**Procedure for POLICY #2190P**

**Highly Capable Programs**

**Adopted** – 11/2023

**Last Revised** – PCM: 11/2023, 06/2021, WSSDA: 08/2018

**Prior Revised Dates** – WSSDA: 04/2008, 12/2011, 09/2013, 06/2014, 06/2021, 07/2023, 11/2023

**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 find students who may qualify for potential placement in the program:

**Referral**  
PCM will conduct universal screenings at two elementary grade levels to find students who may qualify for potential highly capable program placement. Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community.

**Screening**  
The school will select a grade level to implement universal screening procedures for each student. Universal screening must occur once in or before second grade, and again in or before leaving elementary, either fifth or sixth grade. The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening may need further assessment to determine whether the student is eligible for placement in a program for highly capable students. The School will consider at least two student data points during universal screening, which may include previously administered objective standardized, classroom-based performance, cognitive, or achievement assessments, or research-based behavior ratings scales.

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 additional assessments to determine eligibility for participation in its Highly Capable (HiCap) Program.

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

PCM will assess students identified for further consideration through the universal screening process using multiple objective criteria. PCM must base the assessment process upon a review of each student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each student's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative *(LEA may select one or both)* instruments and may include:

* *Teacher observation*
* *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 school must have identification procedures for their highly capable programs that are clearly stated and implemented by the school using the following criteria:

1. The school must use multiple objective criteria to identify students who are determined to need services. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;
2. 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.
3. 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
4. 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.

The school will record test results in the student's cumulative file.

Any screenings or additional assessments will be conducted within the school day and at the school the student attends. On a case-by-case basis and with the consent of the parent or guardian, the School may offer student screenings or additional assessment opportunities during the summer, outside of school hours, or at an alternative site.

**Selection**

A multi-disciplinary selection committee will be composed of the Head of School and the Director of Academic Programs, the SPED teacher and/or other individual who can interpret cognitive and achievement test results, 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 multi-disciplinary selection committee is composed of: a special teacher (however, if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the School's highly capable program; and additional professionals if any, that the school deems desirable.

The multi-disciplinary selection committee will evaluate the results of the universal screening, any further individual student assessment, and any available School data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student requires accelerated learning and enhanced instruction; and
2. Evidence of clear need for highly capable services.

​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 tests 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 multi-disciplinary selection committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals 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 multi-disciplinary selection committee's decision notification.

The school’s multi-disciplinary selection committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the multi-disciplinary selection committee may include:

* Upholding the original decision of the Selection Committee;
* Reversing the original decision of the Selection Committee;

The multi-disciplinary 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 appeals decision of the multi-disciplinary selection 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 multi-disciplinary selection committee will convene a meeting and invite parent/guardian to review the student’s profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multi-disciplinary selection committee may request additional evidence of student capabilities. If the 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. 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.

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

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

**Legal References:** NA

**Cross References:** NA