

# Grand Coulee Dam School District

## Highly Capable Plan

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## **Forms**

- Annual Notification
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## **Important Dates**

Below is an outline of the referral process and a tentative timeline. This timeline may change to accommodate inclement weather or other unforeseen circumstances.

**September** - Annual Notification\*; Referrals

**October** - Cognitive testing (permission required); Identification/Placement; Parents/Guardians notified

**October/November** - Review of HiCap Learning Plan for qualified students during conferences

**January/February** - Universal Screening in 2nd and 6th grade; Notification of referral; Cognitive testing (permission required); Identification/Placement; Parents/Guardians notified

**March** - Review of HiCap Learning Plan for qualified students during conferences

Months not listed-Students receiving services based on HiCap Learning Plan.

\*Referrals are accepted year round and will be kept until the next Cognitive testing window.

## **Program Objectives**

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

## **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.

## Common Highly Capable Indicators

High Achiever	Highly Capable
Remembers answers	Poses unforeseen questions
Is interested	Is curious
Answers to questions in detail	Ponders multiple perspectives
Needs 6-8 repetitions to master new learning	Needs 1-3 repetitions to master new learning
Is receptive	Is intense
Is accurate and complete	Is original and continually developing
Absorbs information	Manipulates information
Is pleased with own learning	Is self-critical
Gets A's	May not be motivated by grades
Is able	Is intellectual
Learns with ease	Already knows

## **Program Design**

The 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 annually for each student to ensure that the services are appropriate.

### **Possible Services:**

- Differentiated Instruction
- Advanced Curriculum/Academic Acceleration
- Flexible Grouping
- Enrichment Opportunities:  
Pull-Out, Clubs, Groups, Field Trips, STEAM  
Highly Capable Leads will communicate opportunities as available.
- Walk to Math/Walk to Read
- Dual Credit Courses
- College in the Classroom/AP Classes
- Running Start
- Independent Study

## **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.

Referrals as accepted at any time, however, the Annual Notification will take place in September.

The Referral Form is available for download at <http://www.gcdsd.org> or in the office at Lake Roosevelt Elementary or Lake Roosevelt Jr/Sr High School. Forms should be returned to the school.

## **Screening**

The district will screen each referred student to identify students who qualify for further assessment. Screening criteria may include the following: STAR, SBA, or other appropriate measures.

## **Universal Screening**

All students in the 2nd and 6th grade will be screened using STAR Reading and STAR Math data from the middle-of-the year district assessment (January). In addition, WaKIDS data will be used for students in 2nd grade and SBA data will be used for students in 6th grade. The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening will need further cognitive testing (permission required) to determine whether the student is eligible for placement. Parents/Guardians will be notified prior to universal screening.

## Assessment

The district will obtain written or electronic parental permission prior to conducting cognitive testing 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 referred 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 quantitative instruments and may include: STAR, SBA, COGAT, UTAGS, and/or other appropriate measures.

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 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 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 must use a nonverbal screening and assessment.

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

## Selection

A multi-disciplinary selection team will review data that has been collected for each of the referred students. The multi-disciplinary 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 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:

1. Notify parents of the students 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 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's Hi-Cap Coordinator with in ten (10) 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. The Appeals Committee is composed of: District Superintendent, as well as two (2) teachers and one (1) Principal who are not on the Multi-Disciplinary Selection Committee.

The decision of the Appeals Committee may include:

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

The Appeals Committee will make a decision within five (5) school days after receipt of written request for reconsideration, and will notify the parent/legal guardian of the decision in writing. The decision of the Appeals Committee is the final decision.

## **Exit Process**

Upon the request of a teacher or a 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 recommend that the student be exited from the program. The district will notify the parent in writing of the committee's decision and of the appeals 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 Program 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 multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.