

The district will:

1. Provide an annual public notification of parents and students before any major identification activity. This notice shall be announced in multiple ways and languages.
2. Notify parents of student who have been referred. 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, and the information on the district's program and the options that are available to identified students;
3. Obtain parental permission in writing prior to conducting any testing or assessment to determine if the student is eligible for the highly capable program. Parent permission will also occur prior to delivering services; and
4. Periodically review services for each student to ensure that the services are appropriate.

Nomination

Referrals for admission into the district's highly capable program are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominations will use the district's nomination form.

Screening

The district will screen each nominee to determine whether the student qualifies for further assessment. The district's screening procedures may eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.

Assessment

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

Nominees identified for further testing through the screening process will be assessed using multiple objective criteria and will be assessed by qualified district personnel. 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 for identification of students who are among the most highly capable.

Selections

A multi-disciplinary selection committee composed of a special teacher (if a special teacher is not available, a classroom teacher will be appointed), psychologist or other qualified practitioner with the training to interpret cognitive and academic assessment results; a certificated coordinator or administrator with responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable will review data that has been collected for each of the nominated students and make the final selection for the most highly capable students in the program.

The multi-disciplinary selection team will evaluate individual student assessment data as well as teacher survey data to include originality and creativity. The selection decision is based on the professional judgment of the team as to which students will benefit the most from inclusion into the district's program.

All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever facts the tests purport to measure. 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 ability and/or academic achievement. This professional judgment shall be documented in writing.

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 appeal form (F-2) requesting review of selection/placement decision. Grounds for appeal include but are not limited to errors in scoring, testing bias against students who are members of a protected class, and special circumstances including unique, untestable characteristics evident in student performances or products. The written appeal request must include reasons for the appeal and any supporting documentation the parent/legal guardian evidence for the appeal.

The appeal request and supporting evidence must be submitted to the Superintendent or designee within ten school days of receiving the Committee's decision. The Superintendent or designee will review the student's file, assessment data, and additional evidence provided in the request for appeal.

A decision will be made by the Superintendent or designee within ten school days after receipt of the written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the Superintendent or designee is final.

Program Design

The district will make a variety of appropriate program services available to students who participate in the program. Once services are started, a continuum of services will be provided to identified students in grades K-6.

The district will keep on file a description of the educational programs provided for identified students.

Children of a Military Family in Transition

When a student, who is a child of a military family in transition, has been assessed or enrolled as highly capable by a sending school, the receiving school shall initially honor placement of the student into a like program or class.

1. The receiving school shall determine whether the district's program or the school's class is a like program when compared to the sending school's program or class; and
2. The receiving school may conduct subsequent assessments to determine appropriate placement and continued enrollment in the program or class.

Exit Process

The exit process from the program involves the teacher, student, parents, the certificated coordinator and/or administrator with responsibility for the supervision of the District's highly capable program.

Parents may remove their students from the program by contacting their student's teacher, the certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program.

All placements in the program are provisional and may undergo periodic review including assessment data, test scores, etc. to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is not demonstrating consistent academic progress; a conference to discuss alternatives will be scheduled with parents, teacher, and the certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program. This may result in a change of placement.

Reporting

Identified students will be given appropriate designations in the district's student information system for end-of-the-year reporting activities. The superintendent or designee will make the required end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI).

Adopted: August 21, 2014