



COLLEGE PLACE PUBLIC SCHOOLS

Highly Capable Program

Nomination Application Guidebook

APPLICATION DUE DATES FOR THE 2020-2021 SCHOOL YEAR
MAY 1, 2020
OCTOBER 1, 2020

College Place Public Schools
Special Programs Office
1755 S. College Avenue
College Place, WA 99324
Phone: 509.529.5207
Email: mwaddell@cpps.org

HIGHLY CAPABLE PROGRAM

Welcome to the Highly Capable Program Application Process for the College Place Public School District. Please feel free at any time to contact us directly at the Special Programs office with any questions you may have about the program or application process.

INCLUDED IN THIS APPLICATION:

- Definition of a Highly Capable Student
- Philosophy of our program
- Procedures for Identification
- Important Dates
- Programming Descriptions
- Parent Input Form
- Monitoring, Exit & Appeals Guidelines
- Permission for Assessment & Services

DEFINITION OF A HIGHLY CAPABLE STUDENT

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, the following 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.

PHILOSOPHY OF OUR PROGRAM

We believe that every human being is of value, with the right to optimal development. Each person is unique from all others, and we must not only acknowledge this, but base our programs upon methods of developing and utilizing that uniqueness. We are committed to an educational program that recognizes the special value and needs of the individual student. Providing programs and materials for gifted students who demonstrate the potential for superior talents in academics, creativity, and leadership is an integral part of this commitment. We believe that gifted students need a qualitatively differentiated program that takes into consideration individual learning styles and special abilities. The program should help develop self-esteem, and skill in independent study, research, creative thinking, and critical thinking. The purpose of the program is to develop the life-long learning processes of the gifted. Enhancing the self as a learner, and a producer is a central focus. Gifted students should be challenged to develop their abilities for both personal fulfillment and the benefit of society.

PROCEDURES FOR IDENTIFICATION OF A HIGHLY CAPABLE STUDENT

The following procedures and protocols are used to guide our identification of a Highly Capable Student in our district.

- Student is nominated by any source (parent/guardian, teacher, community member, etc.) and application packet is completed and turned in by the due date
- Nominated student's teacher completes the Gifted Evaluation Scale (GES)
- Written parent permission is needed for the district to administer the Cognitive Abilities Test (included in this packet)
- Student takes the Cognitive Abilities Test
- Highly Capable Team (HC Teacher, General Ed Teacher, School Psychologist or School Counselor, Special Programs Director, and other professionals as needed) meet to evaluate the following blind student data (we review the data without student names):
 - Cognitive Abilities Test (Cog At)
 - STAR
 - Gifted Evaluation Scale (GES)
 - Parent Input
 - GPA (grades 6+)
- Students will need to meet in one of the following areas:
 - Math
 - Reading/Verbal
 - Non-Verbal
 - Creativity
- Scores needed to qualify are as follows:
 - Cognitive Abilities Test 95th percentile (Math, Verbal, Non-Verbal)
 - MAPS 95th percentile (Math and Reading) (STAR for students in K-2)
 - Gifted Evaluation Scale (Creativity) 95th percentile
 - Multidisciplinary Team reserves the right to make identification decisions based on multiple data sources
- Highly Capable Teacher or designee communicates with parents to confirm their student's acceptance or non-acceptance (student has either met or not met the criteria) to the Highly Capable Program (HCP). Written parent permission is needed prior to placement in programs and providing services (included in this packet).

IMPORTANT DATES

October 1st: Nomination packets due (all grade levels)

October 1st-November 1st: Highly Capable Testing Window (all grade levels) - Building Assessment Coordinator will inform parents of exact dates of testing

May 1st: Nomination packets due (all grades)

May 1st-June 13th: Highly Capable Testing Window (all grades) - Building Assessment Coordinator will inform parents of exact dates of testing

PROGRAMMING DESCRIPTIONS

Students in the College Place School District Highly Capable Program are offered the following services:

- Students in kindergarten through 3rd grade, identified as Highly Capable, are served through their general education classroom. Fourth and fifth grade students, identified as Highly Capable, will be served through a pull-out enrichment program. K-5 classroom/program options could include, but not be limited to: alternative activities, enrichment activities, flexible group learning, independent projects, advanced lessons, online or supplemental instruction, and a pull-out program. The pull-out program allows students to be grouped with other students identified for the program.
- Students in grades sixth through eighth, identified as Highly Capable, are served through a separate self-contained classroom for one period of the student's day. Program focuses on the subject areas of English, Language Arts, Social Studies, and extension studies. Students are involved in inquiry- based lessons, group problem-solving settings, independent investigations, and group discussions. Middle school students have an opportunity to take different levels of mathematics classes, based on their ability and test scores.
- Students previously identified as Highly Capable and transitioning to ninth grade will be placed in appropriate classes based on assessment data and teacher input. Services for high school students can include, but are not limited to, honors, independent study, and/or online classes.
- Previously identified transfer students, with proof of program acceptance, will be placed accordingly in the appropriate Highly Capable program. Students new to the district who are interested in applying for the Highly Capable Program will need to complete a nomination form prior to the Fall and Spring deadlines.

What Does Highly Capable Mean?

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 and environments.

MONITORING, EXIT AND APPEALS GUIDELINES

MONITORING GUIDELINES

The monitoring phase is for any Highly Capable student that is **not** meeting the following criteria:

- A student in the Highly Capable program must be passing all of his/her classes with a minimum grade point average of 3.5 (students in grades K-5 without a formal GPA will need to be passing all classes as determined by the principal).
- A student in the Highly Capable program must exhibit appropriate behavior (no severe discipline referrals)
- A student in the Highly Capable program must attend regularly.

One or more of the following may initiate the monitoring phase: a classroom teacher, Highly Capable teacher, counselor, principal, parent(s), or the Special Programs Director. A Monitoring Committee comprised of three professional staff members (one of which will be the Highly Capable teacher) will determine specific improvements the student must make within the monitoring period. A Monitoring Committee meeting may be called at any time the student is not meeting the above criteria or if there is another concern that arises. Throughout the duration of the monitoring phase, the student will still receive Highly Capable Program services.

At the end of the monitoring phase, the student's progress will be re-evaluated by the committee. If the student **is** meeting the above criteria, the student will be moved out of monitoring status. If the student **is not** meeting the above criteria, the committee will determine a course of action. A student may be re-evaluated (using the same or similar measures that were administered at their admittance to the program, garnering parent permission prior to testing) at the end of their monitoring phase. If a student does not qualify for the Highly Capable program based on their scores, they may be removed from program.

EXIT GUIDELINES

Exit procedures may be initiated by a student/parent/ teacher. A student may be exited from the Highly Capable program when the monitoring phase requirements have not been met (see above). A student may be re-evaluated (using the same or similar measures that were administered at their admittance to the program, garnering parent permission prior to testing) at the end of their monitoring period. If a student does not qualify for the Highly Capable program based on their scores, they may be removed from program. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred and tested for re-entry into the Highly Capable program.

The following exit reasons may be used for identified HCP students:

Graduated	Opted out of program (student/parent/guardian withdrew from program)
No longer enrolled	End of school year transition
Student no longer qualifies for gifted program services based on multiple objective assessment results	Parent/Guardian/Student declined services for this year only

APPEALS GUIDELINES

Please be aware that appeals must be based upon one of the following conditions:

A condition or circumstance believed to have caused a misinterpretation of the testing results (Incorrect birthdate or grade level used in calculating the student's score).

An extraordinary and temporary circumstance that negatively affected the validity of the test results (A traumatic event or physical distress immediately preceding the test).

If you believe one of these conditions applies to your child, you will need to submit the following items and information within 10 days of hearing of your child's test results.

1. A letter to the Special Programs Office, 1755 S. College Ave., College Place, WA 99324, stating the reason you believe your child is in need of gifted services.
2. Attach a recent report card and any information that further supports your appeal, such as state tests and district assessments.
3. Include your name, address, and phone number as well as your child's name, grade, and school.

The Appeals Committee may request teacher input.

Appeals are reviewed by an Appeals Committee that consists of an Administrator, Psychologist (or other qualified individual), Principal, and Teacher. All submitted documents are closely and carefully reviewed. The Committee is looking for evidence that the results of the testing are not a true representation of the child's abilities. The decision of the Appeals Committee is final.

NOMINATION APPLICATION PROCESS

The Nomination Application process is completed by downloading the one-page Parent Input Form listed with this HiCap Nomination Application Guidebook on the District website. When both the Parent Input section and Permission for Assessment, Placement and Services sections are completed and signed, please return to the school counselors listed below:

K-5 Grades Blake Limburg blimburg@cpps.org

6-8 Grades Gabriela Esquivel gesquivel@cpps.org

The College Place Public School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, color, national origin, sex, 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. District programs will be free from sexual harassment. (District Policy 3210)