn from the program or a 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 student will be exited from the program.

All placements in the program are provisional and may undergo periodic review including assessment data, test scores, etc. to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is not demonstrating consistent academic progress: a conference to discuss alternatives will be scheduled with parents, teacher, principal, and/or the Highly Capable Program Coordinator/Director. This may result in a change of placement.

Re-entry could occur when the student/parent/legal guardian requests service to resume after a formal exit has been conducted or when an identified student, who withdrew from the district, re-enrolls at a later date. Re-entry into the elementary self-contained program may require additional assessments and will not be available until the following year.

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, a continuum of services will be provided to identify 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 *yearly* for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: Highly Capable building services for K-8, Project Spectrum magnet program grades 2-6, Advanced Placement, and Running Start. Options include but are not limited to: accelerated learning opportunities; academic grouping arrangements that provide intellectual and interest peer group interactions.

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) which includes

- number of students served by grade level K-12
- Student demographic information
- 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;
- Number and content of professional development activities provided for special teachers and general education staff;
- Program evaluation data and, if needed, program changes that will be made based upon this information; and
- Final Fiscal report that reports on activities and staff funded by this program.