

Section: **INSTRUCTION**

Regulation Title: **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. Highly capable students exhibit outstanding abilities ~~are~~ seen 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.

**Screening**

The district will screen each referred student to identify students who qualify for further assessment.

**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 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 referred student's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative (district may select one or both) instruments.

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

- a. 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;
- b. 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.
- c. 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
- d. To the extent practicable, the district must give screening 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 Highly Capable Review Committee will evaluate individual student body of evidence 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 HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services.

The district will:

- A. Notify parents of the students selected. Parents will receive an 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 Highly Capable Review Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form 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.

Parents/legal guardians must submit the appeal request and supporting evidence to the school principal within 10 school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's Appeals Committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The Appeals Committee is appointed by the school principal in coordination with the district Highly Capable Instructional Coach.

The decision of the appeals committee will include:

- Upholding the original decision of the Highly Capable Review Committee;
- Reversing the decision of the Highly Capable Review Committee;

A decision will be made by the Appeals Committee within 10 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 Appeals Committee may be appealed to the Director of Teaching and Learning within 10 school days for a non-appealable final decision.

### **Exit Process**

Once identified, students receive continuous services matched to their current readiness and achievement levels in areas of specific academic strength. Parents have a right to withdraw their child from the program at any time or to ask for "time off." The intensity of services for individual students may be adjusted over time, and interventions may be requested to help under-achieving children become more successful. If an intervention is required, parents/guardians will be involved in establishing intervention goals and timelines. If interventions fail, it may be necessary to exit the child from the program.

When considering exiting a student from Highly Capable Program Services, the emphasis is on meeting the social, emotional, and academic needs of the student. A recommendation for discontinuation of services should be based on proper documentation such as unsatisfactory class work, demonstration of a lack of motivation

and/or task commitment, or evidence that the student is not working to his/her potential. Often in the Highly Capable Program, students need time to get accustomed to the rigor and pace of the accelerated program. Research and experience supports a minimum commitment of one year to maximize student success.

Process for parents to request exit of child:

1. Parents meet with the Highly Capable Coordinator to discuss concerns and set measurable goals for the student.
2. A follow-up meeting/communication will take place to discuss student progress on goals.
3. If at the end of the second communication, the parent decides that the Highly Capable Program is not the best placement for the student, the student exits the program (preferably at end of school year) and parent and teacher both complete a Discontinuation of Services of the Highly Capable Program form.
4. Should the student wish to re-enter the Highly Capable Program in the future, the request will be considered by the district placement committee to determine what identification procedures are necessary.

Process for teachers to recommend exit of child:

1. Teacher(s) meet with the parent and Highly Capable Coordinator to discuss concerns and set measurable goals for the student. If the concerns remain after the designated time, a follow-up meeting should be held to revise the goals or go on to step two.
2. A follow-up meeting/communication will take place to discuss student progress on goals.
3. After reviewing goals and timeline, if the team recommends the Highly Capable Program is not the best placement the student exits the program (preferably at end of school year) and parent and teacher complete a Discontinuation of Services for the Highly Capable Program form.
4. Should the student wish to re-enter the Highly Capable Program in the future, the request will be considered by the district placement committee to determine what identification procedures are necessary.

### **Program Design**

The district will offer 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 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.

The district will offer highly capable students that may include the following resources: in-class support, regular class with cluster options & differentiation, walk to read, walk to math enrichment, interest-based enrichment pullout, single subject acceleration, whole grade acceleration, advanced placement courses, advanced section of a course,

early access to college, running start, career and counseling support, and individualized services.

**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-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 of activities and staff funded by this program.

Adopted:            December 2007  
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