

HIGHLY CAPABLE PROGRAM HANDBOOK



Woodland Public Schools

800 Second Street

Woodland, WA 98674

(360) 841-2700

Highly Capable Program Timeline for 2020 – 2021 School Year

Highly Capable Program referral window open for student in grades K – 12th	January 18 – February 1
CogAt screener	February 15 – 26
CogAt test permission forms due	March 5
CogAt testing	March 15 – 26
CogAt testing makeups	March 29 – April 2
Multidisciplinary Selection Team (MDST) meets to review data and testing results	April 22
Send notifications to parents of all Highly Capable nominated students	May 3
Appeal Window	May 24 – June 4
Multidisciplinary selection team meeting – review of appeals	June 7
Results of appeals process communicated to families	June 8
Schools notified of all newly qualified Highly Capable students	June 11

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A Primer on the Washington Administrative Codes (WACS)

Chapter 392-170

Code	Description
005 - Authority	The authority for this chapter is RCW 28A.150.290 , 28A.185.030, and 28A.185.050, which authorize the superintendent of public instruction to adopt rules and regulations for the administration of a program for highly capable students in kindergarten through twelfth grade, including the nomination, assessment, and selection of such students.
010 - Purpose	The purpose of this chapter is to establish policies and procedures for administration of programs for the education of K-12 students who are highly capable.
012 - Funds	For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.
020 – District plans for the district’s highly capable program.	Each district shall submit an annual plan for the district's highly capable program on forms provided by the superintendent of public instruction for approval.
025 – Board Approval	The district's plan for students who are highly capable shall be annually approved by formal action of the district's board of directors.
030 - Substance of annual school district plan.	The school district's annual plan shall contain the following: (1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level; (2) A description of the district's plan to identify students; (3) A description of the highly capable program goals; (4) A description of the services the highly capable program will offer; (5) A description of the instructional program the highly capable program will provide; (6) A description of ongoing professional development for educators of students who are highly capable and general education staff; (7) A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured; (8) A fiscal report; and (9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

<p>035 - Definition— Students who are highly capable.</p>	<p>As used in this chapter, 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. 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 populace, but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.</p>
<p>036 - Definition— Learning characteristics.</p>	<p>As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:</p> <ol style="list-style-type: none"> (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.
<p>038 - Definition— Special teacher</p>	<p>As used in this chapter, a special teacher is a teacher who has training, experience, advanced skills, and knowledge in the education of highly capable students. Areas of competence should include knowledge of the following: Identification procedures, academic, social and emotional characteristics, program design and delivery, instructional practices, student assessment, and program evaluation.</p>
<p>042 - Annual notification</p>	<p>Annual public notification of parents and students shall be made before any major identification activity. The notice shall be published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district.</p>
<p>045 - Nomination process for highly capable students.</p>	<p>Each school district shall adopt procedures for the nomination of students to participate in programs for highly capable students. Such procedures shall permit referrals based on data or evidence from teachers, other staff, parents, students, and members of the community.</p> <p>A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.</p>
<p>047 - Parental/legal guardian permission.</p>	<p>Parental permission shall be obtained in writing before:</p> <ol style="list-style-type: none"> (1) Conducting assessment(s) to determine eligibility for participation in programs for 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; <p>Parental permission notice shall include:</p>

	<p>(a) A full explanation of the procedures for identification of a student for entrance into the highly capable program;</p> <p>(b) An explanation of the appeal's process;</p> <p>(c) An explanation of the procedures to exit a student from the program; and</p> <p>(d) Information on the district's program and the options that will be available to identified students.</p>
055 - Assessment process for selection as highly capable student.	<p>1) Students nominated for selection as a highly capable student, unless eliminated through screening as provided in WAC 392-170-045, shall be assessed by qualified district personnel;</p> <p>(2) Districts shall use multiple objective criteria for identification of students who are among the most highly capable. There is no single prescribed method for identification of students among the most highly capable; and</p> <p>(3) Districts shall have a clearly defined and written assessment process.</p>
060 - Nondiscrimination in the use of tests.	<p>All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. 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. This professional judgment shall be documented in writing.</p>
070 - Multidisciplinary selection committee	<p>The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the district's program for highly capable students shall consist of the following professionals:</p> <p>(1) A special teacher: Provided, that if a special teacher is not available, a classroom teacher shall be appointed;</p> <p>(2) A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results;</p> <p>(3) A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students; and</p> <p>(4) Such additional professionals, if any, the district deems desirable.</p>
075 – Selection of most highly capable.	<p>Each school district's board of directors shall adopt policies and procedures for the selection of the most highly capable students by the multidisciplinary selection committee. Such policies and selection procedures:</p> <p>(1) Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW;</p> <p>(2) Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and</p> <p>(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.</p>

076 - Process for appeal.	Each district shall adopt a procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.
078 - Program services	Districts shall 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 shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.
080 - Educational program for highly capable students.	Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities. Such program shall 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. Districts shall keep on file a description of the educational programs provided for students selected.
087 - Program review and monitoring	In order to ensure that school districts are meeting the requirements of this chapter, the superintendent of public instruction shall monitor district programs no less than once every five years. Monitoring under this section may be conducted concurrently with other program reviews. The reviews shall monitor program components including: (1) The process used by the district to identify highly capable students; (2) Assessment data and other indicators to determine the degree to which districts are meeting the academic needs of identified students; and (3) Highly capable program expenditures.
090 - End of year report	Districts shall submit to the superintendent of public instruction at the close of each fiscal year an end of the year report on forms provided by the superintendent of public instruction which includes: (1) Number of students served by grade level (K-12); (2) Student demographic information; (3) 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; (4) Number and content of professional development activities provided for special teachers and general education staff; (5) Program evaluation data and, if needed, program changes that will be made based upon this information; and (6) Final fiscal report that reports on activities and staff funded by this program.
095 - District records	Districts shall keep such records as are necessary to demonstrate compliance with this chapter and shall make such records available to authorized state personnel.

CHAPTER 1:

Identification Process

Woodland School District Notification

The notification of the referral process for highly capable services as well as the referral packet is available in Spanish as well as English. Notification is published in school newsletters, on the district website, in the Highly Capable Services brochures available in all schools, and published in local newspapers. Anyone may refer a child for assessment.

Nomination Process

Nomination

Referrals are accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominators will use the district's nomination form to refer a student to be considered for admission in the program.

Nominations / Applications for Highly Capable Services must be received in the **Woodland Public Schools** in the Fall for secondary programs and elementary programs for all resident and new students.

Assessment Process

Assessment process or selection as highly capable student

- (1) Students nominated for selection as a highly capable student, unless eliminated through screening as provided in WAC 392-170-045, shall be assessed by qualified district personnel;
- (2) Schools shall use multiple objective criteria for identification of students who are among the most highly capable. There is no single prescribed method for identification of students among the most highly capable; and
- (3) The District shall have a clearly defined and written assessment process.

Nondiscrimination in the Use of Tests Process

Nondiscrimination in the use of tests

All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. 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 students' cognitive abilities and/or academic achievement. This professional judgment shall be documented in writing.

WAC 392-170-060

Selection Process

Highly Capable Program

Highly Capable Services are designed for students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Successful candidates are often independent learners who thrive on progressively challenging opportunities and utilize advanced problem-solving in-depth study and presentation of curriculum matched to their demonstrated skills and capabilities.

Students in Highly Capable Services shall receive appropriate curriculum and instruction to meet their academic needs.

Highly Capable Services Program Nomination and Assessment Process for Grades K-5

In order to enter the selection process for Highly Capable Services, the student must currently live in the **Woodland School District** boundaries. A Highly Capable Services referral form must be completed and submitted to your students' resident school prior to the testing dates each Fall.

Selection procedures may include nomination forms from parents, teachers, other school staff, students or community members. Written parent permission is required prior to assessing students. Assessment administrators are trained to look for barriers to a true picture of a child's cognitive or creative ability, especially for the under-served or under-represented populations of our District. Barriers could be emerging English language, cultural background or any other factor that might impact the assessment data.

Identification and Placement for Highly Capable Services

The Multidisciplinary Selection Committee (MDSC) reviews the performance data for referrals and identifies students who require highly capable services beyond the general classroom to be successful. The Committee is assisted by the District Assessment Office to compile and

interpret the student's assessment profile. Students' academic achievement data, district assessment records, nomination and referral information, report cards, plus any other pertinent information available will be reviewed in the process. No single criteria may be used for placement or non-placement into the program.

WAC 392-170-055, 070, 075, 076, 078, 080

Notification Process

Decision letters will be mailed to notify parents as to whether their student qualifies for Highly Capable Services. Signed parent permission is required for highly capable placement. Parental permission notice includes:

- (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 identified students.

Appeal Process

You do have an option to appeal the MDSC decision if your student did not qualify for Highly Capable Services. The appeal process is strictly defined. An appeal form is to be submitted to the student services director. The MDSC will review the appeal. The MDSC's appeal decision is final.

Program Services (WAC 392-170-078)

Districts shall 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 shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.

WAC 392-170-055, 070, 075, 076, 078, 080

The Multidisciplinary Selection Committee

The Multidisciplinary Selection Committee

The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the district's program for highly capable students shall consist of the following professionals:

- (1) A special teacher: Provided, that if a special teacher is not available, a classroom teacher shall be appointed;
- (2) A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results;
- (3) A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students; and
- (4) Such additional professionals, if any, the district deems desirable.

Selection of Most Highly Capable Process

The **Multidisciplinary Selection Committee (MDSC)** will review all applications and make one of four determinations:

1. (Qualified Placement) The student qualifies under the criteria of most highly capable and will be placed in the program.
2. (Provisional Placement) The committee is unable to make a determination based on a preponderance of the evidence. The student may be offered, at the discretion of the MDSC, a provisional placement in Highly Capable services. Provisional placements will be reviewed yearly by the MDSC. Additional testing or data may be requested by the committee each year. Provisional students are not considered selected or identified for continuing placement within the program. **Highly Capable Program** provisional students will not be provided transportation out of resident attendance areas.
3. (High Performance Placement) Students who have demonstrated high performance and consistently achieve above grade level, have strong task completion and embrace challenges but for whom the cognitive assessment data does not support qualification for Highly Capable Services. These students may benefit from and contribute to the unique learning environment of a **Highly Capable Program** or accelerated classroom as space is available. Such placements will be reviewed yearly by the MDSC, and high performing students are not considered selected or identified for continuing placement within the program. **Highly Capable Program** high performing students will not be provided transportation out of resident attendance areas.
4. (No Placement) The student's data does not qualify them for Highly Capable Services.

Appeal Process

Appeals

Each district shall adopt a procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.

WAC 392-170-076

CHAPTER 2:

Programs and Services Process

HCP Services/Programs, Grades K-12 Continuum From OSPI Highly Capable Program Plan

Regular Classroom-Based Services/Programs (CEDARS Gifted Value 32)
Curriculum Compacting
Differentiated Instruction
Enrichment
Flexible or Cluster Grouping
Independent Projects
Supplemental Instruction in Area of Interest
Other
Specify Other:

Unique HCP Services/Programs (CEDARS Gifted Value 33)
Self-Contained Classroom
Pull-Out Program
Specialty Online Course(s)
Other
Specify Other:

WAC 392-170-078, 080

Acceleration Services/Programs (CEDARS Gifted Value 34)
Advanced Placement (AP)
Cambridge AICE
Concurrent/Dual Enrollment
Credit by Examination
Early Entrance Middle School, High School, or College
Grade Level Advancement
Honors
International Baccalaureate (IB)
Online Course(s) for subject acceleration
Running Start Subject Acceleration
Other
Specify Other:

Non-Traditional Services/Programs (CEDARS Gifted Value 34)
Mentorship
Collaborative Partnership with Industry
Cooperative Arrangement with ESD
Cooperative Arrangement with Other District(s)
Academic Competitions
Summer Enrichment/Acceleration
Before/After School Services/Program
Other
Specify Other:

WAC 392-170-078, 080

CHAPTER 3:

Program Evaluation Process

Program Review and Monitoring Process

Program Evaluation

Annually:

- Surveys are sent to parents, staff, and students. Results are tallied, and comparisons made in terms of trends, areas needing focus, etc. This information is shared with staff and with the HCP Advisory Committee, which is made up of parents, and staff. It is kept on file.
- State testing data is reviewed by the HCP Manager, compiled and shared with staff and the HCP Advisory.
- Individual student data is monitored, documented, and preserved as indicators of growth.

WAC 392-170-087

CHAPTER 4:

Identification Forms

Annual Notification Form

Annual Notification of Referral for Highly Capable Services

Referrals for testing for participation in all Woodland Public Schools Highly Capable Services for the current school year are currently being accepted. Anyone may refer a student including parents, teachers, other staff, students, and members of the community.

Highly Capable Services are designed to address the needs of highly capable students in grades K-12. Your school has brochures explaining the program options, curriculum, identification process, and the schedule for testing. Additional information can also be obtained through your school's Highly Capable Services Liaison.

All New students, including kindergarten will be assessed in the Fall for possible placement for the following school year. Once your student has been scheduled, the date will not be re-scheduled except for a true family emergency or illness.

Referrals must be returned to your Building Principal by the deadline listed on our website.

Nomination Form

HIGHLY CAPABLE SERVICES

800 Second Street, Woodland, WA 98674

Nomination for Highly Capable Services

Please complete a separate form for each nominated student.

Student Name: _____ Grade: _____
First Last

Current School: _____ Teacher Name: _____

I am nominating this student to be considered for Highly Capable Services.

Nominator's Name (please print): _____

Signature of Nominator: _____ **Date:** _____

- | | |
|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent/Guardian |
| <input type="checkbox"/> Other Staff _____ | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Peer | |

In the space below, provide a written statement giving examples of how this student has exhibited traits, attitudes, or behaviors that are evidence of needing highly capable services.

Please return this form to:

Your child's school building.

WAC 392-170-045

Nomination Form

Woodland School District Highly Capable Services

Nomination Form

Highly capable students generally possess the following learning characteristics [WAC 392-170-036]:

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

Nominated Student Name: _____
First Last Middle Initial

I believe that this student may possess the characteristics as outlined above.

Nominator Signature: _____ **Date:** _____

Relationship to student: _____

If you have any questions, please contact your child's school building.

WAC 392-170-045

Referral for Assessment Form Teacher, Parent/Guardian, & Student Input

Highly Capable Program Referral Packet

General Directions –

- The **Highly Capable** assessments measure general reasoning ability and performance.
 - Referrals are encouraged from parents, teachers, friends, etc., and are accepted from any source.
 - Parents and teacher need to complete the Referral Packet. (Please forward appropriate pages).
 - Referrals are due to the school Principal by **the last day of the referral window**.
 - Refer to the Highly Capable Services brochure for additional information/timelines.
-

STUDENT INFORMATION

PLEASE PRINT

Student Name: _____

First Last Middle

Date of Birth: _____ Age: _____ Current Grade: _____

Current School: _____ Teacher Name: _____

Future Middle School: _____ Male Female

Parent/Guardian Name: _____

First Last

Parent/Guardian Signature: _____ **Date:** _____

Address: _____

City State Zip

Home Phone: _____ Work Phone: _____

E-mail address: _____

To request accommodation due to the presence of a physical, sensory or mental disability, please contact the ADA Coordinator at least forty-eight (48) hours in advance of the event. The ADA Coordinator, may be contacted at: (360) 841-2700, Jake Hall.

WAC 392-170-045, 047

Please include any classroom and school wide assessments with the referral that would assist in the referral process.

Teacher Signature: _____ Date: _____

Additional Comments:

Please return to your Building Principal.

Your signature below gives the school district permission to assess your student for eligibility for the district's highly capable services. You will receive a letter in the mail informing you of test dates. If your student is ineligible, you may appeal the decision. A description of the appeal process will be included in your test outcomes letter. It is also described on the HCP web site and in the program brochure available at your student's school

Parent/Guardian Signature: _____ **Date:** _____

COMMENTS:

DEADLINE: *To your child's school Principal by the last day of the referral window.*

WAC 392-170-045, 047

Permission to Place Form

[DATE]

Dear Parent(s)/Guardian(s),

I am pleased to report that your child has qualified for the **Woodland Public Schools** Highly Capable Services. Your child's assessment data is reported below:

[STUDENT ASSESSMENT DATA]

If you would like your child to participate in these services, please sign below and return to school. If you have any questions, do not hesitate to call me at (phone number).

The selection process, appeals process, program options and exit procedures are attached.

Sincerely,

Program Manager

I give my permission for my child, _____, to participate in program for highly capable students.

Parent/Guardian Signature

Date

WAC 392-170-047(2), 078

Not Eligible Form

**Woodland School District
800 Second Street
Woodland, WA 98674**

[DATE]

To the Parent(s) or Guardian(s) of:

After reviewing the multiple objective criteria for **[STUDENT NAME]**, the Multidisciplinary Selection Committee has determined your child is not eligible for highly capable services at this time.

The District requirements for eligibility include:

-
-
-

Your child's results are reported in the following chart:

[ASSESSMENT NAME]	[ASSESSMENT RESULTS]	

The **Woodland Public Schools** Highly Capable Services allow for parental appeals of placement decisions.

If you wish to appeal this program placement decision, you may submit a letter by **[DATE]** to the:

**Highly Capable Services Office
Woodland School District
800 Second Street
Woodland, WA 98674**

WAC 392-170-055, 076

Appeal Approved Form

Woodland Public Schools

800 Second Street

Woodland, WA 98674

[DATE]

To the Parent(s) or Guardian(s) of:

The **Woodland School District** Highly Capable Services Appeals Committee recently met to consider the appeal for highly capable services submitted on behalf of **[STUDENT NAME]**. After a careful review of the documentation submitted and other available district data, the Committee has determined that a need for highly capable services does exist and invites you to enroll your child in the **Highly Capable Program** at **[LOCATION NAME AND ADDRESS]**.

Highly Capable services are designed for those students indicated as highly capable whose academic needs are beyond the scope of the general education classroom. If you would like to accept placement in the **Highly Capable Program**, please contact **[CONTACT NAME & PHONE/EMAIL]** in the **[LOCATION NAME]** for registration information.

If you choose to enroll your child or if you decide you do not wish to have your child participate in Woodland School District's Highly Capable Services, we ask that you complete the enclosed **Participation Declaration** form and return it to your school building.

Thank you for taking the time to submit information to help the Committee make this important decision.

Sincerely,

Supervisor of Highly Capable Services, **Jake Hall**

WAC 392-170-076

Appeal Denied Form

[DATE]

To the Parent(s) or Guardian(s) of _____:

Having received your appeal regarding _____ and your request for placement in **[DISTRICT PROGRAM NAME]**, the Appeals Committee convened to review your collection of evidence and consideration of your request.

According to the **[DISTRICT NAME]** Board Regulation regarding *Programs for Highly Capable Students*, the Appeals Committee shall review the appeal and determine the appropriate action from the list below:

- Continued placement in general education.
- Request for further assessment prior to a final decision.
- Request for further information and/or data prior to a final decision
- Change of status to qualified for placement into highly capable services.

After reviewing the additional data, members of the Appeals Committee maintain that the best placement for **[STUDENT NAME]** is in the general education classroom.

We appreciate your interest in your child's education and want to encourage you to stay involved in his/her education. Your encouragement and support will be critical to **[STUDENT NAME]**'s continued success.

Sincerely,

Highly Capable Programs Manager

WAC 392-170-076

CHAPTER 5:

Programs and Services Forms

Student Profile Form

Profile Card

Student Name: _____	Beginning Grade: _____
Gender: _____	Beginning Year: _____
Birthdate: _____	Original Placement: _____
Home Phone: _____	Neighborhood School: _____
Program Location: _____	

Cognitive Assessments:

Verbal Quantitative Non-Verbal Composite

Academic Achievement Assessments:

Reading Math Language Composite

Creativity Assessments:

Research Based Teacher Rating Scale:

Other Informal Sources of Data:

Program Services by year and date: _____

WAC 392-170-078

Parent/Guardian Permission to Exit Form

HIGHLY CAPABLE SERVICES

**PARENT REQUEST FOR WITHDRAWAL FROM
Highly Capable Program**

STUDENT'S NAME		DATE OF BIRTH		
		M/D/Y		
REGIONAL SCHOOL		GRADE LEVEL	Male	Female
TEACHER		NEIGHBORHOOD SCHOOL		

Please withdraw my child from **Highly Capable Program**

Parent/Guardian Signature: _____ Date: _____

Effective Date: _____

Reason for Withdrawal:

WAC 392-170-047

CHAPTER 6:

Professional Development Resources

Professional Development Resources

PROFESSIONAL DEVELOPMENT RESOURCES

Professional Organizations

- National Association of Gifted Children (NAGC)
<http://www.nagc.org/>
- Supporting Emotional Needs of the Gifted (SENG)
<http://www.sengifted.org/>
- Washington Association of Educators of the Talented and Gifted (WAETAG)
<http://www.waetag.net/>
- University of Washington Robinson Center for Young Scholars
<https://robinsoncenter.uw.edu/>
- Whitworth University – Center for Gifted Education
<http://www.whitworth.edu/Academic/Department/Education/CenterForGiftedEducation/home.html>
- Washington Educational Research Association (WERA)
<http://www.wera-web.org/>
- Edufest
<http://www.edufest.org/>

Professional Journals

Research Journals

- Gifted Child Quarterly
<http://www.nagc.org/index.aspx?id=979#>
- Roeper Review
<http://www.roeper.org/page.aspx?pid=1222>
- Teaching for High Potential
<http://www.nagc.org/thp.aspx>
- Journal for Education of the Gifted
<http://www.sagepub.com/journals/Journal202068>
- Journal of Advanced Academics
<http://joa.sagepub.com/>

WAC 392-170-090(4)

Practitioner Journals

- Parenting for High Potential
<http://www.nagc.org/index.aspx?id=1180>
- Gifted Child Today
<http://gct.sagepub.com/>
- Understanding our Gifted
<http://www.ourgifted.com/>

WAC 392-170-090(4)

DISTRICT WEB SITE LINKS

Woodland School District

<https://www.woodlandschools.org/o/district/browse/21924>

CHAPTER 7:

District Specific Forms

Assessment Process

[DISTRICT NAME]

List of assessments: [DISTRICT ASSESSMENTS]

Other measures may also be used as supportive evidence for consideration by the Multidisciplinary Selection Committee (MDSC) such as report cards, work samples, written teacher and parent referral information, ITBS and ITED from other districts. Any other pertinent information available will also be considered in the process. Students will not be affected in a negative way if there is a missing test score or other data.

If a student moves into the district from another district/state/country who has been qualified and in a highly capable program, we will request all testing documentation, current report card, etc. We will then test the student on the **[ASSESSMENT NAME]** in our district and the MDSC will review all information to determine placement in our program.

Assessment process

Multidisciplinary Selection Committee reviews the performance data for all tested students and identifies the students whose instructional needs would be best served in K-12 Highly Capable Services. They are assisted by the Woodland School District Assessment Office to compile and understand the student's assessment profile. The district encourages referrals/testing from under-served populations.

Assessments used and the process for identifying highly capable students are aligned with our program's description of highly capable students. Multiple assessments used are not biased against any student population.

WAC 392-170-055, 070, 075

Permission to Test Form with Eligibility Criteria

Woodland School District
Highly Capable Services
800 Second Street
Woodland, WA 98674

TO: Parent/Guardian(s) of new [GRADE LEVEL] students

FROM:

DATE:

RE: Highly Capable Services Testing

The Woodland School District screens *all* students for Highly Capable Services starting in [DATE]. Eligibility is based on the following criteria:

DISTRICT & SCHOOL CRITERIA

- State & school assessments
- Cognitive assessments
- Teacher or family recommendations
- Classroom based

Each building administers the [ASSESSMENT NAME] frequently; **however, we have no record of your child taking the [ASSESSMENT NAME]. IF you would like to have your child considered as a candidate for highly capable services in this domain there are two ways to qualify:**

1. Provide documentation from your former school district that meets the criteria listed above, or
2. Allow [DISTRICT NAME] to administer the [ASSESSMENT OF COGNITIVE ABILITY].

Please return the bottom portion of this letter to your child's classroom teacher or Highly Capable Services Specialist by [DATE] if you wish to have your child tested during the school day. If you have any questions, you may call the Highly Capable Services Specialist at [PHONE NUMBER].

WAC 392-170-047(1), 055

I give permission for my child, _____ to take the
Highly Capable Assessment.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Current School: _____ Teacher Name: _____

WAC 392-170-047(1), 055

Selection Process

Multidisciplinary Selection Committee (MDSC) Process

The Multidisciplinary Selection Committee (MDSC) is comprised of the Program Manager, one building administrator, one psychologist, and at least one **Highly Capable Program** teacher. It may include a Professional Development Specialist or other certificated staff. The Program secretary is a non-voting member and a participant during meetings. The Middle School MDSC also includes counselors/HCP liaisons from the middle schools. Names of MDSC members are not published.

The MDSC places students by using assessment data including test results, parent nominations, teacher recommendations, and documenting evidence. This documentation will be kept in the student's file in the HCP office.

The MDSC may use professional judgment in placing students. The Committee looks for best fit for individual students. The MDSC meets twice per year. It meets after fall testing and it meets after winter testing.

Changes in placement generally need to go through a regularly scheduled meeting of the MDSC. All changing of programs/or exiting from a program involves the student, teacher(s), parent, and program manager.

Students for whom the academic fit of program placement is not in the best interest of the student – may voluntarily become inactive from the program. Inactive students need to then wait a year (12 months) before requesting reinstatement and need to do so by going through the MDSC at a regularly scheduled meeting.

Students who move away and move back need to contact the HCP office and request reinstatement. Reinstatement could occur if space is available. If space is not available, they need to go through MDSC at the next regularly scheduled meeting.

The MDSC also hears appeals for eligibility after winter testing. Appeals may be generated by the teacher, the parents, or the MDSC. Parents and teacher fill out the required Appeal form. When considering appeals, the MDSC is looking for compelling evidence that the student needs highly capable services. The MDSC or the parents may request an appeal of the evaluation results.

All eligible students are placed in one of the Highly Capable Services programs. Parent requests for placement changes are solicited annually and reviewed annually.

The MDSC advises the program manager on program decisions particularly where placement, transportation, boundaries and other interrelated issues arise.

Conclusion:

The MDSC, operating within the constraints of the Washington Administrative Code, strives to consider the learning needs of every student who applies for the **Highly Capable Program**, reviewing both objective and subjective data to get as complete a profile as possible for selection and placement. No decision about selection or placement in programming is made unilaterally, but by a team of professionals who strive to ensure to the greatest extent possible fair and equitable consideration of all students applying to, eligible for, and participating in the **Highly Capable Program**.

Appeal Process

Appeal Process

If the Multidisciplinary Selection Committee does not see an indication of need for highly capable services, the parent(s)/guardian(s) may appeal the decision by submitting documentation (including any available state tests, district assessments, and progress reports) supporting one of the conditions below:

- A condition or circumstance believed to have caused a misinterpretation of the testing results
- An inequitable application of the identification procedures
- An extraordinary and temporary circumstance that negatively affected the validity of the test results.

Letters of appeal must accompany the documentation and contain the student's name, date of birth, school and parent's name and sent to the **[DISTRICT OFFICE]** by the deadline stated on the score report/letter they receive. **School staff may also submit appeals for students.**

In situations where the information did not indicate a need for highly capable services but in the Multidisciplinary Selection Committee's professional opinion believe the student needs additional consideration, the Multidisciplinary Selection Committee may file an appeal on the student's behalf.

The Highly Capable Program Appeals Committee consists of three or more members from the following list - a teacher of the highly capable, an administrator, a school counselor/psychologist, and the Program Supervisor. The Committee will review each appeal and may recommend another assessment or an interview before making a decision. **Teachers are welcome to write a letter on the student's behalf supporting the appeal but are in no way obligated to do so.** If the Highly Capable Program Appeals Committee determines that the referral information does not accurately reflect the students' needs, professional judgment will be applied to determine if a potential need for gifted services is present. **DECISIONS OF THE GIFTED PROGRAM APPEALS COMMITTEE ARE FINAL.**

Parents will be informed of the Highly Capable Program Appeals Committee's decision in writing.

Form

Woodland School District

Highly Capable Program

Appeal Packet

[YEAR]

Directions:

- Any student may pursue an appeal.
- An appeal may be initiated by any interested person on a student's behalf.
- An appeal may be submitted only once annually. Students may also be re-evaluated annually.
- **[ASSESSMENT NAME]** for Teacher and Parent do not need to be completed **IF a [ACADEMIC YEAR] Referral Packet** was submitted.
 - Necessary components of an Appeal include the following:
 - Student Information
 - Student Documentation – Parent/Guardian
 - Student Documentation – Teacher
 - Additional evidence of student achievement (e.g. test scores, report cards), and evidence of extraordinary circumstances may accompany the appeal packet.

STUDENT INFORMATION

Name of Student: _____

Address: _____ Zip Code _____

Home Phone: _____

Parent/Guardian's Work Phone: _____

Current School: _____ Current Grade: _____ Teacher: _____

Appeal Initiated by: _____
(Name) (Relationship)

DEADLINE: Submit to Highly Capable Services Office by **[TIME, DATE]**.

**NO EXCEPTIONS TO THE ABOVE DEADLINE CAN BE MADE
[PROGRAM NAME, ADDRESS]**

WAC 392-170-076

STUDENT DOCUMENTATION – TEACHER

Student Name: _____ School: _____ Current Grade: _____

1. Describe the characteristics/behaviors/needs of a highly capable learner that you have observed with this student: _____

2. Describe this student’s academic progress, interaction with classmates, and special interest areas:

3. Describe the general education curriculum has been modified to meet this student’s special needs within the regular classroom: _____

4. Please describe which services of the highly capable program you would recommend for this student and why: _____

5. Test performance may have been influenced by: _____

6. Additional Comments: _____

NOTE: Feel free to attach copies of the most recent report cards, ORI/DRP/ITBS, etc. test data, and any other supporting documentation.

Teacher Signature: _____ **Date:** _____

DEADLINE: Submit to the Highly Capable Programs office by [TIME, DATE].

No exceptions to the above deadline can be made.

WAC 392-170-076

Appeal Denied Form

[DISTRICT NAME]

[ADDRESS]

[DATE]

To the Parent(s) or Guardian(s) of:

The Highly Capable Programs' Multidisciplinary Selection Committee (MDSC) met on [DATE] to determine placement and services in the Highly Capable Program classes. The Washington Administrative Code requires selection of students who are most highly capable based upon assessment data. Placements for the requested services and classrooms were based upon student data.

In determining the eligibility of students being appealed, the MDSC based its decision upon the following:

- Evidence of complex thinking ability
- Evidence of accelerated learning
- Evidence of the need for accelerated pacing, complexity in the curriculum, and interaction with intellectual peers
- Probability of success
- Evidence of the characteristics and behaviors of giftedness
- Achievement data
- Classroom performance
- Potential benefits to the student

After a thorough review of all data submitted through the appeal process, the MDSC determined that at this time, your child does not need highly capable services. Therefore, the appeal **was not** granted. This decision by the MDSC is final, however, your student is welcome to reapply and be re-evaluated the following school year.

Please feel free to call my office at [PHONE NUMBER] should you have any questions/concerns.

Sincerely,
Highly Capable Programs Manager

WAC 392-170-047(2), 076

Permission to Place in Full-time/Pull-Out Program

**Highly Capable Services
AGREEMENT FOR PARTICIPATION**

In order to officially enroll _____ in the **[FULL-TIME OR PULL-OUT]** Program for the next school year, the attached form must be signed, dated, and returned to:

Highly Capable Services Manager
[DISTRICT NAME]
[ADDRESS]

no later than [DATE]. Failure to meet this deadline may result in your child's name being removed from the Highly Capable Services class lists.

I agree to student placement:

Parent/Guardian Signature

Student Signature

Address

Student PRINTED Name

Phone

[SCHOOL YEAR] School/Grade

Please Sign and Return to:

Highly Capable Services Manager
[DISTRICT NAME]
[ADDRESS]
MUST BE RETURNED BY [DATE].

WAC 392-170-047(2), 078

Program Services District

District Service Options for Identified Highly Capable Students

Part Time Grouping: [DISTRICT NAME] has adopted the Schoolwide Enrichment Model developed by Dr. Joseph Renzulli. Enrichment opportunities are planned at various levels to introduce students to new experiences and ideas (Type I), develop the skills necessary to reach their goals as they pursue their interests and talents (Type II), or complete an in-depth investigation for an authentic audience (Type III). Students who have a demonstrated talent in a particular area are served in pull-out classes by the Enrichment Specialist.

Advanced Subject Placement: Qualified math students enroll in Pre-Algebra in 6th grade and progress through AP Calculus or AP Statistics in high school.

Advanced Grade Placement: Based on the [ASSESSMENT NAME], students may qualify for early entrance to Kindergarten or whole-grade acceleration.

Independent Study: Students contract to complete specific work or projects, usually under the direction of a mentor teacher.

Honors Classes: Classes that offer greater depth, complexity and a faster pace.

Advanced Placement: Formal curriculum developed by the College Board for which high school students can complete a course and take the exam for college credit.

Cluster Grouping: A group of four to eight identified gifted students are placed together in a mixed-ability classroom with a teacher who has had training in how to teach highly capable students.

Administration: [DISTRICT NAME] funds a full-time program administrator.

WAC 392-170-078, 080

Curriculum and Instruction Differentiation

In all pull-out options conducted by Enrichment Specialists, the curriculum is differentiated in pace and complexity. In the general classroom, the curriculum is compacted and the Enrichment Specialist monitors student work weekly. All staff members have been exposed to differentiation strategies through various presentations at staff meetings and trainings. They can also observe demonstration lessons offered by the Enrichment Specialist. In addition, a voluntary class on Differentiation Strategies has been offered numerous times in the district.

Middle School Highly Capable Program: This voluntary program has the following goals: success in academics, citizenship, participation in school, community or family service, participation in school or community activities and/or sports, development of leadership skills, and career exploration.

Description of Educational Program

All identified students are listed in a database that indicates the area(s) in which they qualified and the services being provided. Each option has documentation describing the services.

WAC 392-170-078, 080

Program Services

Woodland Public Schools

Program Services and the Highly Capable K-12 Continuum

Grade K-8: Grade K students are served in the regular classroom through differentiation by the classroom teacher. The screening process for the elementary and middle school Highly Capable programs start in the fall. Some students in grades K-8 who qualify for highly capable services opt out of the full-time programs and receive differentiated services or accelerated subject placement in the general education program.

Grades 1-6: Options include a full time, self-contained district magnet program – **Highly Capable Program** Students are identified according to state and district guidelines. The process, product, and content are differentiated in classes that can be split classes (depending on enrollment). All students who qualify and accept are placed in the Highly Capable Program grades 1-6.

Grades 3-5 Math: We are proponents of math taught with NCTM standards and WA State Math Learning Standards, so we do a lot of number sense/other strands/explaining thinking/reasoning and communication. Traditional computational focus is incorporated by a one-day a week math group which focuses on operations and number sense. Pre-tests and math inventories are used to group these students at the various skill levels. Problem solving is emphasized with Continental Math League and Math Olympiads.

Grade 6: Students are pre and post tested for grouping in Math-Science. The **[MATH PROGRAM NAME]** is the adopted base curriculum, and the levels used are differentiated according to the group a student needs. Students move between groups as they progress. Math Olympiad supports the curriculum. There is a strong project and diversity of culture-based curriculum. The 5th and 6th grade students also participate in drama, music productions, Robotics and STEM.

Grades 7-8: Options include a continuum of highly capable services in our full-time gifted middle school program. Classes include Humanities (English and Social Studies, Science, and Advanced Math). Highly capable students are pre-tested in math for placement only. 7-8 math: Most students are challenged by our 7th grade math course. We currently use our newly adopted **[MATH PROGRAM NAME]** curriculum. Students desiring an even more challenging program may apply and test for Accelerated Math placement. Pre-AP/IB curriculum is used. The arts, languages, science, STEM and a variety of electives are available. Highly capable student learning plans are provided by the **[ELEMENTARY PROGRAM NAME]** 6th grade teacher 7th and 8th grade building-based placement assessments will be considered in determining

WAC 392-170-078, 080

the most appropriate placement. The curriculum and instruction are Honors level and are pre-AP/IB in nature. **Grades 9-12: Honors** courses in grades 9-10 and International Baccalaureate in grades 11-12 are the [DISTRICT NAME] high school continuum for identified highly capable students.

Grades 9-10: Honors and Advanced Math/Science classes provide a differentiated curriculum and instruction service for identified gifted students as well as a broader range of high ability students who may not have been identified. Teachers work together to calibrate their instruction to meet Pre-AP IB and STEM standards. The [MIDDLE SCHOOL PROGRAM NAME] Task Force has focused on bridging the gap from elementary [ELEMENTARY PROGRAM NAME] to [MIDDLE SCHOOL PROGRAM NAME] to AP/IB level courses. Instruction also focuses on eliminating the barriers for underachieving gifted students before they reach the AP/IB/STEM level.

Grades 11-12: IB (District Identified Program for all eligible highly capable students)
The International Baccalaureate Diploma Program is a demanding pre-university course of study designed for highly motivated secondary school students. Differentiation in student work leads to required examinations and has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. Qualified hi-cap IB students are required to participate in a full IB program or a minimum of 4 IB classes each semester for four years and must take the IB exams to have IB noted on their transcript. IB instructional training is received by all IB teachers. The use of UBD and differentiation of process, product, and content is imbedded in the professional development for teachers.

Grades 11-12: AP (Advanced Placement) at all high schools
Advanced Placement courses are college level classes offered in the high school. The classes follow a rigorous curriculum developed by the College Board and students are prepared to take a national standards referenced exam that results in credit or higher placement at US Colleges and Universities worldwide. A variety of AP classes are offered at each high school. Students normally take AP classes at grades 11 and 12 with a few offered in 10th grade. There is no minimum number of AP classes required. Collaboratively analyzing and scoring student work for the AP exams helps calibrate the instruction needed to differentiate for the needs of students.

Grades 11-12: STEM (Science, Technology, Engineering, Math)
Students will choose their own advanced STEM Program of Study from three STEM Pathway Options and complete a Senior Project related to and reflecting on their learning in the chosen STEM Pathway. STEM will be another rigorous curriculum option for our identified gifted students as well as a broader range of high ability students who may not have been identified. STEM will provide opportunities for highly capable students to earn college credit and a STEM diploma. Teachers are trained in STEM process, product, and differentiation of students.

WAC 392-170-078, 080

Program Services District Exemplar 3

Woodland Public Schools Program Options for Highly Capable Services

In kindergarten, the program consists of 50 minutes once a week of pull-out enrichment. In first and second grade, students are served in a pull-out enrichment class, held weekly for 65 minutes. Differentiated reading groups are available in first and second grade.

In third and fourth grade, the program consists of a two- and one-half hour enrichment block once a week. We complete in-depth units that are interdisciplinary in nature. In addition, there are math differentiation opportunities in the general education classroom, as well as differentiated reading groups.

In fifth and sixth grade, the program offers one period per day of an Honors math class and an Honors social studies/humanities class. Differentiated reading and math groups are available in both grades. Math acceleration and compaction options are available to students who meet the criteria.

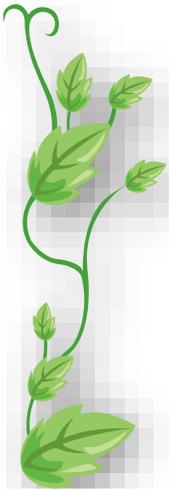
In seventh and eighth grade, identified students are in the program daily, participating in an integrated social studies/ humanities program if the student is reading at the **[PERCENTILE LEVEL]** or above. This course teaches thinking skills and provides relevant enrichment. Students identified as highly capable in math may, if they meet the criteria, enroll in a more advanced math class. Math competitions are available for highly capable math students in grades five through eight.

In all the above grades, whole grade acceleration is available for students for whom it is deemed appropriate.

In high school, highly capable students have the opportunity to participate in advanced English courses, Advanced Placement and/or College in the High School classes, and advanced science and math courses. The career and technical education department offers students opportunities to excel in such areas as digital design and fabrication and computer assisted drafting.

WAC 392-170-078, 080

Editor Biographies



Charlotte Akin, M.Ed. has taught for over twenty years in general education classrooms as well as classrooms for gifted children, including cluster grouping, pull out classrooms, and self-contained classrooms. She is a retired Manager of Highly Capable Programs in Evergreen Public Schools. Concurrent with work in the public school system, she was a founding partner of the Center for Dynamic Education, LLC that offered a graduate credit summer institute through Portland State University and Seattle Pacific University for educators in the field of gifted education as well as consulting services in Washington and Oregon from 1999 - 2008. She has served as President of the Washington Association of Educators of Talented and Gifted (WAETAG) and has a consulting business devoted to gifted education. In 2012-13 she built a collaborative project designed to train a cadre of experienced teachers to offer professional development in Highly Capable throughout Washington through the Educational Service Districts (ESDs). Charlotte is a published author and speaker in multiple forms and fields including gifted education. She has received several awards including Washington Education Association “A Teacher to Remember” 1998, National Honor Roll’s America’s Outstanding Teachers 2005, and the WAETAG Leadership Award 2006.

Rachel U. Chung, holds a Ph.D. from the College of Education at the University of Washington and was a Pre-doctoral Research Associate at the Halbert and Nancy Robinson Center for Young Scholars. She received her B.A in Psychology from the University of Texas at Austin, and her M.Ed. in Counseling Psychology from Washington State University. She is certified in the State of Washington as a school counselor and has over ten years of combined experience teaching and advising K-12 students. Her research interests are best described as an intersection between gifted education, mental health, and immigrant issues. More specifically, she is interested in the use of acceleration as an educational intervention, the influence of parental expectations, psychological wellbeing, and impacting educational policy related to serving needs of diverse gifted populations.

Dr. Nancy Hertzog is Professor in the area of Educational Psychology at the University of Washington, and the Director of the Halbert and Nancy Robinson Center for Young Scholars. She has an extensive background in gifted education and expertise on curriculum development. Her master’s degree in gifted education is from the University of Connecticut under the mentorship of Joseph Renzulli, and her Ph.D. is in special education from the University of Illinois. From 1995-2010 she held a faculty position in the Department of Special Education and directed University Primary School, an inclusive early childhood setting that serves children from preschool through first grade at the University of Illinois at Urbana-Champaign. Her primary area of interest relates to ways that teachers engage and challenge all students. Currently, Dr. Hertzog’s research focuses on how teachers differentiate their instruction to address the diverse needs of their students. She is the author of two books, and has published in the *Journal of Curriculum Studies*, *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, *Roeper Review*, *Teaching Exceptional Children*, *Early Childhood Research and Practice*, and *Young Exceptional Children*.