

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 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 following procedures shall be employed to refer, assess and select students to participate in the program:

Referral

All students enrolled in the South Kitsap School District are eligible for 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.

All district teachers are expected to refer any child who show abilities beyond their peers in any academic, creative or thinking style. Teachers are expected to refer children regardless of background, nationality, race, color, religion or behavior. Notification of the referral process is through building newsletters, local newspapers, e-News, the Highly Capable Program website, school marquees, an "auto call" to parent(s)/guardian(s), and the district website and Facebook page.

Referral forms are available electronically on the District website, Facebook page, e-news, and emailed directly to every classroom teacher, principal, office coordinator, and counselor in the district. Hard copies of forms are available at every school office during referral season.

The district will screen each nominee to identify students who qualify for further assessment. Screening criteria may include the following:

Kindergarten assessment binders from classroom work and classroom/district assessments are maintained and reviewed. In December, kindergarten students whose assessment binders show them to be significantly above grade level will be referred by the teacher. Those students and any student with a parent or community referral is invited to complete the assessment process.

All 2nd and 5th grade students in the district are administered the CogAT Screener 7. This screener is administered in their regular classroom. 5th and 2nd graders are screened during January and February. Once this test is administered and evaluated, students whose scores fall in the above average range in any content area, and/or those students who show significantly above grade level on classroom data/assessments, and/or any student referred by themselves, a parent, community member or teacher will be invited to complete the full battery of testing below. Notifications are sent by regular mail.

All referred students grades K-11 as well as 2nd and 5th grade students who met any one of the above criteria are given the following assessments:

Cognitive Abilities Test: The CogAT Screening Form (grades K-1) or the full CogAT (grades 2-11) which gives a general indication of each student's abilities in three areas: verbal (language), quantitative (mathematics), and figural (spatial relationships).

AND

(All grades K - 11) Additional Assessments/Checklists

A portfolio of state, district and building level academic assessments and teacher/parent observational checklists are also collected to complete the student evaluation profile.

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 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 and may include:

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- Cognitive Abilities Test: The CogAT Screening Form (grades K-1) or the full CogAT (grades 2-11) which gives a general indication of each student's abilities in three areas: verbal (language), quantitative (mathematics), and figural (spatial relationships).

AND

All grades K - 11 Additional Assessments/Checklists

- A portfolio of state, district and building level academic assessments and teacher/parent observational checklists are also collected to complete the student evaluation profile.

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 considerations 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 practical, 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.

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~~ referred students. The multidisciplinary selection committee is composed of: A special teacher (however 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 certificated coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the districts deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection 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 services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

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 procedures 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;
- C. Schedule a meeting of all such parents and
- D. Conduct an annual parent meeting to review each student's educational 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 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 must be submitted to the Executive Director of Categorical Programs within 14 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 and may include additional testing. The Appeals Committee is composed of: the Highly Capable Program Coordinator, Executive Director of Categorical Programs or other district administrator, school psychologist (not part of MDSC), classroom teacher and additional professionals, if any, that the district deems necessary.

The decision of the appeals selection committee may include:

- Upholding the original decision of the Multidisciplinary Selection Committee;
- Reversing the decision of the Multidisciplinary Selection Committee;

A decision will be made by the Appeals Committee within 30 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 is the final decision. The parent/ legal guardian may appeal the decision of the Appeals Committee to the Deputy Superintendent. A decision will be made by the Deputy Superintendent within 30 school days after receipt of written request for reconsideration.

Exit Process

Upon request of a teacher or 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 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. The multi-

disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

The district will make a variety of appropriate program services available 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.

The district will offer highly capable students the following programs:

Kindergarten -2nd grade

- Kindergarteners identified for enrichment after 1st trimester will receive enrichment in their original classroom (this may include but is not limited to: walk to math, reading groups, differentiated instruction, activities and assignments).
- 1st -2nd grade students who were identified in Kindergarten will be clustered together with one teacher at their grade level as possible at their regular school (might include multi-age grouping, etc.). Cluster teachers will provide enrichment via reading and/or math groups, walk to reading or math, differentiated instruction, activities and assignments.
- All 2nd graders (including those given enrichment in K-2) will be screened to determine future highly capable identification and services. (See assessment process above.)

3-5 Models

Model 1 – Self contained

- The mostly HC students in grades 3 – 5 are invited a full day HC class with all other identified HC kids at one designated school.
- Within that school, teachers will teach classes according to the numbers needed—at least one class per grade level (3,4,5), based on current numbers of identified students.
- HC students will have one teacher all day; recess and lunch with grade level peers.
- HC students will have PE/music/library just as other classes do within the building.
- Transportation will be provided; HC school now becomes "home" school for HC kids.
- Teachers are under same supervision/schedule as all teachers in that building.

Model 2 – Enrichment in neighborhood school

- Students qualified for Model 1 who opt to stay at their neighborhood school and those who qualify for enrichment in specific academic subjects will receive enrichment services at their school which may include: cluster grouping, walk-to, enrichment projects, small groups, individual acceleration, etc. Teachers with students requiring services will receive help from the highly capable services instructional specialist.

6th -12th gr Models

- Highly capable students are encouraged to take advantage of challenging courses and extracurricular and leadership opportunities that prepare them for rigorous high school and college courses. Progress for highly capable students will be monitored annually.

- The High School and Beyond Plan will be reviewed by advisors and families at student-led and parent conferences each year. Counselors will meet with each identified HC student and review credits, future coursework and personal academic pathway, with attention to rigor and academic acceleration. These conversations will be documented.

Middle School Models - Grades 6-8

- Students who qualify for ELA services will be clustered together for a grade level “QUEST/Honors” language arts and social studies.
- These classes will be taught by a principal-selected teacher with specialized training regarding teaching highly capable students.
- 8th grade highly capable students will have priority placement in all available honors classes. Students will be clustered together by subject as scheduling permits.
- Students who qualify for Math services are invited to take pre-Algebra in 6th grade, Algebra in 7th grade and Geometry in 8th grade.

Grade 6-8 additional opportunities:

- Counselors will review and document HC student course selection each year with attention to rigor and academic acceleration.
- All HC kids are encouraged to take pre-Algebra in 6th grade, Algebra in 7th grade and Geometry in 8th grade (Highly capable testing scores, SBAT and/or 5th grade teacher recommendations will be used to determine placement).
- HC kids (8th grade) may have increased rigor options in Science as well; for example, taking Integrated 1 in 8th grade.
- They are also encouraged to participate in the ASB/Leadership Program, History Day, and extracurricular activities offered including Bridge Builders, STEM Club, and Drama productions. Activities are subject to change based on the interests of students.
- Cedar Heights Middle School students will participate in the International Baccalaureate (IB) program.

Grade 9-12:

- Counselors will review and document HC student course selection each year with attention to rigor and academic acceleration.
- Highly capable students are encouraged to take advantage of courses, which if successfully completed, will earn the student high school AND college credit. This can help defray the costs of post-secondary education. All courses are taught using college level curriculum. Course offerings are subject to change.
- Advanced Placement classes (AP) offering include, but are not limited to:
 - AP 2D studio art (photo or graphics tech)
 - AP Biology
 - AP Calculus
 - AP Chemistry
 - AP Computer Science
 - AP English Language & Comp. (11)
 - AP English Literature & Comp. (12)
 - AP U.S. History
 - AP Macroeconomics
 - AP Human Geography
 - AP Music Theory
 - AP Physics
 - AP Psychology
 - AP Statistics

AP European History

AP Languages (French,
Japanese)

AP Environment Science

AP U.S. Gov. & Politics

- HC students are also encouraged to take quality electives, such as: STEM courses, foreign language and courses that are electives but required for graduation and college entrance.
- They are also encouraged to take advantage of the high school Sports, Music and Art Programs as well as extracurricular activities including a variety of Clubs such as Debate, Knowledge Bowl, National Honor Society.
- South Kitsap High School is an accepted International Baccalaureate (IB) Diploma program. Students may participate in IB classes and have the opportunity to earn an IB Diploma.
- 10th grade highly capable students interested in preparing for International Baccalaureate (IB) courses in the 11th and 12th grades are encouraged to take Honors Language Arts, Chemistry, Physics, AP Euro-History, AP Psychology, AP Economics, AP Government, Advanced Algebra or Math Analysis, World Language, Choir or Band.
- To earn IB diploma students must take the 3 high level classes, IB Spanish, IB Math, and then one other SL class of student choice. Students must also successfully complete the Theory of Knowledge class, an extended essay of student choice and the Creativity, Activity, and Service project.
- Students may earn IB certificates in individual classes by successfully completing the course and earning a score of 4 or higher on the IB exam (scale of tests is 1-7).
- University of Washington in the High School classes—current offerings include:
 UW in the High School Astronomy.
- Tech Prep—Tech Prep courses are designed to prepare students for highly-skilled occupations. Current offerings include:

Accounting	Digital Photo
American Sign Language (ASL) I, II, III	Digital Media— Web Design
Athletic Medicine (Beginning and Advanced)	Early Childhood Education
Beginning CAD	Engineering CAD 1&2
Child Development	Marketing 1
Careers in Education [WWU, CWU, OC]	Marketing Work Experience
Commercial Photo	Microsoft Office (Word, Excel, Power Point)
Digital Media--Flash Animation	Computing Dynamics (IC3)
Work-based-site learning (WBL)	
- Running Start—This is a partnership between the high school and community colleges/vocational schools.
- Academic Acceleration Policy 2195. The district will automatically enroll students who meet the state standard on the high school statewide student assessment in the next most rigorous level of advanced courses offered at the high school.

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for 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.

Program Evaluation - Evaluation is obtained through multiple measures:

- Highly capable student and parent surveys, teacher and administrator feedback and meetings with parents and staff.
- Evaluation of grades, district and state assessments, student reflection, program participation.
- Parent and student feedback is also solicited throughout the year during parent-teacher conferences and parent events.
 - Every attempt is made to ensure all communication is sent out to all students and parents.

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