

Highly Capable Program Guide

A handbook for parents and teachers with students in the
Highly Capable Program.



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Dear Parent and/or Teacher

This handbook was prepared to provide information to you about Evergreen School's Highly Capable Program (HCP). This program is designed to challenge gifted and talented students at the Evergreen School. This handbook is a source of information about the identification process, various policies and objectives of the program. This will assist parents and teachers to know about how Evergreen's gifted program is organized. It is also a goal that this guide can be used to further motivate the students that are a part of the High Capable Program. Evergreen School's HCP committee is committed to provide students with a quality program utilizing available resources.

Sincerely,

Bill Glidewell

Highly Capable Program Coordinator

Contents

About the Highly Capable {program (HCP)

State Requirements

Characteristics of Gifted/Talented

HCP Parent- Referral

HCP Teacher Referral

Procedure for Identification and Placement of HCP Students

Identification Process for HCP students

Parent Approval Form for Testing

Agreement for Participation Form

Appeal Form

Request to End Placement Form

Calendar and Timeline of Events

About the Highly Capable Program (HCP)

Mission Statement:

All students identified as highly capable, who possess extraordinary learning ability, have the right to an appropriate education that provides educational interventions which sustain, challenge and ensure continued growth. Facilitators and teachers must work together to ensure that the education needs including; academic, psychological, and social needs are met in the regular classroom and/or specialized learning setting.

Goals:

The High Capable program is determined to address the special needs of Gifted Students. The goals of the program are not limited to but include the following.

- To identify Students who have high intellectual, academic and creative thinking ability
- To provide differentiated instruction appropriate to the needs of highly capable students
- To provide an intellectual peer group for participating students
- To provide teacher training to maximize teacher effectiveness
- To provide a quality program experience for eligible students at their respective school

State Regulations

The Revised Code of Washington (RCW) [Chapter 28A.185-Highly Capable Students](#) is the law that governs the Washington State Highly Capable program.

Washington Administrative Code (WAC) [Chapter 392-170 Special Service Program – Highly Capable Students](#) provides guidance for development and delivery of highly capable program services.

WAC 392-170-078 – Program Services. Education program plans for each identified highly capable student or plans for a group of students with similar academic abilities shall be developed based on the results of the assessed academic need of that student or group of students. A variety of appropriate program services shall be made available. Once services are started, a continuum of services shall be provided and may include kindergarten through twelfth grade.

Characteristics of the Gifted Child

General Behavior Characteristics

Gifted children's behavior differs from that of their peers in the following ways and others:

- ☒ Many gifted children learn to read early, with better comprehension of the nuances of language. As much as half the gifted and talented population has learned to read before entering school.
- ☒ Gifted children often read widely, quickly, and intensely and have large vocabularies.
- ☒ Gifted children commonly learn basic skills better, more quickly, and with less practice.
- ☒ They are better able to construct and handle abstractions.
- ☒ They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them.
- ☒ They take less for granted, seeking the "hows" and "whys."
- ☒ They can work independently at an earlier age and can concentrate for longer periods.
- ☒ Their interests are both wildly eclectic and intensely focused.
- ☒ They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- ☒ They usually respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
- ☒ They like to learn new things, are willing to examine the unusual, and are highly inquisitive.
- ☒ They tackle tasks and problems in a well-organized, goal-directed, and efficient manner.
- ☒ They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.

HCP Nomination Form

Evergreen School

Nomination for the Highly Capable Program

Name: _____ Date: _____

Name of student nominated _____

School where student attends: _____ Grade level of student: _____

What special talents or skills does the student have? _____

Give examples of behavior that illustrates this. _____

B. What Areas of Gifted best describes this student. Circle all that Apply

[Creative Thinking](#)

[Leadership](#)

[General Intellectual Ability](#)

[Psychomotor](#)

[Specific Academic Ability](#)

[Visual/ Performing Arts](#)

HCP Teacher Survey Form

Evergreen School District

Teacher Nomination for Highly Capable Program

Student Name _____ Grade _____

Date _____

Teacher's name _____

Gifted and Talented Screening Form (GTFS)

SCORING-Please rate your nominee on each of the following criteria.	Consistently 5	Frequently 4	Occasionally 3	Seldom 2	Never 1
1. Can demonstrate an exceptional amount of factual knowledge for age level.					
2. Write and/or expresses imaginative ideas, stories, or solutions with clarity, perceptiveness, and realism					
3. Can achieve high grades and/or complete difficult tasks for age level					
4. Can accept personal, social, and situational responsibilities beyond age level.					
5. Can take initiative and may show persistence without supervision beyond age level.					
6. Can express and defend original ideas spontaneously and in ways beyond age level.					
7. Demonstrates an understanding of concepts, relationships, philosophies, and implications beyond age level.					

8. Can put depth, balance, proportion, and originality into art works and art activities beyond age level					
9. May accept and can work through various complicated tasks without distraction.					
10. Can apply knowledge accurately in setting beyond age level.					

GTFS TOTAL _____

HCP Parent Survey

Evergreen School

Parent Nomination for the Highly Capable Program

Name: _____ Date: _____

School: _____ Grade: _____ Birthdate: _____

What special talents or skills does your child have? _____

Give examples of behavior that illustrates this. _____

B. Check the following items that best describe your child as you see him/her.

	Little	Some	A Great Deal
▪ Advanced vocabulary for chronological age.	_____	_____	_____
▪ Outstanding memory; possesses lots of information.	_____	_____	_____
▪ Curious; asks endless questions (why?, "and then what?").	_____	_____	_____
▪ Has many interests, hobbies and collections.	_____	_____	_____
▪ May have a "passionate interest" that has lasted for many years.	_____	_____	_____
▪ Intense; gets totally absorbed in activities and thoughts .	_____	_____	_____

Little Some A Great Deal

- Sensitive to beauty and other people’s feelings and emotions.

- Advanced sense of justice and fairness.

- Aware of global issues many age peers are uninterested in.

- Sophisticated sense of humor, may be “class clown”.

- Strongly motivated to do things that interest him/her; may be unwilling to work on other activities.

- May be reluctant to move on from one subject to another.

- Operates on high levels of thinking Than his/her peers; is comfortable with abstract thinking.

- Perceives subtle cause-and-effect relationships.

- Prefers complex and challenging tasks to “basic” work.

- May be able to “track” two or more things simultaneously.

- Catches on quickly, then resists doing work, or works in a sloppy, careless manner.

- Comes up with better ways for doing things:

- Suggests them to peers, teachers, and other adults.



Procedure for Identification & Placement of Highly Capable Students

Students are identified by two methods for the High Capable Program. Students can be identified by their Scores on Achievement tests or nominated using the nomination form. Further tests and surveys would then be used to identify highly capable students. Currently the tests used to identify students are:

DIBELS, MSP, MAPS

Identification Process

- Students are Nominated by high test scores or a Nomination form
- Students will be further evaluated by parent/teacher surveys questionnaires
- Parents are notified and requested to give approval for further testing
- Students are further assessed by testing methods.
- Highly Capable Team meets and reviews using assessment matrix
- Parents complete Approval form for Student Participation in the program
- Highly Capable Team reviews all data and using state guidelines makes final recommendations for students' participation in the district programs for highly capable students.
- Parents May Appeal the decision of the committee to the Evergreen Superintendent. Such appeal must be in writing within ten business days of receiving the final recommendation of the Highly Capable Team
- Students will be monitored for continued progress in the program options and evaluated for best education placement options

Parent Permission Form

Evergreen School District

Program for Highly Capable Students

Your child has recently been nominated for involvement in Evergreen School District’s program for highly capable students.

Parental permission must be obtained in writing before the district can conduct assessments to determine eligibility for participation in programs for highly capable students.

If you like to have your child tested, please sign below and return this form to the office of the school where your child is enrolled.

I give my permission to have _____ tested for

Student’s First & Last Name

Evergreen School District’s Program for highly capable students. I understand that the screening and/or selection process may eliminate my child for acceptance into this program.

Parent Signature

Date

The process for nomination, screening and selection is outline in the Highly Capable Guide. If you have any questions please contact Bill Glidewell at (509) 722-6384.

Agreement for Participation Form

Evergreen School District Highly Capable Course Permission Form For All Related Activities [PARENT/STUDENT REGISTRATION AND MEDICAL RELEASE FORM]

PARTICIPANT: _____ AGE: _____ Grade: _____ BIRTHDATE: _____ / _____ / _____
Student Name month / day / year

Address: _____ State: _____ Zip: _____ School: _____

Students home Phone: _____ Students Cell: _____ E-mail: _____

✚ EMERGENCY CONTACT INFORMATION (PLEASE INDICATE NAME CONNECTED TO WORK/CELL #) :

Parent/guardian Name(s): _____

Home #: _____ work #: _____ Cell #: _____ E-MAIL: _____

Emergency contact other than Guardian: _____ Home #: _____ Cell #: _____
Insurance Plan: _____ Medical Insurance #: _____

Family Doctor: _____ Phone #: _____

Health History:

Please list any pre-existing or present medical conditions: _____

Name and dosage of any medications that must be taken: _____

(Any prescriptions needed at any activity must be given to the Instructor for supervision, and have submitted dosage requirements) A Medical Release Form from Physician allowing for administration of medications must also accompany any medications.

Allergies: Please be specific _____

(Include how to Treat)

Please mark if any of the following conditions exist:

___ Hay Fever ___ Heart Condition ___ Diabetes ___ Bee/Insect Sting allergy ___ Epilepsy
___ Asthma ___ Physical Handicaps ___ Food Allergies

For any of the above conditions marked, please give details and appropriate treatment: _____

Any condition that would prevent him/her from participating in group activities not addressed above? _____

PARENT/GUARDIAN AGREEMENT FOR ALL HIGHLY CAPABLE ACTIVITIES:

We, the undersigned parents/guardians of the above named participant, grant permission for the participant to participate in all the summer enrichment course activities: We as parents and guardians, understand that these activities, as in any activity for youth, does present the risk of injury.

If we, as parents or guardians, are not personally present at these activities in which the participant is to participate, so as to be consulted in the case on necessity, you are authorized on our behalf to arrange for such medical and hospital treatment as you may deem advisable for the health and well being of the participant.

My child has insurance. We as parents or guardians, authorizes transportation by Course Instructor or employee of the Elma School District to Highly Capable organized activities

PARENT/GUARDIANS SIGNATURE: _____ DATE _____

Appeals

Timeline of Appeals-Parents may appeal the decision of the committee to Evergreen School's Superintendent. Such an appeal must be submitted in writing with ten business days of receiving the final recommendation of the committee.

Appeals regarding assessment, selection, retention, and placement will be made to the Highly Capable team which consists of a classroom teacher, an administrator, a psychologist or counselor and other professionals on the committee. A parent/guardian wishing to appeal program decisions will submit a request in writing to the Evergreen School Superintendent. The HCP team will meet and review the appeal.

The Appeal letter will need to clearly outline the rationale for inclusion of the student after reviewing the assessment results letter with building administrator within two weeks of receipt. The Appeal letter should include supporting details for evidence of outstanding abilities of the student, inclusion work, or letters of recommendation from District Staff.

The Highly Capable team will meet and review the appeal and determine the appropriate action from the list below:

Continued denial from entry to the program based on data presented

Request for further testing

Request for further information and/ or data prior to making decision

Change of status to qualified

The decision will be based on the evidence presented and the consensus of the team.

Request to End Placement Form

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 the four dimensions of rigor(deeper, broader, faster, further) including products/performance above grade level
- Student demonstrates exemplary performance on state & District assessments

Annual review of performance will be conducted for all students selected for inclusion in programs. For Parents/Guardians of students not meeting Annual review of performance expectations, will be notified and a meeting to discuss plans for performance expectations and support will occur within thirty(30) days of the parent guardian notification. At that meeting a written plan of improvement will be created that include strategies for support mutually developed and reviewed with parents/guardians and instructional staff.

Removal from Program

- A. Parents may request that their child be withdrawn from the program at any time. That request should be submitted in writing to the Highly Capable Team.
- B. A review may be requested when concerns regarding student progress are raised. Student may be exited from parts or all aspects of the program as outlined in the plan of improvement for the student.

Calendar & Timeline of Events.

September-November-

- Review of End of Year State Assessment results
- Inform and publish information about nominating students for program

December –March

- Parents complete survey on nominated student
- Core subject area teachers completes survey on nominated students
- Get in writing parent approval for testing of nominated students for highly capable program
- High Capable Committee reviews student test results

April –June

- High Capable Committee reviews course proposals.
- State Assessments administered
- Assess students using CogAt test on ability by grade level.