

PROPOSED REVISION



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INSTRUCTION

Highly Capable Programs

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. Acceleration of specific content to meet student learning needs;
- D. Development of a positive attitude toward self and others; and
- E. Development of originality and creativity.

Everett Public Schools shall provide a program for highly capable students at the elementary, middle, and high school levels.

- A. First through fifth grade students can be served in the general education classroom through individualization and differentiation by the classroom teacher in the Learning Enrichment Achievement Program (LEAP).
- B. The second through fifth grade self-contained program is a full-time experience which serves students in all academic areas.
- C. Students at the middle school level may participate in a voluntary program in which students self-select into an accelerated English/Language Arts sequence, as well as an advanced math sequence.
- D. At the high school level, the needs of highly capable students are met through programs such as Advanced Placement courses, College in the High School, Running Start, and other similar programs. Student schedules, course sequences and learning opportunities are individually tailored to meet the specific learning needs of each highly capable student.

The superintendent shall establish procedures consistent with state guidelines for implementing referral, universal screening **at two (2) grade levels**, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students ([RCW 28A.185.020](#)); use of **multiple objective criteria and multiple pathways** universal screening once in or before second grade, and again in or before sixth grade, for identification and placement decisions ([RCW 28A.185.030](#)); use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

End of Year Report

An end of year report on the district's highly capable program shall be submitted to the Office of the Superintendent of Public Instruction at the close of each fiscal year. ([WAC 392-170-090](#))

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Cross reference:	Procedure 2215P	Highly Capable Programs
Legal references:	RCW 28A.185.020	Equitable identification of low-income students—Not classified as individual entitlement
	RCW 28A.185.030	Programs—Authority of school districts—Selection of students—Equitable enrollment practices
	RCW 28A.300.770	Highly capable students—Identification procedures
	Chapter 392-170 WAC	Special service program—Highly capable students

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