

ANACORTES SCHOOL DISTRICT #103

Procedure No. 2190-P
Instruction

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 student's 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 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 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 use the district's nomination form to refer a student to be considered for admission in the program.

Assessment

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

The assessment process shall 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 criteria consists of both qualitative and quantitative instruments and may include:

Academic achievement assessments including but not limited to:

- DRA (Developmental Reading Assessment) Grades K-2
- Math Progress for Primary Grades K-1
- Math Measures of Academic Progress Grades 2-8
- Reading Measures of academic Progress Grades 2-8
- Washington Comprehensive Assessment Program Data Grades 3-8

Intelligence and/or cognitive ability assessments including but not limited to:

- Naglieri Non-Verbal Ability Test Grades K-8
- Torrance Test of Creative Thinking Grades K-8



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Qualitative assessments including but not limited to:

Parent input: "Things My Child Likes to Do"

Teacher observations: "Gifted Rating Scales"

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

Selection

A 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 nominated students. The Multidisciplinary Selection Committee is composed of: A special teacher (provided that 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 Multidisciplinary 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 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:

- A. 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.
- B. Obtain parental permission to place identified students in the program before any special services and programs are provide to the student.
- C. Conduct annual parent conferences to review each student's educational plan.

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, may provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.



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The appeal request and supporting evidence must be submitted to the Director of Teaching and Learning within two weeks of the Multidisciplinary Selection Committee's decision notification.

Members of 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 meet 2 weeks after the notification of placement to review any appeals. The parent/legal guardian will be notified of the decision in writing.

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. Indicators that may suggest exiting include but are not limited to:

- Student no longer ranking in the top 1% - 5% in multiple criteria
- Student no longer exhibits the learning characteristics of a highly capable student
- Student struggles with the pace of the class.

Step 1: Teacher conferences with the parents and explains observations and/or data.

Step 2: Teacher explains what information will be collected during a specific time frame, including assessment data.

Step 3: A second teacher/parent conference is held to discuss information identified in Step 2.

Step 4: Teacher recommends student exits or remains.

Step 5: If parents disagree with the teacher recommendation, the parents may request a review through the multidisciplinary selection process. The Multidisciplinary Selection Committee will determine if the student is most highly capable. The Multidisciplinary Selection Committee may request additional evidence of student capabilities and/or willingness to participate in the program.

Appeal: Parents may appeal the Multidisciplinary Selection Committee decision using the appeal process.

Program Design

The district will offer a continuum of services to students who participate in the program. Once services are started, a continuum of services will be provided to students identified as most highly capable in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services periodically for each student to ensure that the services are appropriate and recognize the limits of resources provided by the state.

The district will offer highly capable students the following programs:

- Self-contained multi-age classroom, accelerated pace, above grade level, at Island View Elementary
- Anacortes Middle School English language arts Challenge bloc
- Services in the general education classroom from the classroom teacher to differentiate instruction



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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.

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 special teachers and 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.

Adoption Date:

Classification:

Revised Dates: 04.08; 12.11; 09.13; 06.14



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