

## **HIGHLY CAPABLE PROGRAMS**

The following procedures will be employed to refer, assess, and select students to participate in the program:

### Referral

Anyone may refer a child to the program, including teachers, other staff, parents, students, and members of the community. Referring parties will be given the District's referral form to recommend a child for consideration in the program.

### Assessment

The District may screen referrals using recent student assessment data, grades, and reports to identify students who qualify for further assessment. Those students who clearly do not qualify for eligibility may be removed from the selection process and referring parents will be notified.

Prior to conducting assessment(s), the superintendent or designee will obtain written parental permission.

Referred students 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 will be recorded 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. They will select those students who would receive the most benefit from participating in the program. The District will:

- A. Notify parents of students who have or have not been selected. Parents will receive a full explanation of the procedures for identification, program options, and the appeal and exit processes.
- B. Obtain parental permission to provide services and programs.
- C. Schedule a meeting of such parents; and
- D. Conduct an annual parent meeting to review each student's educational plan.

### Program Design

The District will offer highly capable students the following programs: Options include but are not limited to: accelerated learning opportunities; academic grouping arrangements that provide intellectual and interest peer group interactions; cooperative agreements between K-12 and institutions of higher education and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration).

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

### Reporting

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, the ethnicity and gender of such students, and program(s) provided for these students.