

INSTRUCTION

Highly Capable Program

The following procedures shall be used to nominate, assess and select students to participate in the program.

I. Nomination

- A. Anyone may nominate a child to the program, including teachers, other staff, parents, students and members of the community. Nominators will be sent the district's nomination form to recommend a child for consideration in the program.

II. Assessment

- A. The district will screen each nominee using a matrix that includes scores on the Cognitive Abilities Test (CogAT), WASL math and reading, and teacher completed checklist of Creative and Cognitive Characteristics.
- B. Prior to conducting assessments the District Highly Capable Coordinator shall obtain written parental permission.
- C. Nominees identified through the screening process will be assessed using multiple criteria from a variety of sources and data, including tests that measure cognitive ability, academic achievement and evidence of exceptional creativity. Test results shall be recorded in the student's cumulative file.

III. Selection

- A. 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 nominated students. They will select those students who would receive the most benefit from participating in the program. The district will:
 1. Notify parents of students who have been selected. Parents shall receive a full explanation of the procedures for identification, program options and the appeal process;
 2. Obtain parental permission to provide services and programs;
 3. Schedule a meeting of all such parents; and
 4. Conduct an annual parent meeting to review each student's educational plan.

IV. Program Design

- A. The district will offer highly capable student the following programs:
 1. Administrative Services Grades 4-12:
District contact for highly capable program who will be a parent resource, and will assist with the identification/selection of highly capable students.
 2. Student Services:
A 4th and 5th grade push-out program. Identified highly capable (HC) students are given first opportunity; however, the classess may also include other teacher-selected high achieving students. Generally, these students are especially

intuitive learners, able to keep up with their regular schoolwork and benefit most from higher-level thinking.

3. Curriculum, Instruction and Assessment

Identified students interact with their intellectual peers while engaging in challenging and high interest classes. Classroom teachers help select students to participate in classes that feature higher-level thinking while addressing various topics. (Examples: Fibonacci Number Series, Great Books, Readers Theatre, "The Private Eye") Instruction emphasizes inquiry, investigation, creative and analytical thinking, personal intellectual growth, responsibility and respect for others' thinking. Each mini-course has identified objectives and students take pretests and summative tests over course content. Students also self-assess using a scale of intellectual behaviors adapted from the work of Art Costa and others.

- B. Each individual student or group of students with similar needs shall have a program plan. Services will be made available based on that plan and include a continuum of services.

V. Reporting

- A. The superintendent or designee shall provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI).

Date: 12/12/85; 3/24/97; 3/25/02; 7/8/03; 11/22/04; 10/27/08.