



Procedure for POLICY #2190P
Highly Capable Programs

Adopted – 06/2021

Last Revised – PCM: 06/2021, WSSDA: 08/2018

Prior Revised Dates – WSSDA: 04/2008, 12/2011, 09/2013, 06/2014

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.

Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present both in the general populace and 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 Pullman Community Montessori (PCM) school will employ the following procedures to refer, assess, and select students to participate in the program:

Referral

PCM accepts referrals based on data or evidence from teachers, other staff, parents, students, and members of the community. Persons referring a student for consideration for admission into the program will use PCM referral form.

Examples of data include, but are not limited to:

- MEFS (Minnesota Executive Functioning Scale), a nonverbal measure
- MAP Growth testing
- Rubric based assessments of student created projects
- Ratings and advancement in lessons via Transparent Classroom record keeping system
- Student Portfolios of Work
- End of Unit examinations including SBAC



Assessment

The school will obtain written or electronic parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable (HiCap) Program.

School practices for identifying the most highly capable students prioritize equitable identification of low-income students.

PCM will assess students identified using multiple objective criteria. PCM will base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities.

The assessment criterion consists of both qualitative and quantitative instruments and may include:

- *Teacher input and recommendation*
- *Minimum of five work samples in the relevant content area*
- *MEFS (Minnesota Executive Functioning Scale) measures*
- *MAP Growth testing results*
- *Rubric based assessments of Student created projects*
- *Ratings and advancement in lessons in the relevant content area via Transparent Classroom Record Keeping System*
- *Student Portfolios of Work*

The following criteria will be followed when creating PCM's HiCap Plan identification protocols and processes:

- a) Schools must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;
- b) The school must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the school will not use local norms as a more restrictive criterion than national norms at the same percentile.
- c) The school will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the school may use these data points alongside other criteria during selection to support identification; and
- d) To the extent practicable, the school must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the school must use a nonverbal screening and assessment.
- e) The school will record test results in the student's cumulative file.

Selection

A multi-disciplinary Selection Committee will be composed of the Head of School and the Director of Academic Programs, the SPED teacher and additional professionals which PCM deems appropriate, as



well as the teachers within and above the grade level. The Selection Committee will review data that has been collected for each of the referred students.

The 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 school's program.

A single assessment score or indicator will not prevent a student's selection for the HiCap Program; 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 school personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The school will:

1. Notify parents of the students 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 school's program, and the options that are available to identified students.
2. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

Process for Appeal

Parents/legal guardians have the right to appeal the Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeal form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

Parents/legal guardians must submit the appeal request and supporting evidence to the Head of School or Designee electronically or in hard copy form. Lsullivan@myPCM.org or Pullman Community Montessori, 115 NW State Street STE 212, Pullman WA 99163. Submittals must be shared within ten (10) school days of the Selection Committee's decision notification.

PCM's Selection Committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the Selection Committee may include:

- Upholding the original decision of the Selection Committee;



- Reversing the original decision of the Selection Committee;

The Selection Committee will make a decision within ten (10) school days after receipt of written request for reconsideration and will notify the parent/legal guardian of the decision in writing. The decision of the Appeals Committee is the final decision.

Exit Process

Upon the request of a teacher or a highly capable program administrator, PCM may initiate the exit process for students who no longer demonstrate a need for HiCap program services. The Selection Committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The Selection Committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the Selection Committee determines that the student no longer qualifies for highly capable program services, it may recommend that the student be exited from the program. PCM will notify the parent in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request to withdraw the student from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the HiCap Program Coordinator to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, PCM will exit the student from the program. The Selection Committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

PCM will make a variety of appropriate program services available to students who participate in the program. Once services are started, PCM will provide a continuum of services to identified students in grades K-9. PCM will keep on file a description of the educational programs provided for identified students. PCM reviews services semi-weekly for each student to ensure that the services are appropriate.

PCM will offer highly capable students the following programs may include one or more of the following:

- Weekly Targeted Planning and Learning Time in which enhanced lessons and learning experiences are implemented to meet student's needs, including incorporating the NAGC Gifted Program Standards
- Accelerated learning opportunities in higher grade bands when available
- Academic grouping arrangements that provide intellectual peer and interest group interaction

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the school's student information system for the end-of-year reporting activities.



166 The Head of School or designee will provide an end-of-the-year report to the Office of Superintendent
167 of Public Instruction (OSPI) that includes

- 168 • Number of students served by grade level K-12
- 169 • Student demographic information
- 170 • Data to determine if students who are highly capable met the goals set and if the programs
171 provided met the academic needs of these students;
- 172 • Number and content of professional development activities provided for special teachers and
173 general education staff; and
- 174 • Program evaluation data and, if needed, program changes that will be made based upon this
175 information.

176

177 Each June, the Administrative Team and Lead Teachers will evaluate the data of students in the Highly
178 Capable Program to ensure that each student is making growth. Data that the team will consider
179 includes, but is not limited to:

- 180 • SBAC results
- 181 • MAP Growth results
- 182 • Student work samples
- 183 • MEFS Growth results

184

185

186 **Legal References:** NA

187

188 **Cross References:** NA