

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 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 in area(s) interest.

The following procedures shall 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.

Screening

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

Screening criteria may include the following:

- COGAT (Cognitive Abilities Screening Test)
- Work samples
- Classroom assessments
- District assessments

Assessment

The district will obtain written parental permission prior to conducting any assessments (including screening) to determine eligibility for the Highly Capable Program (HCP).

Nominees identified for further testing through the screening process will be assessed using multiple criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a 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:

- COGAT (Cognitive Abilities Test)
- STAR Reading
- STAR Math
- Scholastic Reading Inventory (SRI)
- Iowa Test of Basic Skills (ITBS)
- Other standardized norm-referenced tests including those from other districts and states

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: 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 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. 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 and/or academic achievement.

The district will:

- A. Notify parents of students who have been selected. Parents shall receive a full explanation of the procedures for identification, program options and the appeal process;
- B. File a copy of the notification in the student's cumulative file; and
- C. Obtain parental permission to provide services and programs.

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 an appeals letter requesting review of selection/placement decision. The written request may include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual or academic abilities.

The appeal request must be submitted to Superintendent at Newport School District, P. O. Box 70, Newport, WA 99156 within ten (10) school days of the Multi-Disciplinary Selection Committee's decision notification.

A decision will be made by the Superintendent within ten (10) school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing.

Exit Process

If a student is to be exited for any reason, the Multidisciplinary Selection Committee will meet with the student (as appropriate) and his/her parents/guardians to discuss other options. Ultimately, the decision to exit will be the parent's.

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 for each student to ensure that the services are appropriate.

Program options may include, but are not limited to, the following

- Enrichment classes
- Walk to reading
- Walk to math
- Honors math class
- Honors social studies/humanities classes
- Subject Acceleration
- Grade Acceleration
- Advanced math classes
- Advanced English classes
- Advanced Placement classes
- College in the High School classes
- Advanced science classes (some which earn college credit)
- CTE opportunities to excel in such areas as digital design and fabrication and computer assisted drafting.

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 shall 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.

Adoption Date:

Classification:

Revised Dates: 04.08 , 01.15 , 05.15