

Chimacum School District #49
Highly Capable Program
91 West Valley Rd. / P.O. Box 278
Chimacum, WA 98325

PARENT NOMINATION PACKET

Dear Parents and Guardians:

Thank you for your interest in the Highly Capable Program (HCP) for the 2022/23 school year. All HCP Referral forms must be submitted to the school office by June 1. Students new to our district can be nominated at any time. Highly Capable forms are available in the school offices and online. Parents, guardians, community members, and teachers can refer students in kindergarten through 11th grade for evaluation.

Students can qualify for a Highly Capable learning plan in as little as one area and can be nominated again if they did not qualify in previous years. Please review the enclosed information and complete the included permission form and survey, the more specific you can be the better.

Once a parent nomination has been made student files will be screened and additional tests will be administered, if needed. All information will be evaluated by the selection team and a decision will be made concerning eligibility for the Highly Capable Program. You will be notified in writing of the decision.

If you do not agree with the decision an appeal can be made. The appeal must be made in writing with data to support the appeal. The selection team will review the appeal and you will be notified of a final decision. Appeals should be sent to me at the address shown above and directed to the Highly Capable Coordinator and/or the school principal. A classroom teacher and parents are encouraged to attend the appeals meeting and to present additional evidence of the child's outstanding academic aptitude and/or achievement.

Best Regards,

Melinda Miller
Highly Capable Coordinator
melinda_miller@csd49.org
(360)302-5886

What does Highly Capable mean?

For many years the definition of “Highly Capable” or “Gifted and Talented” has been being debated. One definition has yet to be agreed upon. However, for the purposes of state law the following descriptions have been established.

WAC 392-170-035

Definition—Students who are highly capable.

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 productivity 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.

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; and
- (5) Capacity for intense concentration and/or focus.

<http://apps.leg.wa.gov/wac/default.aspx?cite=392-170>

WAC 392-170-042

Definition—Identification Procedures

The identification and selection of students for the Highly Capable Program is determined through a comprehensive process of nomination, screening, and selection. Identification is conducted by a district committee through the use of multiple criteria including both objective and subjective

measures. No single measure can be the determining factor for acceptance into or exclusion from the program. These procedures meet State requirements (WAC 392-170-045 and WAC 392-170-055) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines. Efforts are made to ensure that all district populations will have access to the Highly Capable identification process.

Additionally, an individual can be “highly capable” in as little as one area, and may even struggle in other academic areas. The following can give you an idea of different domains of “giftedness”.

- 1) General Intellectual Ability “The Brain”
- 2) Specific Academic Ability “The Specialist”
- 3) Creative/Productive Ability “The Creative Spirit”
- 4) Psychosocial/Leadership Ability “The Social Leader”
- 5) Visual/Performing Arts Ability “Artistic Extraordinaire

Reforming Gifted Education by Karen B. Rogers, Ph.D.

Chimacum Highly Capable Program

Chimacum School District provides services for students identified as “Highly Capable” in all grades from Kindergarten through High School.

In general, students will qualify for Hi-Cap services when they have been identified with one or more of the following characteristics of superior intellectual ability:

- High Cognitive Ability
- Specific Academic Achievement
- Exceptional Creativity

Nomination Process: Nominations for the Highly Capable program are accepted year-round and then screening takes place once in the fall and once in the spring. Parents, teachers, students, community members, and peers may nominate students. For all nominees, a classroom teacher and a parent will complete an Observation Checklist. Once the parent/guardian gives permission for their child to participate in the screening process the student’s files will be screened, any additional tests will be administered, and work samples may be requested. All information will be evaluated by the selection team and a decision will be made concerning eligibility for the Highly Capable Program. Parents/Guardians will be notified in writing of the decision.

In addition, all students enrolled in grade 2 participate in screening for the Hi-Cap Program by taking the Cognitive Abilities Test. Students showing outstanding academic aptitude on verbal,

quantitative or nonverbal portions of the test will be notified of their scores. Interested parents will complete the Observation Checklist if they wish to nominate their child to the program.

Admission: A multidisciplinary selection team 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. They will select those students who would receive the most benefit from participating in the program.

Multiple data points will be considered in selection. Examples may

include:

- Results of CogAT

- Parent Nomination Form and Observation Checklist

- Teacher Nomination Form and Rating Scales

- Students Self-Nominations Form

- Peer Nomination Form

- Student Portfolios/Work Samples

The team will consider all information and make recommendations to the Hi-Cap Program Coordinator for students who are selected.

Appeals Process:

If you do not agree with a decision an appeal can be made. The appeal must be made in writing with evidence to support the appeal. The selection team will review the appeal and you will be notified of a final decision. Appeals should be sent to the address shown above and directed to the Highly Capable Program Coordinator and/or the school principal. A classroom teacher and parents are encouraged to attend the appeals meeting and to present additional evidence of the child's outstanding academic aptitude and/or achievement.

Exit Process:

Parents can make a written request for their student to exit the program at any time.

Additionally, an annual review of performance will be conducted for all students selected for inclusion in programs. For students not meeting performance expectations, a written plan of improvement will be created that includes strategies for support mutually developed and reviewed with parents/guardians and instructional staff. The plan will be reviewed at the end of the next semester following its development to assess student progress. Should the student fail to make improvements in the identified areas of the plan, future options and exit criteria will be discussed with the parent/guardian. The selection team will make all final decisions when exiting a student from the program.

Services Provided:

Students will remain in general education classrooms and have access to differentiated instruction, acceleration, and enrichment in their identified areas of strength. Each year the pull

out enrichment program is designed based on the current group's interests and talents.

Student First and Last Name: _____

Grade: _____ **Teacher:** _____

Parent/Guardian Name: _____

Directions: Read each statement and decide how often the student exhibits each behavior. You are rating the student's behavior compared with his/her age peers. Please respond to all statements with a number.

0 Never
1 Seldom
2 Sometimes 3 Often
4 Almost Always

Attribute	Score
Has a "need to know" or "desire to excel"	
Capacity for self-directed learning and working independently	
Grasps ideas quickly or with little explanation	
Can explain precisely and clearly	
Is curious and seeks answers to questions	
Is able to figure out what is needed to solve a problem	
Can relate new information to old or other information	
Uses advanced/mature vocabulary	
Reads and/or speaks with expression to create meaning	
Extremely motivated to learn what interests him/her	
Has a passionate interest or talent	
Bored by routine tasks he/she feels have been mastered	
Aware of detail; keen observer	
Moves easily from simple to complex, concrete to abstract	
Performs mental tasks of a high degree of complexity	
Can quickly figure out cause and effect relationships	

Expresses concern or interest in world issues	
Shows interest in a variety of topics	
Highly developed sense of right and wrong	
Sensitive to perceived criticism	
Highly developed sense of humor – often not understood by peers	
Is attracted to the complex and unique	
Seeks to create rather than imitate	
Values his/her own creativity	
Uses creative or unusual strategies to solve problems	
Total	

Parent Recommendation:

What area(s) do you think your child would benefit from highly capable services? *Circle one* Verbal
(reading/ writing) Quantitative (math) Both- Verbal and Quantitative

What have you observed in your child that leads you to believe that he/she would benefit from highly capable services? Use the back side if needed.

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HIGHLY CAPABLE PROGRAM SCREENING PERMISSION FORM

I would like my child to be involved in the identification process for highly capable services in Chimacum School District during the 2022/23 school year. I give permission for my child to be tested if additional testing is necessary. I also give permission for my child's cumulative records to be reviewed. I understand that this information may be shared with my child's teacher and that it will be reviewed only for the highly capable identification process and will not be interpreted for any other purpose. I also understand that test scores are only one of the aspects being considered for selection into the Highly Capable Program.

Student Name _____ Current Grade _____

Home Address _____

Phone (home) _____ (work/cell) _____

E-mail _____

Parent/Guardian _____

Signature(s) _____ Date _____

Check this box if you **do not** wish your child to be involved in the testing and/or in the Highly Capable Program's identification process.

Appeals Process:

If you do not agree with a decision an appeal can be made. The appeal must be made in writing with evidence to support the appeal. The selection team will review the appeal and you will be notified of a final decision. Appeals should be sent to the address shown above and directed to the highly capable coordinator and/or the school principal. A classroom teacher and parents are encouraged to attend the appeals meeting and to present additional evidence of the child's outstanding academic aptitude and/or achievement.

Exit Process:

Parents can make a written request for their student to exit the program at any time.

Additionally, an annual review of performance will be conducted for all students selected for inclusion in programs. For students not meeting performance expectations, a written plan of improvement will be created that includes strategies for support mutually developed and reviewed with parents/guardians and instructional staff. The plan will be reviewed at the end of the next semester following its development to assess student progress. Should the student fail to make improvements in the identified areas of the plan, future options and exit criteria will be discussed with the parent/guardian. The selection team will make all final decisions when exiting a student from the program.