

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 their chronological 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 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 or students, and members of 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. Screening criteria may include the following:

- 1) Kennewick Kindergarten Test
- 2) Primary MAP, Grade 1, Reading & Math
- 3) MAP, Grades 2 -8, Reading & Math
- 4) WaKIDS Teaching Strategies Gold
- 5) Smarter Balanced Assessment, Grades 3-8

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.

Referrals identified for further testing through the screening process will be assessed using multiple objective criteria, from a variety of sources and data including tests that measure cognitive ability, academic achievement and evidence of exceptional creativity. The assessment process shall be based upon a review of each referral’s capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referral’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, Test of Cognitive Skills, Primary MAP Reading and Math, and Gifted Evaluation Scale.

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 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.
- 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 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.

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

Selection

A multi-disciplinary selection committee 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 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 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 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 the students selected. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process, 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; and
- 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 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 to the District Curriculum Department within ten school days of receiving the Committee's decision regarding placement in the Highly Capable Program. The student's file, assessment data, and additional evidence provided in the request for appeal will be reviewed.

A decision will be made by the Highly Capable Program Coordinator within ten 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 Highly Capable Program Coordinator is final.

Exit Process

The exit process from the program involves the teacher, student, parents, school principal and the Highly Capable Program Coordinator.

Parents may remove their students from the program by contacting their student's teacher, principal or the Highly Capable Program Coordinator.

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. This may result in a change of placement.

Re-entry could occur when the student/parent/legal guardian requests services 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 would require additional assessments and would not be available until the following school year.

Program Design

The district will make a variety of appropriate program services available 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 yearly for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: Highly Capable building programs for K-8, Young Scholars program for grades 2-5 at our Title 1 schools, Kennewick Opportunities for the Gifted (KOG) magnet program grades 3 – 5, Advanced Placement (AP), Honors, International Baccalaureate, and Running Start. Options include but are not limited to: accelerated learning opportunities and 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 student information system for end-of-year report to the Office of Superintendent of Public Instruction (OSPI) that includes:

- Number of students served by grade level K-12;
- Students 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;

Administrative Regulation No. 2166
Highly Capable Program – Continued

- Program evaluation data and, if needed, program changes that will be made based upon this information; and

Revised: January 2005
 October 2009
 February 2014
 December 2015
 December 2018