

## Highly Capable Program 2190P

In accordance with the philosophy to develop the special abilities of each student, the district shall offer appropriate instructional programs to meet the needs of highly capable students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

**Description:** The Davenport School District Highly Capable Program is prescribed on a case by case basis. Programming may include, but not be limited to:

- A. Differentiated instruction
- B. Single subject acceleration
- C. Enrichment opportunities (i.e. Math is Cool, Math Olympiad, AMC testing, Whitworth Writer's Rally, Knowledge Bowl, Swing Choir)
- D. Independent study (i.e. Odysseyware, PASS courses)
- E. AP Courses

## Nomination, Assessment, Selection, Appeal and Exit Procedures

### I. Nominating Process

There are two primary sources to provide parents and students with information regarding the Highly Capable Program open nomination period.

- A notice will be placed in the District Newsletter.
- Information regarding the Highly Capable Program is posted on our district website.

Nomination forms will be available to teachers, other staff members, parents, students, and members of the community that feel they have data and/or evidence to refer a student for the Highly Capable program. Application forms are available in the Davenport School District Office.

Transfer students who have been served in another district's HCP will need to be nominated for participation in the DSD Highly Capable Program and assessed by the District for potential admission to the program.

## II. Assessment Tools

Part of the district's nomination procedure will be to obtain written parental permission to conduct assessments to determine eligibility for participation in the Highly Capable program.

The Davenport School District uses a variety of measurements to qualify a student's participation in the Highly Capable Program. These consist of both qualitative and quantitative measures and may include:

- MSP/MAP data
- Classroom Grades
- Teacher/Parent Recommendation Forms
- CoGAT 7 Screener
- Renzulli Scales

## III. Selection Process

- A multi-disciplinary selection committee consisting of the building principal, the student's previous year teacher, and as needed the school counselor and/or school psychologist participate in the selection process. The District level coordinator who oversees the Highly Capable Program approves the list of recommended students for participation in the Highly Capable Program.
- The multi-disciplinary selection committee will evaluate individual student assessment profile data. The selection decision is based on:
  - A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
  - Evidence of clear need for highly capable services; and
  - Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. 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.

The district will:

- Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process, and explanation of the procedure to exit a student from the program, the information on the district's program and the options that are available to identified students.
- Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
- Conduct an annual parent meeting to review each student's educational plan.

#### **IV. Appeal Process**

- Shortly after the nomination period, students and parents are notified whether their child did/did not qualify for participation in the Highly Capable Program. Parents may appeal this decision by completing the Highly Capable Program Appeal Form along with prescribed supporting documentation.
- The Highly Capable Appeals Committee will consider all information the parent believes was not representative of the student's skills, knowledge, or ability. The student's classroom teacher(s) may be asked to provide additional information.
- All appeals must be in writing and received by the Highly Capable Program Coordinator on or before the specified deadline each year.
- The decision of the Appeals Committee may be appealed in writing to the Superintendent within ten (10) working days of receipt of the decision of the Appeals Committee.
- The Superintendent shall review the appeal and notify the parent of his/her decision in writing.
- The decision of the Superintendent shall be final.

#### **V. Exit Process**

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. The Multi-Disciplinary 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 committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determined that the student no longer qualifies for highly capable program services, it may be recommended that the student be exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

#### **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-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services yearly for each student to ensure that the services are appropriate.

## Reporting

Identified students will be assigned the appropriate CEDARS gifted value(s) in the district's student information system for end-of-year reporting activities. The Highly Capable Program Coordinator will provide an end-of-year report to the Office of the Superintendent of Public Instruction which 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,
- Program evaluation data and, if needed, program changes that will be made based up this information, and
- Final fiscal report that reports on activities and staff funded by this program.