

Highly Capable Guide

A handbook for parents and teachers with students in the program for gifted and talented students, grades K-12.



Waterville School District
PO Box 490
Waterville, WA 98858

Principal.....Tabatha Mires, Tayn Kendrick
Assessment Coordinator.....Kelly Hinderer
Director of Special Services.....Jolee Lobe
School Psychologist.....Jolee Lobe
Highly Capable Program Coordinator.....Marsha Ashley

Dear Parent and/or Teacher

This handbook was prepared to provide information to you about Waterville's Highly Capable Program. This program is designed to challenge gifted and talented students at the Waterville Elementary, Middle, and High 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 Waterville's gifted program is organized. It is also a goal that this guide can be used to further motivate the students that are part of the Hi-Cap program. Waterville's Hi-Cap committee is committed to provide students with a quality program utilizing available resources.

Sincerely,

Marsha Ashley

Highly Capable Program Coordinator

Referral Process

Who may refer students for highly capable testing?

Anyone may refer a student once annually to participate in highly capable testing in grades K-12. Referrals may come from parents, teachers, school specialists, friends, family, community members, or even the student him/herself. These forms are attached in this document and are available on our website and at your child's school. Selection of students for our Highly Capable programs occur once annually for placement the following school year.

Commented [TK1]:

Referral Timeline

The referral forms (included in this packet) for the school year are available online or in the school office.

Teacher and Parent referral forms are due to the student's school's main office by January.

Parent Referral Forms and Permissions

All parents/guardians (whether the originator of the referral form) must give permission for the student to be tested for highly capable services. The form is attached to this handout and available online.

Highly Capable Identification Timeline

September-January

Highly Capable Testing Referral Window, grades K-12: September-January

- Parent Referral & Permission Form is found on the last two pages of this packet.
- January: District-wide screener of students for potential enrichment and differentiation.

January/February

Highly Capable Testing for referred student in grades K-12.

March

Highly Capable Multi-Disciplinary Team meets to review test results and identify qualified students.

April

- Parents notified of test results and qualifications
- Open House to visit Hi-Cap Programs and learn more about our parents
- Acceptance of program options due back to school district

August

Testing for students new to the area and/or new to public school after January.

Highly Capable Programs

In order to develop the abilities of each Highly Capable Program student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education program that accelerates learning and enhances instruction. The framework for such programs will 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. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; a fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Legal References:

[RCW 28A.185.030](#) Programs — Authority of local school districts — Selection of students
[WAC 392-170](#) Special service program — Highly capable students

Management Resources:

Policy and Legal News, September 2013 Highly Capable Program WAC overhauled
Policy News, April 2008 Highly Capable Programs

Adoption Date: 12.17.98
Waterville School District
Revised: 04.08; 12.11; 10.13
Classification: Essential (if receiving categorical state money)

Highly Capable Programs

Definition

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.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

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

The following procedures will be employed to nominate, assess and select students to participate in the program:

Nomination

Referrals are permitted and 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.

Screening (*Omit if district does not conduct a screening procedure*)

The district will screen each nominee to identify students who qualify for further assessment.

Screening criteria may include the following: (*list the screening tools used*)

Assessment

The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The district will assess students identified for further testing through the screening process using multiple objective criteria. The district must base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative instruments and may include state and district wide assessments, screening assessments, and classwork.

The district must have identification procedures for their highly capable programs that are clearly stated and implemented by the district using the following criteria:

- a) Districts must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification:
- b) The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the district will not use local norms as a more restrictive criterion than national norms at the same percentile.
- c) The district will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification; and
- d) To the extent practicable, the district must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the district must use a nonverbal screening and assessment.

The district will record test results in the student's cumulative file.

Selection

A multi-disciplinary selection committee composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. The multi-disciplinary selection committee is composed of: A special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the district's highly capable program; and additional professionals, if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data using a blind (no name) process. The selection decision is based on:

- (1) A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable.
- (2) Evidence of clear need for highly capable services; and
- (3) Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. 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.

The district will:

- A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process, an explanation of the procedures to exit a student from the program, the information on the district's program and the options that are available to identified students.
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

- C. Schedule a meeting of all such parents; and
- D. Conduct an annual parent meeting to review each student's educational plan.

Process for Appeal

Parents/legal guardians have the right to appeal the Multi-Disciplinary Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeal form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to Tayn Kendrick within 4 school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's *multidisciplinary selection committee* will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the multidisciplinary selection committee may include:

- Upholding the original decision of the Multidisciplinary Selection Committee.
- Reversing the decision of the Multidisciplinary Selection Committee.

A decision will be made by the Multidisciplinary Selection Committee within 4 school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing.

The decision of the Appeals Committee is final!

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. The Multi-Disciplinary Selection Committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multidisciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The multidisciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

The district will make a variety of appropriate program services available to students who participate in the program. Once services are started, a continuum of services will be provided to identify students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services yearly for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: *(including but not limited to accelerated learning opportunities; academic grouping arrangements that provide intellectual and interest peer group interactions; cooperative agreements between K-12 and institutions of higher education and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration.)*

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for end-of-year reporting activities.

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

- number of students served by grade level K-12.
- Student demographic information.
- 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.
- Number and content of professional development activities provided for special teachers and general education staff.
- Program evaluation data and, if needed, program changes that will be made based upon this information; and

Date: 04.08; 12.11; 10.13

About the Highly Capable Program (Hi-Cap)

Mission Statement:

All student 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 Highly 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 schools

Characteristics of the Gifted Child

General behavior Characteristics

Gifted children's behavior might differ from that of their age-mates 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 of the 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 "how's" 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.

High Achiever or Gifted?

High Achievers	Gifted Students
Know the answers	Ask the questions
Are interested	Are curious
Have good ideas	May have wild or unexpected ideas
Understand ideas	Construct abstracts
Complete assignments	Initiate projects
Enjoy school	Enjoy learning
Are technicians	Are inventors
Grasp meaning	Draw inferences
Learn with ease	Already know
Listen with interest	Demonstrate strong feelings and opinions
Absorb information	Manipulate information
Copy accurately	Create new designs
Are receptive	Are critical

WAC 392-170-036 – *Definition- Learning characteristics*

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.

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.*
5. *Capacity for intense concentration and/or focus.*

Annual Notification Process

WAC 392-170-042

Waterville 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 **Empire Press**. Anyone may refer a child for assessment.

A person can refer a student for assessment for placement in Highly Capable Services by filling out a referral form. Referral forms are completed by teacher, by parents and by other referring individuals. Students may refer themselves.

WAC 392-170-042

Annual Notification Form

WAC 392-170-042

Annual Notification of Referral for Highly Capable Services

Referrals for testing for participation in **Waterville** Highly Capable Services for the **2019-2020** 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. Referral forms are available online at www.watervilleschool.org/highlycapableprogram. Additional information can also be obtained through your school's Highly Capable Services Liaisons, Tabatha Mires and Tayn Kendrick.

Students in **K-12** will be assessed through **January** for possible placement in the **2019-2020**. 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 Liaison by **December 1** or the HCP office at:

Waterville School District
PO Box 490
Waterville, WA 98858

WAC 392-170-042

WAC 392-170-045 (SD)

Nomination Form and Permission to Assess

WAC 392-170-045, 047

Highly Capable Services Application and Permission for Assessment

Please print clearly or type.

Student's First Name	Middle	Last Name		
Current School	School Year	Current Grade Level	Male	Female
Neighborhood School (if different than current school)		Date of Birth M/D/Y		
Current Teacher		Student resides in district? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Language(s) routinely spoken in the home				
Student Ethnicity (Optional)				

I give consent for my child to be tested by the Highly Capable Services Program in order to determine eligibility and/or possible placement in highly capable services.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name (Please Print)	Today's Date M/D/Y	
Street Address	City	Zip code
Phone 1: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work	Phone 2: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work	
Email Address		
Are there any factors which might affect your child's ability to take tests? If yes, please explain.	Y or N	
Does your child need special testing accommodations as specified in a 504 or IEP?	Y or N	
Has your child been tested for highly capable services in the past year?	Y or N	

WAC 392-170-045, 047

Submit pages 1 and 2 of this application to the address listed above. Students moving from another state or district may attach state or district assessment reports to this application for review.

Waterville School does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Tabatha Mires 509-745-8583

Tayn Kendrick 509-745-8583

Marsha Ashley 509-745-8585

Assessment Process

WAC 392-170-055, 070, 075

Waterville School District

List of assessments: CogAT 7 Screening Form, State and District-wide assessments, Dibels, The Renzulli Scale, and informal classroom data.

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.

Please note: Private individual testing cannot be used in place of the group **CogAT7 Screening Form**. All students wanting acceptance into any highly capable services options must take the **CogAT7 Screening Form** given by district testers.

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 **CogAT7 Screening Form** 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 **Waterville 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.

The Multidisciplinary Selection Committee

WAC 392-170-070

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 Process

WAC 392-170-070

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 **Waterville Hi-Cap** 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. All students placed in **Waterville Hi-Cap** programs must go through one of these two regularly scheduled meetings with these exceptions:

1. Students who enter the school district mid-year with scores from sending school districts that qualify them for eligibility in the program may be placed by:
 - the middle school counselor after the Program Manager has reviewed scores and verified eligibility
 - by the MDSC via email for elementary Full Time and Pull Out programs.
2. Middle school students who are Target students or those with other supporting data and information sources may be placed in **Waterville Hi-Cap** classes by the middle school counselors without formally being admitted to the **Waterville Hi-Cap**. These students may test at the next test period in order to become eligible so as to ensure their placement in **Waterville Hi-Cap** classes in the future.
4. Elementary students for whom the Full-Time program placement is not in the best interest of the student may change to Pull Out after parent meetings with both the teacher and the Program Manager. They need to wait a year (12 months) before they can request reinstatement to Full Time and need to do so by going through the MDSC at a regularly scheduled meeting.

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. At the middle school level, it also involves the counselor/liaison. At the elementary level, all placements in new programming involve the MDSC as well. At the secondary level, all re-placement involves the counselor/liaison.

WAC 392-170-070

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 **Waterville Hi-Cap**, 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 **Waterville Hi-Cap**.

Permission to Place Form – Small District
WAC 392-170-047(2), 078

2/18/2016

Dear Parent(s)/Guardian(s),

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

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 **Waterville School District** program for highly capable students.

Parent/Guardian Signature

Date

WAC 392-170-047(2), 078

Not Eligible Form
WAC 392-170-055, 076

Waterville School District
PO Box 490 Waterville, WA 98858

[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 **Waterville School District** 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
PO Box 490
Waterville, WA 98858

Appeal Process

WAC 392-170-076

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 **Waterville School District** by the deadline stated in the Hi-Cap packet.

In situations where the information asse 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.

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.

Permission to Place in Pull-Out Program
WAC 392-170-047(2), 078

Highly Capable Services
AGREEMENT FOR PARTICIPATION

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

Highly Capable Services Manager
Waterville School District
PO Box 490
Waterville, WA 98858

no later than March. 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

Student

PRINTED Name

School/Grade

Please Sign and Return to:

Highly Capable Services Manager
Waterville School District
PO Box 490
Waterville, WA 98858
MUST BE RETURNED BY March 31st.

WAC 392-170-047(2), 078

Appeal Approved Form
WAC 392-170-076

Waterville School District

[ADDRESS]

[DATE]

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

The **Waterville 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 **Waterville Hi-Cap** in the **Waterville School District**.

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 **Waterville Hi-Cap**, please contact **Marsha Ashley** (mashley@waterville.wednet.edu) in the **Waterville School District** for registration information.

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

Waterville School District
PO Box 490
Waterville WA 98858

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

Sincerely,

Supervisor of Highly Capable Services, **Waterville School District**

WAC 392-170-076

Appeal Denied Form
WAC 392-170-076

Waterville School District
PO Box 490
Waterville, WA 98858

[DATE]

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

The **Waterville School District** Highly Capable Services Appeals Committee recently met to consider the appeal for highly capable services submitted on behalf of **[STUDENT NAME]**. Highly Capable services are designed for those students indicated as highly capable whose academic needs are beyond the scope of the general education classroom.

After a careful consideration of the evidence and rationale you provided for the appeal, teacher input solicited by the Committee, and assessment data on district and state assessments available to the Committee, the Appeals Committee has determined **not to reverse the previous placement decision**. The Committee has determined that **[REASON APPEAL DENIED]**. **[STUDENT NAME]** will continue in the general education classroom next fall. The decision of the Appeals Committee is final for this academic year.

Any student may reapply and be re-evaluated for the next academic year. Thank you for taking time to submit information to help the Committee make this important decision.

Sincerely,

Supervisor of Highly Capable Services, **Waterville School District**

WAC 392-170-076

**HCP Services/Programs, Grades K-12 Continuum
From OSPI Highly Capable Program Plan
WAC 392-170-078, 080**

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:

Acceleration Services/Programs (CEDARS Gifted Value 34)
Advanced Placement (AP)
Early Entrance Middle School, High School, or College
Grade Level Advancement
Online Course(s) for subject acceleration
Running Start Subject Acceleration
Other
Specify Other:

Non-Traditional Services/Programs (CEDARS Gifted Value 34)
Academic Competitions
Before/After School Services/Program
Other
Specify Other:

Program Services District
WAC 392-170-078, 080

Waterville School District
Program Services and the Highly Capable TK-12 Continuum

Grade TK-8: Grade K students are served in the regular classroom through differentiation by the classroom teacher. The screening process for the **Waterville Elementary** and **Waterville Junior High** programs start in the fall.

Grades 9-12: 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.

Student Profile Form
WAC 392-170-078

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: _____

Parent/Guardian Permission to Exit Form
WAC 392-170-047

HIGHLY CAPABLE SERVICES

PO Box 490

Waterville, WA 98858

PARENT REQUEST FOR WITHDRAWAL FROM
Waterville Hi-Cap

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

Please withdraw my child from **Waterville Hi-Cap**.

Parent/Guardian Signature: _____ Date: _____

Effective Date: _____

Reason for Withdrawal:

WAC 392-170-047

Program Review and Monitoring Process

WAC 392-170-087

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