



# Royal School District No. 160

901 ALHERS ROAD + PO BOX 486  
ROYAL CITY, WA + 99357

P: 509.346.2222 + F: 509.346.8746

[WWW.ROYALSD.ORG](http://WWW.ROYALSD.ORG)

## Introduction

Royal School District is committed to providing highly capable students with educational opportunities which take into account such student's unique needs and capabilities. The district will make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services will be provided to the students from kindergarten to twelfth grade.

## Purpose

The purpose of this plan is to establish and fulfill policies and procedures for the administration of programs for the education of the K-12 students who are identified as highly capable.

## Funding

According to WAC 392-170-012, for highly capable students, access to accelerated learning and enhanced instruction is considered access to a basic education. School districts may access basic education allotment to help fund the highly capable program along with highly capable categorical funds. The legislature allocates funding based on 2.314 percent of each school district's population.

## Highly Capable Program Guidelines

Royal School District, in conjunction with administrators and teacher leaders from each building, have developed programs in each of the buildings that provides enhanced instruction and accelerated learning for the identified highly capable students within each building/grade.

### ***Definition of Highly Capable Students:***

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others 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. According to 28A.640 and 28A.642 RCW, these students are present not only in the general population of Royal School District, but are present within all protected classes as well.

### ***Learning Characteristics of Highly Capable Students: (WAC 392-170-036)***

The term learning characteristics means that students who are highly capable may possess, but are not limited to, the learning characteristics described below:

- ✚ Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer the new learning to new situations.
- ✚ Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers.
- ✚ Creative ability to make unusual connections among ideas and concepts.
- ✚ Ability to learn quickly in their area(s) of intellectual strength.
- ✚ Capacity for intense concentration and/or focus.

***Anticipated Number of Highly Capable Students K-12:***

Royal School District cannot predict precisely the number of highly capable students for each grade every year, however in reviewing the past three years of identified student data, there has been approximately three to four identified highly capable students per grade level. As per program requirements, once a student is identified as highly capable, the student will remain a highly capable student until upon graduation from high school.

***Nomination/Referral of Highly Capable Students:*** (WAC 392-170-042 & WAC 392-170-045)

Royal School District provides annual public notification to parents, staff, students, and community before any major identification activity. Usually public notification occurs in the spring of each school year. The notice is published/announced in multiple ways and in appropriate languages for our community. Notification may be in school and district publications or other media, with circulation adequate to notify parents, staff, students, and community throughout the district.

When considering a student for referral, Royal School District thinks of Highly Capable student’s intellectual/creative abilities in terms of *comparatively rare*, *considerably early*, and *significantly more advanced*. The Highly Capable Multidisciplinary Team looks at state assessment scores and MAP scores of the referred students. Scores need to be in the 95<sup>th</sup> percentile in one area or 90<sup>th</sup> percentile in two areas (i.e. Mathematics and Reading). The National Percentile Ranking is used for scoring on MAP tests.

The nominating person or parent/legal guardian of referred students, are informed of the district’s Highly Capable Program and how it could benefit their student if the initial testing proves them to be eligible. If the parent/legal guardian is still interested in the program, the team gives the parent/legal guardian a packet that contains checklists of creative and behavioral traits. The parent/legal guardian completes the checklists and returns the packet to their students building.

The referred student’s homeroom teacher completes the Teacher Referral Form. Additionally, if the homeroom teacher has test scores or products that may deem a student as gifted, they are encouraged to add this data to the referral forms.

If the referred student has a combined score of 80% on the parent and teacher referral packets, including the state assessment scores and MAP scores, the student will be tested.

Referred students will be tested in the fall of each school year by the District Psychologist or designee.

***Parental/Legal Guardian Permission: (WAC 392-170-047)***

Parental permission must be obtained in writing before:

1. Conducting assessment(s) to determine eligibility for participation in programs for the highly capable students.
2. Placement in the district's highly capable program before any special services and programs are started for an identified highly capable student.

The parental permission notice will include:

- a) A full explanation of the procedures for identification of a student for entrance into the highly capable program;
- b) An explanation of the appeal's process;
- c) An explanation of the procedures to exit a student from the program, and
- d) Information on the district's program and the options that will be available to the identified highly capable students.

***Assessment Process for Selection as a Highly Capable Student: (WAC 392-170-055)***

The District Psychologist will administer the Cognitive Abilities Test (CogAT). Testing will be administered in 30-45 minute sessions. The entire test may take 2-3 hours to complete. As per testing requirements, a student may be assessed with the Cognitive Abilities Test (CogAT) two out of three years this program is available to students within the district. The District Psychologist will contact the appropriate teachers to set up a testing schedule for referred students.

Parents will be notified if their student is or is not eligible for the Highly Capable Program. The results will be mailed to the parents of the tested students.

The data used to determine student eligibility are:

- ✚ Scores from the Cognitive Abilities Test and MAP tests; Parent and Teacher Referral Checklists for creativity and behavioral characteristics, and other test scores supporting ability.
- ✚ The students must have an average of 90% or better to qualify on the Cognitive Abilities Test.

***Nondiscrimination in the Use of Tests: (WAC 392-170-060)***

Royal School District shall be certain that all tests and evaluation materials used in the assessment have been validated for the specific purpose for which they are used and will accurately reflect whatever factors the tests purports to measure. If properly validated tests are not available, the professional judgment of the Highly Capable Multidisciplinary Team or other qualified district personnel may determine eligibility of the student. These decisions are based upon evidence of cognitive ability and/or academic achievement. This professional judgment will be documented in writing and placed in the student's file.

***Description of the Highly Capable Multidisciplinary Team:*** (WAC 392-170-070)

Royal School District's Highly Capable Multidisciplinary Team will convene for various reasons, not limited to:

1. Final selection of the most highly capable students for participation in the district's program.
2. Consider parental requests to have their student opt out of the highly capable program or to waive the program for a designated amount of time.
3. Convene to evaluate program goals and achievement.
4. Address issues from parents/legal guardians, staff, students or community members that relates to the district's highly capable program.

The following professionals will be a part of the Highly Capable Multidisciplinary Team:

- a) Highly Capable Teachers
- b) The District Psychologist
- c) The supervisor of the Highly Capable Program
- d) Building Principal(s)
- e) Parent(s)

***Selection of the Most Highly Capable:*** (WAC 392-170-075)

The Royal School District's Board of Directors will adopt the policies and procedures for the selection of the most highly capable students by the Highly Capable Multidisciplinary Team.

Such policies and selection procedures:

1. Shall not violate federal and state civil rights laws.
2. Will be based on professional judgment as to which students will benefit the most from inclusion into the district's Highly Capable Program.
3. Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055 and other data collected in the assessment process.

***Process for Appeal:*** (WAC 392-170-076)

According to WAC 392-170-076, Royal School District is directed to develop a procedure for appealing the Highly Capable Multidisciplinary Team's decision(s). In addition this procedure needs to be disseminated to the public. Royal School District provides each parent/guardian who has their student tested for the district's Highly Capable Program with a copy of the Appeals Process. (See Appendix G for a copy of the Appeals Process.)

***Program Services:*** (WAC 392-170-078)

Royal School District will make a variety of appropriate programs services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services will be provided to the student from grades kindergarten through twelfth grade. Royal School District and the Highly Capable Multidisciplinary Team will periodically review services for each student to ensure that the services are appropriate.

***Educational Programming for Highly Capable Students:*** (WAC 392-170-080)

Each student identified as a highly capable will be provided educational opportunities which take into account such student's unique needs and capabilities. Such programs will recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Royal School District will keep on file a description of the educational provided for the students selected and review services yearly for each student to ensure that the services are appropriate.

## **Highly Capable Programs by Building**

### **Red Rock Program Elementary and Royal Intermediate School**

Red Rock Elementary School's Highly Capable Program is currently based on differentiated instruction for the individual student needs in the classroom. Each Highly Capable student will have an individual plan created for them that their teacher(s) may use to help them individualize for that student. This can look different for each teacher or subject. We also may provide some of the following resources and programs in addition to the differentiated instruction:

- Small Groups- One example is our Great Books program in which students utilize higher order thinking and questioning skills for reading.
- Academic Competitions- Math Is Cool competitions
- Before or After School Enrichments
- Enrichment Instruction During the School Day- Math and Literacy Enrichment Groups

### **Royal Middle School**

Royal Middle School's Highly Capable Program is currently based on differentiated instruction for the individual student needs in the classroom. Each Highly Capable student will have an individual plan created for them that their teacher(s) may use to help them individualize for that student. This can look different for each teacher or subject. We also may provide some of the following resources and programs in addition to the differentiated instruction:

- Honors English Program- The standards and expectations for the Honors English Program is considered more rigorous than those of the core English class.
- Individualized Exploratory Class- Students are offered the opportunity to explore a subject of interest in a deep thoughtful manner while seeking answers to questions.
- Math Enrichment- Students who have demonstrated accelerated skills in math may be offered advanced math classes, generally high school level.

### **Royal High School**

Royal High School's Highly Capable Program acknowledges the gifted students needs while progressing through classes and credits. Below are some are some of the available resources and classes:

- College in the Classroom- College courses are taught in the high school and students receive college credit.
- AP Courses- Students are offered rigorous and challenging curriculum in US History and Calculus.
- STEM Courses- Students are offered classes in the fundamentals of engineering incorporating rigorous science, technology, engineering and math tools.

# Appendices

# Appendix A

## Highly Capable Referral Process

Referrals may come from any source; classroom teachers, other staff, parents, students, or other members in the community.

When considering a student for referral, we think in terms of: **comparatively rare, considerably early and significantly more advanced.**

The referral team looks at MSP test scores and MAP scores of referred students. **Scores need to be in the 95<sup>th</sup> percentile in one area or 90<sup>th</sup> percentile on two areas.** The National Percentile Ranking is used on the MAP tests.

Nominating person or parent/legal guardian of referred students are informed of the program and how it could benefit their student if the testing proves them eligible. If the parent is still interested in the program, the referral team gives the parent a packet that has them identify creative and behavioral traits that their students display.

The referred student's homeroom teacher fills out the Teacher Referral Form. In addition, if the homeroom teacher has additional test scores that may deem a student gifted they are encouraged to add this data to the referral form.

If the referred student has a combined score of 80% on the parent and teacher referral packets including the MSP test scores and MAP scores, the student will be tested. A parent permission form must be signed by the parents before any testing is administered.

Referred students will be tested in the fall.

The school psychologist will administer the Cognitive Abilities Test (CogAT). Testing will be in a 30-45 minute sessions. The entire test may take 2-3 hours. As per testing requirements, a student may be assessed with this **test 2 out of 3** years this the program is available to students. The school psychologist will contact the appropriate teachers to set up a testing schedule for referred students.

Parents will be notified if their student is or is not eligible for the Highly Capable Program. The results will be mailed to the parents of the tested students.



Data Used to Determine Student Eligibility:

- Scores from the CogAT and MAP test, Parent and Teacher Referral Packets for creativity and behavioral characteristics, and other test scores supporting ability.
- Students must have an average of 90% or better to qualify for the Cognitive Abilities Test.

Questions may be directed to:

Lesa Buster  
School Psychologist  
509-346-2206

[lbuster@royal.wednet.edu](mailto:lbuster@royal.wednet.edu)

# Appendix B

## Referral and Selection

1. Referrals may come from any source: Classroom teachers, other staff, parents, students, or other members of the community.
2. What to look for: Some words to keep in mind when looking at your students are: *comparatively rare, considerably early and significantly more advanced.*
3. Look at MSP test scores and MAP scores. **Scores need to be in the 95<sup>th</sup> percentile in at least one area (math or reading); or 90<sup>th</sup> percentile in two areas.**
4. Talk to parents/legal guardians/ nominating person about referring the student.
5. If the parent/legal guardian is in agreement about referring the student, send home the Parent Checklist Form and packet. The forms are located in Red Rock Elementary School's Office or Lesa Buster, School Psychologist's office.
6. Teachers of referred students need to fill out the Teacher Referral Form and the Gifted Rating Scale.
7. **If you have any other test scores that would help determine if the child is gifted, please copy them and put with your checklist.**
8. Students will be tested in the fall of each year.
9. If the student scored above an 80% combined on the parent and teacher checklists, the student will be tested.
10. Lesa Buster, School Psychologist will administer the Cognitive Abilities Test (CogAT). Testing will take approximately 30-45 minute per sessions for a total of 2 to 3 hours of testing. The School Psychologist will contact appropriate teachers to set up testing schedule. As per testing requirements, a student will be assessed with this test **2 out of the 3 years** this program is available to students at the elementary school.
11. Parents will be notified of the results by mail for classes in the fall.

### Data used to determine if a student qualifies:

- Scores from CogAT, MSP test scores and MAP tests, Parent and Teacher Checklists for Creativity and other test scores supporting ability.

## Appendix C

### **NOMINATION FORM FOR CURRENT ROYAL SCHOOL DISTRICT STUDENTS SCHOOL YEAR:**

*\*Nominations May Come From Any Source\**

Provide the following information:

STUDENT'S NAME: \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE \_\_\_\_\_

NAME OF PARENT(S): \_\_\_\_\_

HOME TELEPHONE: \_\_\_\_\_

CURRENT GRADE: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

1. I understand that my signature gives permission for representatives of the Royal School District to test my child for academic aptitude. All tests and information will be shared with me and will be for the confidential use of the Royal School District.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

2. PLEASE MAIL OR FAX THIS FORM TO:

David Andra  
Royal School District  
901 Ahlers Road  
Royal City WA 99357

Phone: 509-346-2222  
Fax: 509-346-8746

# Appendix D

## **Assessment and Placement Permission Form**

Dear Parents/Guardians

Your student has been nominated to be a part of the Highly Capable Program. The goal of the Highly Capable Program is to provide additional content enrichment for your student. These activities expand on students' learning in ways that differ from the methods used during the school day. They are often interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge.

Royal School District will need to conduct assessments in order to place your student into the program. The identification process includes the use of MAP reading and math scores and NWEA reading and math scores. In order for your student to be considered, he/she must have scores in the 95<sup>th</sup> percentile in at least one area (math or reading); or 90<sup>th</sup> percentile in two areas. In addition, the student must score above a combined 80% on the parent and teacher checklists.

As part of the process for identifying children for the program, you will need to fill out and return the attached Parent Evaluation paper to your child's classroom teacher.

Information obtained from the Teacher and Parent Evaluations will be used to screen students for eligibility. Students who do not meet the scoring criteria on the Teacher and Parent Evaluations will not be assessed further.

Please return this form to your child's classroom teacher by \_\_\_\_\_. Testing for qualified students will take place on \_\_\_\_\_.

Please sign here if you give permission for **Highly Capable Program testing:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

If you have any questions or concerns do not hesitate to contact the Highly Capable Program Director at 509-346-2222 or the District School Psychologist at 509-346-2206.

# Appendix E

## Parent/Legal Guardian Placement Permission

Dear Parents/Guardians:

Your student has been nominated to be a part of the Highly Capable Program. The goal of the Highly Capable Program is to provide additional content enrichment for your student. These activities expand on students' learning in ways that differ from the methods used during the school day. They are often interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun not only for the student, but they also impart knowledge.

Royal School District will need to conduct assessments in order to place your student into the program. The identification process includes the use of MSP reading and math scores and NWEA reading and math scores. In order for your student to be considered, he/she must have scores in the 95<sup>th</sup> percentile in at least one area (math or reading); or 90<sup>th</sup> percentile in two areas. In addition, the student must score above an 80% combined on the parent and teacher checklists.

By signing below, the parent/legal guardian gives permission to **place their student in the district's Highly Capable Program before any special services and programs are started for the identified highly capable student.**

### Appeals Process:

The following appeals process will be used for parents/guardians and/or students who are not satisfied with the selection process.

A letter of appeal clearly outlining the rationale for the request shall be submitted to the Highly Capable Director by the parent/guardian and/or student within fourteen (14) days of receipt of the appeal. The letter of appeal should include the following information: supporting details for evidence of outstanding abilities for the student; inclusion of additional data; samples of work; or letters of recommendation from district staff.

Letter of appeal and supporting evidence will be reviewed by the Highly Capable Appeals Committee consisting of a classroom teacher, an administrator, a psychologist or counselor, and other professionals the District chooses to place on the committee. The committee will determine the appropriate action from the list below:

- Continued denial for entry into program based on all the data and materials
- Request for further testing prior to final decision (elementary students only)
- Request for further information and/or data prior to final decision
- Change status to qualified

The decision will be made based on the evidence presented and consensus of the group. A parent/guardian and/or student wishing to appeal the decision of the Highly Capable Appeals Committee will submit a written request within fourteen (14) days of the Highly Capable Appeals Committee decision. The superintendent shall make the final decision regarding the appeal.

### **Student Exit Procedures**

Identified Highly Capable students who wish to exit the program will need to:

Contact the student's Highly Capable Teacher. Parents will verify their wish to exit their child from the program.

- Highly Capable Teacher will inform the Program Supervisor and School Psychologist of the exit plans.
- Parents may conference with the Program Supervisor and School Psychologist.
- Parents will complete Highly Capable Program Exit Form and return it to the Highly Capable Teacher. Parents can obtain this form from the Highly Capable Teacher; the School Psychologist; or the Program Supervisor.

### **Description of Programs:**

#### RED ROCK ELEMENTARY:

- Small Groups- One example is our Great Books program in which students utilize higher order thinking and questioning skills for reading.
- Academic Competitions- Math Is Cool competitions
- Before or After School Enrichments
- Enrichment Instruction During the School Day- Math and Literacy Enrichment Groups

#### ROYAL MIDDLE SCHOOL:

- Honors English Program- The standard for this Honors class is a step above those of the core English class.
- Individualized Exploratory Class- Students are offered the opportunity to explore a subject of interest in a deep thoughtful manner while seeking answers to questions.
- Math Enrichment- Students who have demonstrated accelerated skills in math may be offered advanced math classes, generally high school level.

#### ROYAL HIGH SCHOOL:

- College in the Classroom- College courses are taught in the high school and students receive college credit.
- AP Courses- Students are offered rigorous and challenging curriculum in US History and Calculus.

- STEM Courses- Students are offered classes in the fundamentals of engineering incorporating rigorous science, technology, engineering and math tools

Please sign here if you give permission for **placement in the Highly Capable Program:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

If you have any questions or concerns do not hesitate to contact the Highly Capable Program Director:

David Andra

Program Director

509-346-2222

dandra@royalsd.org

**Appendix F**  
ROYAL SCHOOL DISTRICT  
HIGHLY CAPABLE PROGRAM  
SCHOOL YEAR: \_\_\_\_\_  
**Assessment Permission Form**

Dear Parents/Guardians:

Your student has been nominated to be a part of the Highly Capable Program. The goal of the Highly Capable Program is to provide additional content enrichment for your student. These activities expand on students' learning in ways that differ from the methods used during the school day. They are often interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge.

Royal School District will need to conduct assessments in order to place your student into the program. The identification process includes the use of MAP reading and math scores and NWEA reading and math scores. In order for your student to be considered, he/she must have scores in the 95<sup>th</sup> percentile in at least one area (math or reading); or 90<sup>th</sup> percentile in two areas. In addition, the student must score above a combined 80% on the parent and teacher checklists.

If your student meets the above assessment scores, they will be tested with the Cognitive Abilities Test or CogAT. This test is administered in 30 – 45 minutes sessions. The entire test will take between 2-3 hours. By signing below, you are giving permission for Royal School District to assess your student. Please know that these tests and evaluation materials that have been validated for the specific purpose for which they are used and will accurately reflect factors the tests purport to measure.

If a parent/guardian chooses to appeal a decision regarding placement, they will need to review the attached Program Appeals Process. There are specific steps that need to be followed if you disagree your student's placement in the Highly Capable Program.

Please sign here if you give permission for **Highly Capable Program testing**:

Name \_\_\_\_\_ Date \_\_\_\_\_

**If you have any questions or concerns do not hesitate to contact the Highly Capable Program Director at:**

David Andra  
Program Director  
509-346-2222  
dandra@royalsd.org



# Appendix G

## ROYAL SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM

SCHOOL YEAR: \_\_\_\_\_

### APPEALS PROCESS

Appeals regarding assessment, selection, retention and placement will be made to the Highly Capable Appeals Committee consisting of a classroom teacher, an administrator, a psychologist, counselor and other professionals the district chooses to place on the committee. A parent/guardian/student wishing to appeal programs decisions will need to submit a request in writing to the Highly Capable Director. The Highly Capable Appeals Committee will meet as needed to review written appeals. The Highly Capable Appeals Committee will make final decisions regarding appeals.

#### **APPEALS PROCESS:**

The following appeals process will be used for parents/guardians/students who are not satisfied with the selection process:

- 1) The parent/guardian/student needs to request a conference to review the assessment results with either the teacher, psychologist, counselor or building administrator within 14 days of receiving the assessment results. If the parent/guardian/student are not satisfied by the results of the conference, they may:
- 2) Write a letter of appeal that clearly outlining the rationale for the request.
- 3) Submit the letter of appeal within 14 days of conferencing with either the teacher, psychologist, counselor, or building administrator to the Highly Capable Program Director.
- 4) The letter of appeal should include the following information:
  - Supporting details for evidence of outstanding abilities of the student,
  - Inclusion of additional data,
  - Samples of work, or
  - Letters of recommendation from district staff.

- 5) The Highly Capable Appeals Committee will review the appeal. The committee will determine the appropriate action from the list below:
  - Continued denial for entry into the program based on data presented.
  - Request further testing prior to final decision.
  - Change of status to qualify.
- 6) The decision made by the Highly Capable Appeals Committee will be based on the evidence presented and the consensus of the group.
- 7) Written notification of the decision will be mailed to the parent/guardian/student who submitted the appeal within 14 days of the consensus decision made by the Highly Capable Appeals Committee.

Should you have any questions or concerns please refer them to the Highly Capable Program Director at:

David Andra  
Program Director  
509-346-2222  
dandra@royalsd.org

# Appendix H

ROYAL SCHOOL DISTRICT  
HIGHLY CAPABLE PROGRAM  
SCHOOL YEAR: \_\_\_\_\_

## **ROYAL SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM EXIT FORM**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Date of Exit \_\_\_\_\_

I, \_\_\_\_\_ verify that I have requested that my student,  
\_\_\_\_\_ be exited from the current Highly Capable  
Program. I acknowledge that the Program Supervisor and School Psychologist  
will be notified of this exit. I understand that I may conference with the Program  
Supervisor and School Psychologist before exiting my student. I further understand  
that my student may participate in the Highly Capable Program at a future date.

Parent Signature (Printed) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

# Appendix I

ROYAL SCHOOL DISTRICT  
HIGHLY CAPABLE PROGRAM  
SCHOOL YEAR: \_\_\_\_\_

## **STUDENT PERFORMANCE EXPECTATIONS**

Students continuing in programs for highly capable students will demonstrate these performance expectations:

- Student work exceeds mainstream grade level standards.
- Teacher assessment indicates student performance exceeds grade level content standards
- Student work exhibits four dimensions of rigor (deeper, broader, faster, further), including products/performances above grade level.
- Student maintains strong work ethic and high level of task completion.
- Student demonstrates exemplary performance on state and district assessments.

Annual review will be conducted for all students selected for inclusion into programs. For students not meeting performance expectations, students and their parents/guardians will be notified by the program teacher when assessment of performance falls below the performance expectations listed above. A meeting to discuss plans for student support will occur within thirty (30) days of the parent/guardian notification.

At that meeting, a written plan of improvement will be created that includes strategies for support mutually developed and reviewed with parent/guardians and instructional staff.

The plan will be reviewed at the next semester (secondary)/trimester (elementary) following its development to assess student progress. Should the student demonstrate program performance expectations, he or she will continue in the assigned placement. Should the student fail to make improvements in the identified areas of the plan, future options and exit criteria will be discussed with the parent/guardian.

Please direct questions and concerns to the Highly Capable Program Director at:

David Andra  
Program Director  
509-346-2222  
dandra@royalsd.org

# Appendix J

## ROYAL SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM

SCHOOL YEAR: \_\_\_\_\_

### PROGRAM PERMISSION FORM

Dear Parents/Guardians:

Your student has been nominated to be a part of the Highly Capable Program. The goal of the Highly Capable Program is to provide additional content enrichment for your student. These activities expand on students' learning in ways that differ from the methods used during the school day. They are often interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. We are very excited that your student qualifies to be part of Royal School District's Highly Capable Program!

Because your student has been identified as a Highly Capable learner, they are eligible for coordinated services from now until they graduate from high school. There will be parent meetings at least 2 times per year to view your student's Learning Plan and assess their progress. In addition, you will be given copies of the district's Highly Capable Program's Appeals Process and Student Performance Expectations.

Please sign here if you give permission for **placement in the Highly Capable Program**:

Signature \_\_\_\_\_ Date \_\_\_\_\_

Don't hesitate to contact your student's principal or the Highly Capable Program Director if you have any questions or concerns:

#### Building Principal

Red Rock:	Theresa Eilers	509-246-2206	<a href="mailto:teilers@royalsd.org">teilers@royalsd.org</a>
Royal Intermediate School:	Linda Achondo	509-346-2226	<a href="mailto:lachondo@royalsd.org">lachondo@royalsd.org</a>
Royal Middle School:	Dave Jaderlund	509-346-2268	<a href="mailto:djaderlund@royalsd.org">djaderlund@royalsd.org</a>
Royal High School:	Rick Follett	509-346-2256	<a href="mailto:rfollett@royalsd.org">rfollett@royalsd.org</a>

#### Highly Capable Program Director

David Andra	509-346-2222	<a href="mailto:dandra@royalsd.org">dandra@royalsd.org</a>
-------------	--------------	--

