February 2022

Re: Policy 2195 Academic Acceleration.

Conway School District is a K-8 Non-High School District, therefore the policy of enrolling and accelerating high school students does not apply.

Our students attend high school in the following school districts: all of which have adopted Policy 2195.

• Arlington
• Concrete
• La Conner
• Mt. Vernon (officially designated as our high school district)
• Stanwood-Camano
• Sedro Woolley

Each of the listed school districts have adopted Policy 2195 Academic Acceleration [of high school students]. We are appreciative of the support each school district is offering to our high school students by adopting this policy and we fully support their efforts.

While Conway does not have high school students that attend Conway School, we do have Policy 2190 which explains our procedures for the academic acceleration of students through our high capable program.

Sincerely,

Jeff Cravy
Superintendent
GIFTED AND TALENTED PROGRAMS

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:

A. Expansion of academic attainments and intellectual skills;
B. Stimulation of intellectual curiosity, independence and responsibility;
C. Development of a positive attitude toward self and others; and
D. Development of originality and creativity.

The board will annually approve the district’s highly capable plan including: the number of students the district expects to serve by grade level; the district’s plans to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general staff; program and general education staff: program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent shall establish procedures consistent with state guidelines for referral, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. These include prioritizing equitable identification of low-income students: use of multiple objective criteria and multiple pathways for identification: use of local norms, unless most restrictive than national norms: use of subjective measures only to support identification: and use of screening and assessment in the student’s native language (if available) or nonverbal assessment.

Legal References:  
RCW 28A.185.030 Programs--Authority of local school districts--Selection of students  
WAC 392-170 Special services program--Highly capable students

Adoption Date: September 2018
Conway School District Mission Statement:
Building upon a tradition of quality education, our mission is to create a community of life-long learners and ensure individual success by providing a supportive educational environment through a committed partnership of staff, families and community.
Procedure 2190P

Quantitative:
- Ability: *Otis Lesson School Ability Test, 8 Edition (OLSAT 8)*
- Achievement: STAR Reading and Math, State Testing, Classroom based assessments and grades
- Observations by Teachers: *Scales for Rating the Behavioral Characteristics of Superior Students* (SRBCSS, otherwise known as —Renzulli Scales) with evidence
- Observation by Parents: *Things My Child Likes to Do (grades K-8)* with evidence

Qualitative:
- Portfolio, interviews, observational evidence from staff, work samples or other evidence, awards, and accomplishments

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 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 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:

**Procedure 2190P**

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 test 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 school principal within 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 will consist of the superintendent, highly capable certificated teacher, and school psychologist.
The decision of the appeals 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 10 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 Multi-Disciplinary 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 multi-disciplinary 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 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 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.

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-8. The district will keep on file a description of the educational programs provided for identified students. The district reviews services (insert district timeframe) for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs:

- Regular classroom with cluster grouping and differentiation
- Walk to Read and Walk to Math Enrichment Classes
- Extra Curricular Activities
- Single subject acceleration in the classroom
- Whole grade acceleration
- Individualized services

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Building upon a tradition of quality education, our mission is to create a community of life-long learners and ensure individual success by providing a supportive educational environment through a committed partnership of staff, families and community.
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.

Procedure 2190P

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) that includes

- Number of students served by grade level K-8
- 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; and
- Program evaluation data and, if needed, program changes that will be made based upon this information.