



Administrative Procedures for Board Policy #2190 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 students' 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 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 following procedures will 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 complete the district's nomination form to refer a student to be considered for highly capable services

Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

Nominees identified for further testing through the screening process will be assessed using multiple objective criteria. The assessment process will be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative.

Test results will be recorded in the student's cumulative file.

Selection

The HiCap Coordinator or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated administrator with responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable.

The HiCap selection team will evaluate individual student assessment profile data. 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 highly capable services.

A single assessment score or indicator will not prevent a student's selection for the HCP. If properly validated tests are not available, the professional judgment of the qualified district personnel will determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

The district will:

- A. 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, 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;
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student;
- C. Conduct an annual informational meeting of all such parents; and
- D. Meet with student upon request to review student's individual learning plan.

Process for Appeal

Any eligibility or placement decision made by the Highly Capable Selection Team may be appealed. The first required step in the appeals process is to call the HiCap Coordinator to discuss the decision. Concerns can usually be resolved at this level; if not, the next step is to submit a formal letter requesting an appeal. This letter must be submitted to the executive director within ten days of receipt of the original eligibility or placement decision. The selection team will be convened within 20 days of the receipt of the written request, and will review all relevant information. Parents will be notified by letter of the selection team's decision. The decision of the selection team is final.

Exit Process

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program by completing the following steps:

1. Parent/Guardian complete an exit process form
2. A meeting will be convened by the Highly Capable Program Coordinator to discuss the request.

If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to re-enter the program in the future.

Program Design

The district will make a variety of appropriate program services available to students who participate in the program. **See HiCap Handbook for specific information.**

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 will review services for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: For description of services please refer to the HiCap Handbook.

Reporting

Identified students will be assigned the appropriate CEDARS Gifted 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 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 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.

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