

PSD Highly Capable Program Identification Model

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 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 find students who may qualify for potential placement in the program:

Referral

The district will conduct universal screenings to find students who may qualify for potential highly capable program placement. Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community.

Screening

The district will select a grade level to implement universal screening procedures for each student. Universal screening must occur once in or before second grade, and again in or before sixth grade. The purpose of universal screening is to include students who traditionally are not referred for highly capable program and services. Students discovered during universal screening may need further assessment to determine whether the student is eligible for placement in a program for highly capable students. The district will consider at least two student data points during universal screening, which may include previously administered standardized, classroom-based performance, cognitive, or achievement assessments, or research-based behavior rating scales.

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 universal 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 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 the Cognitive Abilities Test, STAR Reading and STAR Math assessments, DIBELS 8, the Gates-MacGinitie Reading Test, standardized state assessments, district based common assessments data, Orleans-Hanna Algebra Prognosis Test, and a writing assessment.

Identification Procedure

The district must use the following criteria to identify its highly capable students:

1. The district 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.
2. The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms but will not use local norms as a more restrictive criterion than national norms at the same percentile.
3. 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

4. To the extent practicable, the district will give screening and assessments in the native language of the student. If native language screening and assessments are not available, the district will use a nonverbal screening and assessment.

Applications must be received by the district's scheduled deadlines for each testing window for students to be considered for testing.

- Applicants in grades K-8 who are new to the district should apply online as soon as possible once registered;
- Applicants in grades K-1 will be scheduled for testing during the normal testing windows;
- Students in grades K-7 should apply by the application deadline listed on the testing calendar, except for second and sixth graders;
- Second grade students should not apply. All second grade students are screened in January using the STAR Reading and STAR Math assessment scores. Students who meet the screening criteria will be invited to test for possible placement in the Highly Capable Program (HCP).
- Applicants in grades 3-7 will be screened using STAR assessments to determine eligibility for further testing. Students who meet the screening criteria will be scheduled to test for possible placement in the HCP.
- Sixth grade students should not apply. All sixth grade students are screened in October using the STAR Reading and STAR Math assessment scores. Students who meet the screening criteria will be invited to test for possible placement in the HCP.
- Students in grades 9-12 self-select advanced courses as appropriate with guidance from their school counselors;
- To be eligible for CogAT testing, students must score 80 percentile or above on most STAR Reading and Math assessments.

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

Any screenings or additional assessments will be conducted within the school day and at the school the student attends. On a case-by-case basis and with the consent of the parent and guardian, the district may offer student screenings or additional assessment opportunities during the summer, outside of school hours, or at an alternative site.

Selection

The Multidisciplinary 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 highly capable program teacher (provided that if a highly capable program 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 Multidisciplinary Selection Committee will evaluate the results of the universal screening, any further individual student assessment, and any available district 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 Multidisciplinary Selection Committee will make one of four determinations:

1. (Qualified Placement) Evidence from ability and achievement data qualifies the student under the criteria of most highly capable. The student will be offered placement in the Highly Capable Program.
2. (Provisional Placement) The committee is unable to make a determination based on a preponderance of the evidence. The student may be offered, at the discretion of the Multidisciplinary Selection Committee, a provisional

placement in the Highly Capable Program. Provisional placements will be reviewed yearly by the Multidisciplinary Selection Committee. Additional testing or data may be requested by the committee each year. Provisional students are not considered selected or identified for continuing placement within the program.

3. (High Performance Placement) Students who have demonstrated high performance and consistently achieve above grade level, have strong task completion, and embrace challenges but for whom the cognitive assessment data does not support qualification as most highly capable. These students may benefit from and contribute to the unique learning environment of the Highly Capable Program. Such placements will be reviewed yearly by the Multidisciplinary Selection Committee and placed as space is available. High performance students are not considered selected or identified for continuing placement within the program.
4. (No Placement) The student's data does not qualify them for placement in the HCP.

The district will:

1. Notify parents of students who have been selected. Parents will receive a full 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;
2. 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 Multidisciplinary 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 Highly Capable Programs Puyallup School District 302 2nd St SE Puyallup, WA 98372 within ten (10) school days of the Multidisciplinary Selection Committee's decision notification.

The district's Multidisciplinary Selection Committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the Multidisciplinary Selection Committee may include:

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

The Multidisciplinary Selection Committee will make a decision within fifteen (15) school days after receipt of written request for reconsideration and will notify the parent/legal guardian of the decision in writing.

The appeal decision of the Multidisciplinary Selection Committee is the final decision.

Exit Process

Upon the 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 Multidisciplinary 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 Multidisciplinary 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 be exited from the program. The district will notify in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request to withdraw the student from the program, or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the district will exit the student from the program. The Multidisciplinary Selection Committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

The Puyallup School District will make a variety of appropriate program services 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 Puyallup School District will offer highly capable students the following programs:

K-2	Young Scholars Pull-out Enrichment	
3-6	QuEST Self-contained	
7-9	PAGE: 7 th - 8 th Cohort Acceleration	Acceleration: 9 th AP and Advanced Courses
10-12	Dual Credit: 10 -12 AP/AP Capstone, College in the High School	Running Start: 11-12 Courses at community and technical colleges

Instructional Program

K-2 Young Scholars is a pull-out enrichment program for identified highly capable students. Students work with intellectual peers in a rigorous environment of discovery and exploration. The context of the enrichment is literature and science, with an emphasis on vocabulary and the scientific process. The enrichment model allows for multi-age grouping and intellectual peer socialization.

Buildings may also accelerate identified highly capable students as appropriate for reading and math.

3-6 QuEST is offered for identified highly capable students. QuEST, which stands for *Quality Experiences To Stimulate Thinking*, serves highly capable students in grades 3-6 at selected elementary sites in the Puyallup School District.

QuEST classrooms feature specialized curriculum and instruction for highly capable students. The self-contained QuEST classrooms are differentiated by an increased intellectual rigor, accelerated pacing, an expectation of early content mastery, greater depth, and exploration of content with structured inquiry. Students experience curriculum designed for highly capable learners, which is at least one year above grade level.

Secondary During the registration period each year, counseling services provide guidance for secondary highly capable students related to acceleration and pathway options.

7-8 PAGE is the Puyallup School District's cohort acceleration program for grades 7-8 at selected host schools. PAGE is open only to students identified for the highly capable program by the Multidisciplinary Selection Committee. This program for highly capable students features a higher level of rigor, depth, breadth and acceleration within a cohort setting. For grades 7-8, selected students participate in one to four PAGE courses: English/Language Arts, Social Studies, Mathematics and Science. All PAGE courses feature curriculum compacting, curriculum acceleration, interdisciplinary curriculum, and an emphasis on higher level thinking skills. In addition to the PAGE programming, students will have the opportunity to enroll in fitness and the arts within the junior high program.

9-12 Highly capable students in grades 9-12 receive programming via acceleration. Advanced coursework such as Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), AP Capstone, and College in the High School (Cornerstone) are offered in multiple subject areas. Students may also accelerate based on demonstrated and assessed talents in the performing and visual arts. Pre-AP and AP courses provide rigor and complexity beyond that which is expected in the regular classroom, with an emphasis on interdisciplinary curriculum and higher-level thinking skills.

Running Start is an additional offering for students and families who desire options beyond the Puyallup School District's High School Course of Study. Information is available in each high school's counseling center.