

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. Outstanding abilities are seen within students' 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 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 nominate, 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 nomination form to refer a student to be considered for admission in the program. Such nominations are accepted throughout the school year, and require sufficient time for gathering and review of evidence by the selection team. Nominations for next school year will be accepted until March 31. Nominations 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.

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 parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

All nominees, and students identified for further assessment through the screening process, will be assessed using multiple objective criteria. The assessment process will 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:

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

Test results will be recorded 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 nominated students. The multi-disciplinary selection committee is composed of:

1. A special teacher (provided that 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 receiving services.

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 students who have been 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.

The appeal request and supporting evidence must be submitted 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.

A decision will be made by the appeals committee within 30 school days after receipt of the written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the appeals committee 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. 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 parent will be notified in writing of the committee's decision and of the appeal process.

A parent/legal guardian may request that the student be withdrawn 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 student will be exited 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, 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. 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) which 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.

PORT TOWNSEND SCHOOL DISTRICT NO. 50