

Highly Capable Program

What is the Highly Capable program?

The Highly Capable program is an alternative placement for students who require additional and accelerated experiences. The program begins at grade two and continues through grade five. Eligible students are offered enrollment in a self-contained classroom for highly capable students. These classrooms are currently located at **Cedar Wood, Forest View, Mill Creek, Penny Creek, View Ridge and Whittier** elementary schools. Each neighborhood school is assigned to one of these six centers. The Highly Capable centers may have multi-age classrooms to accommodate the number of students qualifying each year.

Transportation for families living within district boundaries is offered for qualifying students to their assigned Highly Capable center. Qualifying students whose home school has a Highly Capable center will have the same transportation services as regular program students. Qualifying students must attend the assigned center unless they follow the district variance process. Transportation is NOT available for students who have obtained a variance.

How are students referred and selected for the Highly Capable program?

Selection procedures include a referral form from a parent and a teacher as well as testing of each student. Written parent permission is required prior to testing. A selection committee composed of the program director, a school psychologist, a principal of a school with a Highly Capable center, classroom teachers, and other professionals appointed makes the final selection of students for the program.

Selection is based on academic assessments, a cognitive assessment and teacher/parent ratings on learning, motivation and creativity. The selection committee reviews data on each student, substituting a numbering system for names to protect confidentiality. Parents will receive a letter following the Selection Committee meeting with test results and the committee's decision for placement in a Highly Capable program classroom or regular program classroom.

What are the Highly Capable program's objectives?

In accordance with its philosophy to develop the special abilities of each student, the district offers appropriate instructional programs to meet the needs of exceptionally gifted and talented students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills
2. Stimulation of intellectual curiosity, independence and responsibility
3. Development of a positive attitude toward self and others
4. Development of originality and creativity

Everett Public Schools 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 the Boy Scouts and other designated youth groups.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Officer, Randi Seaberg, 425-385-4104
Title IX Officer, Mary O'Brien, 425-385-4106
ADA Coordinator, Becky Clifford, 425-385-5250
Section 504 Coordinator, Becky Ballbach, 425-385-4063



HIGHLY CAPABLE PROGRAM APPEAL PROCESS & PROGRAM EXIT PROCEDURE INFORMATION SHEET

PROGRAM APPEAL PROCESS

Appeals Process: The Everett Public Schools, in compliance with the Washington State rules for Highly Capable Programs (WAC 392-170-047), has an appeal process. If you do not agree with the selection decision and you wish to appeal, you will be asked to complete a **Selection Decision Appeal** form. Please contact our office to acquire an appeal form.

Please be aware that the selection decision appeal ***must*** be based upon one of the following conditions:

1. A condition or circumstance believed to have caused a misinterpretation of the testing results, (for example, an incorrect birthdate or grade level used in calculation of the student's score).
2. An **extraordinary** circumstance occurred **during the testing period** that may negatively affect the validity of the test results (such as a death in the family or extreme physical ailment) this must be communicated to the district office in writing **within two weeks of the end of district testing window**.
3. The suspicion of an error in the administration of the assessment.
4. A misapplication or miscalculation of the scores by the selection committee.

Appeals submitted for reasons other than above will be denied without further consideration. No outside testing will be considered. The decision of the Appeal Review Team is final.

The deadline for submission of appeal is (10) ten work days from the date of notification of score results.

PROGRAM EXIT PROCEDURE

Highly Capable Program Exit Procedure: The Everett School District, in compliance with the Washington State rules for Highly Capable Programs (WAC 392-170-047), has a procedure to allow students to exit the Highly Capable Program.

The Highly Capable Program consists of a variety of models and services and therefore is dynamic and fluid. Students will be exited from the program for one of the following reasons:

1. Parents/guardians request that the student no longer take part in the services. In this case the parent/guardian complete the exit request form and send it to Student Support Services located at 3900 Broadway, Everett, WA 98201. The form will then be placed in the student's file.
2. The student no longer meets eligibility requirements for the Highly Capable Program. Students who are identified for LEAP services in Kindergarten and/or 1st grade are not guaranteed continuation of Highly Capable services beyond 1st grade. The continuation of services is contingent upon qualifying for services based on new test results (2nd grade CogAT and Iowa Test of Basic Skills (ITBS)).
3. When an exit from the program is considered, the School Student Assistance Team convenes a meeting to review the student's profile in order to determine if an exit from the Highly Capable program should be recommended to the district Highly Capable Selection Committee. The districts Highly Capable Selection Committee will then review student performance data, consider appropriateness of student placement, and plan for transition of services based on the student needs. The Highly Capable Selection Committee determines whether or not a student's needs are best met with Highly Capable Program services base on assessment data and classroom performance.



PO Box 2098, Everett, WA 98213
www.everettsd.org

**HIGHLY CAPABLE PROGRAM
REFERRAL FOR TESTING / PERMISSION FORM**

Website: www.everettsd.org/Page/6668

Phone: 425-385-4033 / Email: rhowe@everettsd.org

NOMINATION DEADLINE: DECEMBER 3, 2018

School Use
Only
Student ID#

Please complete the following steps by December 3, 2018:

- Section 1: Student Information
- Section 2: Parent/Guardian Contact Information
- Section 3: Review the Highly Capable Program Identification Process
- Section 4: Permission to Test
- Section 5: Parent/Community Member Inventory Form

Return forms to one of the following locations by December 3, 2018 to:

- Elementary school office
- Highly Capable / Student Support Office

Section 1: STUDENT INFORMATION

Student's Name _____
(Last) (First) (Middle)

Birthdate: _____ Female _____ Male _____ Current Grade _____

Current School Attending _____ Current Teacher Name _____

Are you attending your current school on a Variance? Yes _____ No _____

If yes, please write the name of your neighborhood school below:

Is your child's first language a language other than English? Yes _____ No _____

If yes, list language(s) _____

Please check any areas below that apply for your child:

In special program: ESL _____ Special Ed. _____ Title I/LAP _____ 504 Plan _____

Other: _____

Factors which might affect the ability of your child to take tests:

Section 2: PARENT / GUARDIAN CONTACT INFORMATION

Parent/Guardian Name _____

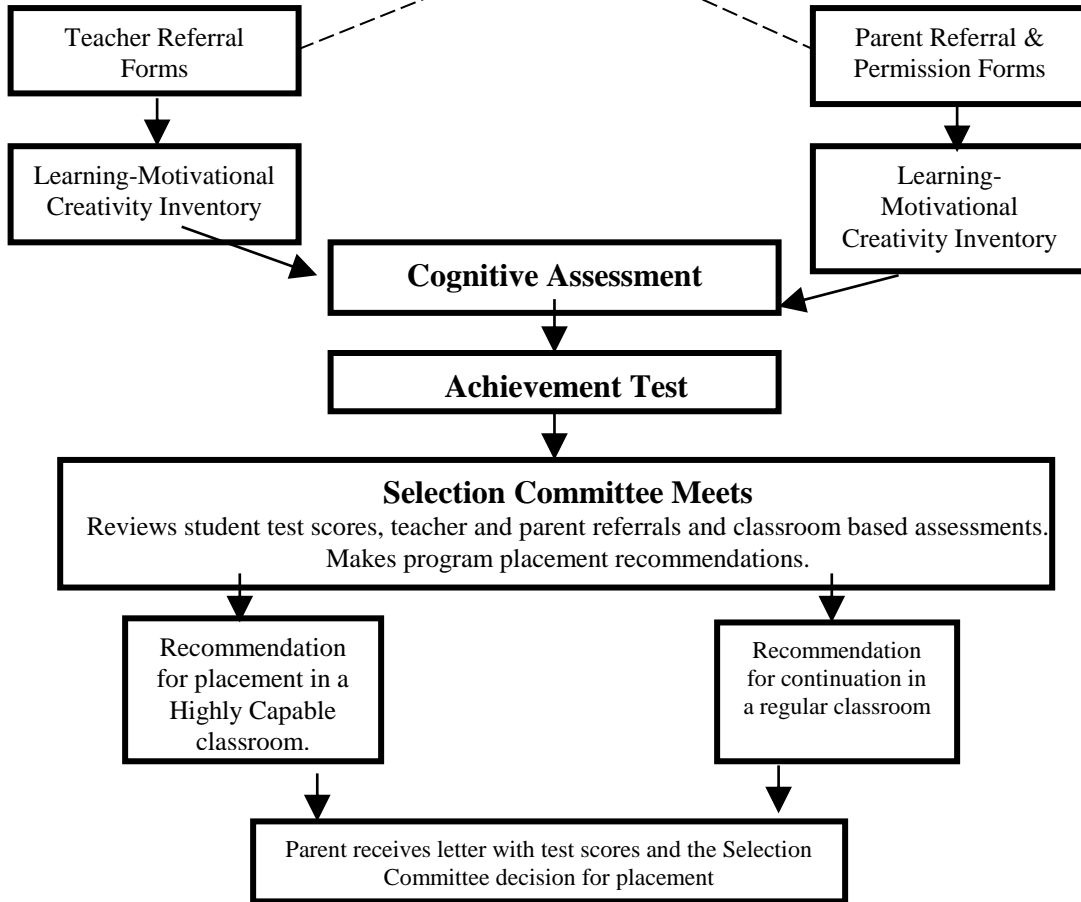
Parent/Guardian Address _____ Zip Code _____

Mailing Address (if different from above) _____

Parent/Guardian E-mail Address _____

Parent/Guardian Home Ph _____ Work Ph _____ Cell Ph _____

Section 3: HIGHLY CAPABLE PROGRAM IDENTIFICATION PROCESS



Section 4: PERMISSION FOR TESTING

Has your child been tested for a gifted program before? No _____ Yes _____

If yes, when and where? _____

Are you having your child tested by another school/district this year? No _____ Yes _____

If yes, when and where? _____

I give permission to test my child to determine eligibility and/or possible placement in the Everett Public Schools Highly Capable program. I understand that my student's directory information, birth month and year, HC cognitive assessments and HC achievement tests will be shared with an outside testing service for the purpose of scoring.

Parent/Guardian's Signature _____ Date _____

Section 5: PARENT / COMMUNITY MEMBER INVENTORY FORM

(Student Learning, Motivation, Creativity)

Name of Student	Student ID#
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Directions: Please read the statements below carefully and rate your child according to the following scale. Provide only one check mark per question that best reflects your child.

- If you have **rarely** observed this characteristic
- If you have **sometimes** observed this characteristic
- If you have **often** observed this characteristic
- If you have observed this characteristic **most of the time**

<u>LEARNING CHARACTERISTICS</u> – (check only ONE box per question)	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside of school.				
2. Knows about a variety of topics beyond the usual interests of age peers.				
3. Has quick recall & mastery of information; catches on quickly.				
4. Asks many questions; tries to discover the how and why of things, asks for reasons.				
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.				
6. Is a keen and alert observer. Usually “sees more” or “gets more” out of a story, film, than others.				
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.				
8. Reasons things out and sees logical and common sense answers.				
<u>MOTIVATIONAL CHARACTERISTICS</u> – (check one box per question)	Rarely	Sometimes	Often	Most of the Time
1. Becomes involved in certain topics or problems. Is able and/or willing to concentrate on an activity or task for unusual periods of time; persistent in task completion.				
2. Does not need much drill and practice to grasp concepts.				
3. Works to ability level, enjoys being challenged, and looks for opportunities to learn.				
4. Has high expectations; may be critical of own efforts.				
5. Works cooperatively in a group setting, respects the learning environment of all students.				
6. Is interested in “adult” topics.				
7. Is self-assertive and may be unwilling to change ideas.				
8. Likes to organize people, things and situations.				
9. Is concerned with right and wrong, good and bad.				

Section 5: PARENT / COMMUNITY MEMBER INVENTORY CONT'D.
(Student Learning, Motivation, Creativity)

CREATIVITY – (check one box per question)	Rarely	Sometimes	Often	Most of the Time
1. Is curious about many things, constantly asking questions.				
2. Can think of many ideas or solutions to problems and questions. Predicts from present information.				
3. Is uninhibited in expression of opinion; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression. Fantasizes, imagines & builds on ideas. Improvises with common place materials.				
6. Has a keen sense of humor.				
7. Responds emotionally to stories, events and needs of others.				
8. Demonstrates artistic appreciation and understanding. Has unusual ability in fine arts, such as painting, drama and music.				
9. Is individualistic and is not afraid to be different.				
10. Criticizes constructively; unwilling to accept rules without reasons.				

PLEASE COMMENT BRIEFLY ON THE FOLLOWING AND PROVIDE EXAMPLES WHERE APPLICABLE:

Child's hobbies, interests, unusual accomplishments:

Academic areas where child demonstrates excellence:

Please include at least two specific comments that you believe would be helpful for the selection committee:

1.

2.

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

OPTIONAL

***Community Member's Signature** _____ **Date:** _____

** In accordance to WAC 392-170-045; nominations may be submitted by anyone having knowledge of the student, including members of the community.*

NOMINATION DEADLINE: Monday, December 3, 2018

FOR SCHOOL YEAR: 2019- 2020