

HIGHLY CAPABLE STUDENTS

A. Bainbridge Island School District Highly Capable Definition

Highly capable students (“HC Students”) are students who perform or show potential for performing at significantly advanced academic levels when compared to others of the same 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 population, but are present within protected classes.

HC Students 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/or focus.

B. Highly Capable Program (the “Program”) Eligibility

Students currently enrolled in the Bainbridge Island School District (the “District”) are eligible for testing during the pre-determined testing windows for participation in the Program.

C. Nomination and Screening

The District will make information available on its website to educators and parents/legal guardians on how to recognize attributes of HC Students, as well as information regarding the assessment, selection and placement process.

In the District, nominations are accepted based on data or evidence from teachers, other staff, parents, legal guardians, students, and members of the community. Nominators will use the District’s nomination form to refer a student to be considered for admission to the Program. The nomination forms are available on the District’s website (www.bisd303.org).

Nomination timelines will be posted on the District and individual school websites, listed in school publications, and announced in local media.

The District will screen each nominee to identify those who qualify for further assessment.

D. Assessment, Selection, and Placement

1. Assessment Criteria

The District will obtain written parental/legal guardian permission prior to conducting assessments to determine eligibility for participation in the Program. Nominees selected for further testing through the screening process will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criteria consist of both qualitative and quantitative instruments.

Test results will be recorded in the student's cumulative file.

2. Selection

The multi-disciplinary selection committee (the "Committee") for the final selection of the HC Students for participation in the Program shall consist of the following professionals: a special teacher (as defined in the Washington Code) (provided, that 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 certificated coordinator or administrator with responsibility for the supervision of the Program, and additional professionals, if any, that the District deems desirable.

The Committee will select students for inclusion in the Program by evaluating individual student assessment profile data. The selection decision shall be 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 Program.

A single assessment score or indicator will not necessarily prevent a student's selection for the Program; however, individual pieces of evidence, if strong enough, may indicate that a particular student would benefit from the Program and be the

basis for inclusion. If properly validated tests are not available, the professional judgment of the Committee shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

The District will:

- a. Notify parents/legal guardians of students who have been selected for inclusion in the Program. Parents/legal guardians will receive a full explanation of the procedures for identification, an explanation of the appeal process, an explanation of the procedures to exit a student from the Program, information on the Program and the options that are available to identified HC Students;
- b. Obtain parent/legal guardian permission to place each identified HC Student in the Program before any special services and programs are provided to such student;
- c. Schedule a meeting for the parents/legal guardians of HC Students; and
- d. Conduct an annual parent/legal guardian meeting to review each student who participates in the Program's (each, a "Program Student") education plan.
- e. Notify parents/legal guardians of those students who were nominated, but not selected, of such selection determination and provide information regarding the appeals process.

E. Appeals Process

If parents/legal guardians disagree with the placement decisions of the Committee, they will have the opportunity to appeal this decision utilizing the process outlined below.

Step 1:

Individuals appealing the Committee's decision must submit a letter requesting the review of the selection/placement decision to the Director of Instructional Support Services at 8489 Madison Avenue N.E. Bainbridge Island, WA 98110, within 15 school days of the mailing date of the Committee's decision. The written request must include reasons for the appeal and may provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities. The Committee will review the student's file, assessment profile data, and any additional evidence provided in the request for appeal. The Committee shall either uphold its initial determination or reverse such determination, in either case, providing notice thereof to the appellant within 15 school days of receipt of the appeal request.

Step 2:

The final decision of the Committee set forth in Step 1 may be appealed in writing to the Superintendent within 15 school days from the decision mailing date. The Superintendent

may overturn the final decision of the Committee based solely upon a finding of a failure to comply with the State and District mandated policy and procedures in the nomination, screening, assessment, and selection of HC Students. The Superintendent shall review the appeal and notify the appellant of his/her decision in writing within 15 school days of receipt of the appeal request.

F. Exit Process

An exit process may be initiated for any Program Student who no longer qualifies for Program services.

1. District-initiated Exit

A request for highly capable student identification and placement discontinuation may be made by a teacher, building administrator or the Program administrator. Promptly following any such request, the Committee will convene a meeting to review the Program Student's profile to determine if the student qualifies for Program services based on established assessment data and selection criteria. The Committee may request additional evidence of student capabilities (and/or need for continued participation in the Program). If the Committee determines that the Program Student no longer qualifies for Program services, it may be recommended that the student be exited from the Program. The parent/legal guardian will be notified in writing of the Committee's decision and of the appeals process.

2. Voluntary Exit

In addition to the foregoing, a parent/legal guardian may request that a Program Student be withdrawn from the Program, or a Program Student may voluntarily withdraw from the Program with appropriate parental/legal guardian permission. A meeting shall be convened by the Highly Capable Program Coordinator/director to discuss any such request. If the parent/legal guardian desires to withdraw a Program Student from the Program, the student will be exited from the program. The Committee will determine if the identification procedures are necessary for any student wishing to re-enter the Program in the future (subject to the terms of "Ongoing Participation" provided below).

G. Program Design

The District will make a variety of appropriate program services available to Program Students. Once services are started, a continuum of services will be provided to Program Students in grades K – 12. The District will keep on file a description of the educational programs provided for Program Students. The District will review services annually for each Program Student to ensure that services are appropriate.

Program services descriptions may be found on the District web site.

H. Ongoing Participation

Once a student meets the District's selection criteria, participates in the Program, and has not exited the Program, the student is eligible to continue as a Program Student in subsequent grades.. If it is determined that the student's needs for highly capable services are not being met, or that the student no longer needs highly capable services, the District shall confer with the student's parent/legal guardian regarding the best placement for that student. The District reserves the right to review the student's placement in the Program.

I. Military Children

Children of military families will be placed in the Program subject to BISD Procedure 2100P.

J. Reporting

The District superintendent or his/her designee will provide an end-of-the-year report to the Office of the Superintendent of Public Instruction (OSPI) which includes:

- a. Number of students served by grade level K-12;
- b. Student demographic information;
- c. Data to determine if the Program Students met the goals set and if the Program met the academic needs of these students;
- d. Number and content of professional development activities provided for special teachers and general education staff;
- e. Program evaluation data and, if needed, Program changes that will be made based upon this information; and
- f. Final fiscal report that reports on activities and staff funded by the Program.

The foregoing reporting shall be made available to the public.