

HIGHLY CAPABLE SERVICES: 2190P

Federal Way Public Schools (FWPS) has adopted Highly Capable Services as its instructional model for K-12 students who have been identified as highly capable and has a clear commitment to equity and diversity of opportunity for all students.

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 students' 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 also are present within all protected classes.*

*A protected class is a group of people who share common characteristics and are protected from discrimination and harassment under federal and state laws. Protected classes defined by Washington State Law include: age, sex, race and color, religion and creed, national origin, sexual orientation, gender identity and gender expression, disability and the use of a trained dog guide or service animal, and honorably discharged veteran or military status.

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 their chronological 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 focus.

The District will:

- 1) Define and refine the highly capable services' identification process each year;
- 2) Ensure that school administrators understand and follow the guidelines for identification and service-delivery options;
- 3) Communicate with parents who request additional information about the identification process and criteria for identification;
- 4) Provide professional development for teachers of highly capable students;
- 5) Maintain records of services provided to each highly capable student, as submitted by building principals and/or their designees.

Identification Process

The district identification process will apply equitably to all enrolled students and families present in FWPS. The District will review identification procedures and data to ascertain whether overall numbers of identified students reflect the demographics of FWPS.

HIGHLY CAPABLE SERVICES: 2190P

Eligibility: All students are eligible to apply for consideration to receive highly capable services through the referral process. A district-level selection committee chaired by the Director of Highly Capable Services will determine which students meet the criteria for highly capable services.

Referrals: A referral serves to initiate a review of available data for a student to determine eligibility and may prompt further assessment as necessary. Parents, community members, teachers, staff, and students may refer a student for consideration to receive highly capable services. A referral form and a list of characteristics of highly capable learners will be available at elementary schools, as well as on the district web site. Translations in Korean, Spanish and Russian will be available. School newsletters will include information about the available services and programs and about the opportunity to refer students. Informational sheets will be available at student-led conferences.

Assessment: The District will administer a cognitive-abilities assessment to all enrolled students at pre-determined grade levels to support equitable identification of students eligible to receive highly capable services. Additionally, performance on state and district assessments will be examined for all students in grades K-12.

The District will use multiple measures to identify students to begin receiving services in the coming school year. District assessments, state-required tests, cognitive ability assessments such as the CogAT 7 or the *Selection & Assessment of Gifted Education Students (SAGES)*, and the *Developmentally Accelerated Skills Inventory (DASI)* are evaluation tools that may be used for determining student need for highly capable services.

Identification

A district-level multi-disciplinary selection team composed of a psychologist or other qualified practitioner, a special teacher, and a certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students will review data from referrals received and the assessments administered to determine those students who would most benefit from receiving highly capable services. The district selection team will:

Provide written notification to parents/guardians of students who have been identified to receive highly capable services and obtain parental/guardian permission to provide services in the program;

Provide written notification to parents/guardians of students who were determined not to be eligible for highly capable services, including a full explanation of the procedures for the identification of candidates, the eligibility criteria, and the appeal process; and

Manage district-level appeals.

Appeal Process

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 ap-

HIGHLY CAPABLE SERVICES: 2190P

peal form on or before the stated deadline to request a review of the identification decision. In order to be considered, the appeal must contain a written explanation indicating why the appeal is being filed, including specific new information that could impact the decision by the selection committee.

Any additional assessments must be initiated by the selection committee. Assessments conducted by any agency other than FWPS will not be considered in the appeals process. The committee's final decision will be communicated in writing to the person filing the appeal on the student's behalf.

Exit Process

A parent/guardian may request that a student be withdrawn from highly capable services. In such cases, the parent/guardian will make the request at the building level, and the building principal and/or designee will forward the request to the Director of Highly Capable Services. After a review by the selection committee, if a parent/legal guardian still wishes to decline further services for his/her student, the student will be exited and will no longer receive highly capable services.

Leaving or Re-entering the District

If a student with the highly capable designation moves to a new district and then returns, his/her highly capable designation remains, and highly capable services will resume according to the receiving building's available service-delivery options. If a student identified for highly capable services in FWPS moves to a different community, the new district may choose to review the student's available assessment data and may choose to administer additional assessments to determine eligibility.

New Enrollments in the District

A student who was previously enrolled in another district or state, whether identified as highly capable or not, and who missed the most recent referral window in FWPS may be referred to the Highly Capable Services Department within 10 business days of enrollment. In such cases, the parents/guardians will be informed of the student's status within three months of enrollment.

Implementation of Services

Elementary: Elementary school principals will create a building-level team to determine appropriate service-delivery options for eligible students and will share the service-delivery determinations with the district-level team. The principal or his/her designee will provide written notification to the parents/guardians to explain the highly capable service(s) the student will receive.

Each elementary school will determine its continuum of services that could include but is not limited to differentiation, enrichment, and/or acceleration. The services that are determined could be delivered in a general education, a cluster-grouped, or a self-contained classroom based on

HIGHLY CAPABLE SERVICES: 2190P

student numbers, student needs, staffing, and/or available resources. Additional enrichment opportunities may be provided as an extra-curricular opportunity.

Elementary students designated as highly capable who received services in a multi-age, highly capable classroom will remain in the program for the duration designated by the grade-level span. The teacher will monitor each student for success. If a student does not meet the standards, supports will be provided. Parents/guardians will be informed of any concerns regarding their student's progress in the class. Parent(s)/guardian(s), student, and teacher will set goals and develop a plan for improvement if needed. A more appropriate service-delivery option could be considered to serve the student.

Secondary: In grades 6-12, service-delivery options include but are not limited to differentiation, enrichment, and/or acceleration. Secondary schools may provide the service-delivery options through one or more of the following means: general education classrooms, advanced programs, extra-curricular clubs and academic competitions, course acceleration, and/or partnerships with outside agencies.

Detailed information regarding Highly Capable Services can be found on the district website at www.fwps.org.

<http://www.k12.wa.us/Equity/CivilRights/default.aspx>