

Advanced Learning

The following procedures will be used to refer, assess, and select students to participate in Bellevue School District Advanced Learning service models:

Referral

Anyone may refer a student residing within the Bellevue School District service area for advanced learning, including teachers, other staff, parents, guardians, students, and members of the community. For any grade levels at which universal screening of all students has been implemented, referrals are unnecessary.

Screening

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

1. TRC (Text Reading Comprehension)
2. DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
3. Literacy Skills in Chinese and Spanish for students in Dual Language and Language Immersion Programs
4. STAR Math assessment and/or classroom math performance
5. Observational data
6. WAKids State Assessment
7. Smarter Balance State Assessments

The District has the option of screening students at each grade level; however, the District has not implemented universal screening at all grade levels. For students, in a grade level where universal screening is in place, screening data will be utilized to identify students who qualify for further assessment. Screening criteria may include the following:

1. Cognitive Screening Assessments
2. STAR Assessments
3. State Assessments
4. District Assessments
5. Observational Data
6. And other performance data, as applicable

Assessment

The District will obtain written or electronic parental permission prior to conducting assessments utilized outside of the screening process to determine eligibility for participation in its Advanced Learning service models.

District practices for identifying the most highly capable students will prioritize equitable identification of low-income students.

Students identified for further testing through the screening process will be assessed using multiple objective criteria. The assessment process shall be based 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 District must have identification procedures for the Advanced Learning service models 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 consideration of criteria benchmarked by 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 disqualify a student from identification. However, the district may use these points alongside other criteria during selection to support identification; and
- d) To the extent practicable, 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 will use a nonverbal screening and assessment.

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

Selection

A District level multi-disciplinary committee will review data that has been collected for each of the referred students. The committee will be composed of a classroom teacher, 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; additional professionals, if any, that the District deems desirable.

The multi-disciplinary committee will evaluate individual student assessment profile data using a blind (no name) process. The selection decision is 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 advanced learning services; and
3. Determination of which students would benefit the most from inclusion in the District's service models.

A single data point will not prevent a student's selection for advanced learning; 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:

1. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process (if applicable), an explanation of the process to exit a student from the program, the information on the District's service models 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.

Process for Appeal

Parents/legal guardians have the right to appeal the multi-disciplinary committee's decision. Individuals appealing the multi-disciplinary committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. Parents / legal

guardians must submit the appeal request and supporting evidence to advancedlearning@bsd405.org within 10 school days of the Multi-Disciplinary Committee's decision notification.

Appeals must be based upon one of the following conditions:

1. Specific criteria related to the testing conditions.
2. Misapplication or miscalculation of scores.

An Appeals Committee that consists of a classroom teacher, 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; additional professionals, if any, that the District deems desirable, reviews appeals. The parent/legal guardian will be notified of the decision in writing within 10 school days of the decision. 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 advanced learning. A teacher, counselor, or administrator may make a request for a discontinuation of services. A Multi-Disciplinary committee will convene a meeting to review the student's profile to determine if student needs are best met with advanced learning services based on assessment data and classroom performance. The multi-disciplinary committee may request additional evidence of student capabilities and/or willingness to participate in the services. If the committee determines that services are no longer appropriate to fit the student's needs, it may be recommended that the student exit from such services. 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 services, or a student may voluntarily withdraw from services. If the parent/legal guardian desires to withdraw the student from services, the student will be exited from services.

Students who move out of the District

As the Advanced Learning self-contained service model is only available for residents of the Bellevue School District, students who move out of the District during the school year will be provided with the option of remaining in the District until the end of the school year or withdraw at a time prior to the end of the school year determined by the family. Upon the conclusion of the school year, students who have moved out the District and remain enrolled in self-contained services will be withdrawn. Former self-contained services students may enroll as non-resident students under Policy 3141 but will not be eligible for self-contained services.

Program Design

The District will make a variety of appropriate services available to students who participate in Advanced Learning. Once services are started, a continuum of services will be provided for identified students in grades K-12. The District will keep on file a description of the educational services provided for identified students. The District reviews services periodically for each student to ensure that the services are appropriate and may include updated cognitive and academic assessments.

Reporting

Identified students will be assigned the appropriate Office of the Superintendent of Public

Instruction (OSPI) Comprehensive Education Data and Research System (CEDARS) Highly Capable 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 OSPI, which includes:

- Number of students served by grade level;
- Number of students served by each service model;
- Student demographic information;
- Data to determine if students who need advanced learning met the goals set and if the services provided met the academic needs of these students;
- Program evaluation data and if needed program changes that will be made based upon this information; and
- Number and content of professional development activities provided for special teachers and general education staff

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