

**Lake Chelan School
District
Highly Capable
Handbook**



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Mission Statement

- ❖ To provide experiences that meet the unique cognitive, social, and emotional needs of potentially gifted and identified gifted students
- ❖ To support all students in reaching their target learning goals to become successful individuals in the classroom, school, and community

Core Beliefs and Guiding Principles

Students who possess exceptional abilities or potential to perform should be given the opportunity to fulfill that potential by:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

The Lake Chelan School District HiCap model ensures this by identifying students who are ready for a higher level of rigor when compared to their grade level peers and by supporting teachers in their efforts to differentiate instruction for these learners.

Program Goals

The Lake Chelan School District offers a continuum of services for highly capable students K-12. (Policy 2190). The framework for such programs will encompass, but not be limited to, the following objectives:

- ❖ Expansion of academic attainments and intellectual skills;
- ❖ Stimulation of intellectual curiosity, independence and responsibility;
- ❖ Development of a positive attitude toward self and others; and
- ❖ Development of originality and creativity.

Definition and Characteristics

Highly capable students are defined as “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.” (WAC 392-170-035)

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

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- Creative ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their areas(s) of intellectual strength; and
- Capacity for intense concentration or focus.” (WAC 392-170-036)

Characteristics of Highly Capable Children

“High Ability Child vs. Highly Capable Learner”

Observing Highly Capable characteristics is often difficult when we are dealing with obviously bright children. The chart below is helpful in seeing the subtle differences between the bright child and the highly capable learner.

High Ability Child	Highly Capable/Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

In addition this information can continue to shed light on what the characteristics and traits of Gifted Learners can sometimes look like.

<p>The gifted student</p> <ul style="list-style-type: none"> ● Asks many questions and is very curious ● Possesses a large amount of information ● Has a good memory 	<p>And...</p> <ul style="list-style-type: none"> ● Easily gets “off task” and “off topic” ● Is impatient when not called on in class
<p>The gifted student</p> <ul style="list-style-type: none"> ● Learns new information quickly ● Retains information easily ● Masters reading skills earlier ● Demonstrates strong abilities in math ● Displays unusual academic achievement ● Finished class work quickly 	<p>And...</p> <ul style="list-style-type: none"> ● Is easily bored ● Can become disruptive in class ● Shows strong resistance to repetitive activities and memorization ● Completes work quickly but sloppily
<p>The gifted student</p> <ul style="list-style-type: none"> ● Is interested in many things ● Becomes involved in a variety of activities ● Is motivated to try new things ● Enjoys a challenge 	<p>And...</p> <ul style="list-style-type: none"> ● May resist working on activities apart from areas of interest ● Leaves projects unfinished ● Takes on too much and becomes overwhelmed
<p>The gifted student</p> <ul style="list-style-type: none"> ● Thinks independently ● Expresses unique and original opinions ● Is self-motivated 	<p>And...</p> <ul style="list-style-type: none"> ● Challenges authority ● May not handle criticism well ● May not work well in groups
<p>The gifted student</p> <ul style="list-style-type: none"> ● Uses higher level thinking skills (analysis, synthesis, evaluation) ● Makes connections other students don’t see ● Considers unusual approaches to problem solving 	<p>And...</p> <ul style="list-style-type: none"> ● Tends to be absent minded regarding practical details ● Forgets homework assignments
<p>The gifted student</p> <ul style="list-style-type: none"> ● Has a strong sense of justice ● Likes to debate current issues and real life problems 	<p>And...</p> <ul style="list-style-type: none"> ● Can be very critical of self and others ● Likes to argue a point ● Is a perfectionist and expects others to be perfect as well
<p>The gifted student</p> <ul style="list-style-type: none"> ● Has a sophisticated sense of humor ● Understands subtle humor ● Enjoys plays on words and satire 	<p>And...</p> <ul style="list-style-type: none"> ● Sometimes perceived as a “know it all” by peers ● Is sometimes “bossy” to peers in

	group situations
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Instructional Programs

“For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.”

Morgen Owings Elementary Highly Capable Program

One objective of the HiCap program is to provide enrichment opportunities for students to dive deeper into curriculum and use higher level thinking skills to apply concepts to new situations. At Morgen Owings Elementary, students explore the concept of innovation and design. Students are also encouraged to synthesize their learning by creating new models for exploring concepts in math, technology, engineering, and science. By using these higher level thinking skills, advanced learners are able to work up to their potential and nurture their curiosities.

The HiCap Coordinator’s role is to support teachers in helping students to reach their target learning goals by providing pullout enrichment classes for identified students. Students meet with the HiCap Coordinator on a weekly basis to pursue exploration around enrichment projects designed by the HiCap Coordinator to supplement classroom instruction and expand student’s learning. Additionally, the HiCap Coordinator supports teachers during math workshop to encourage differentiation. Personal goal setting and reflection are used as a tool to help students identify the amount of knowledge gained and the amount of effort invested.

Elementary HiCap Pullout:

- *Serves students who have tested and qualified as advanced learners through the LCSD advanced learning testing process*
- *Supplements classroom learning*
- *Is enrichment-based*
- *Is tutoring*
- *Is not designed to accelerate curriculum*
- *Is not a graded class*

Chelan Middle School Highly Capable Program

Highly capable services will be provided by classroom teachers. The District Highly Capable Coordinator will collaborate with teachers to ensure students have access to appropriately challenging curriculum so they can continue to learn and grow to their fullest potential. Every effort will be made to cluster highly capable students with intellectually like peers.

Highly capable services will be provided by classroom teachers in the form of differentiated learning opportunities in Social Studies, English Language Arts, and Science classes. In addition, students will once again have the opportunity to participate in accelerated math classes and electives.

Each of our grade level teams will collaborate with the Highly Capable Coordinator to develop differentiated assignments and/or enrichment opportunities throughout the school year, and the coordinator will continue to check in with students periodically during advisory time.

In addition to the in-class opportunities, academic based extracurricular programs are offered. CMS participates in Knowledge Bowl and Science Olympiad.

Chelan High School

Access to appropriately challenging curriculum will be provided through accelerated course offerings available at the high school and/or running start programs. The Highly Capable Coordinator meets regularly with the high school counselor/registrar to ensure appropriate placement. Parents are highly encouraged to be involved in the pathway of courses selected by the child for graduation.

The Highly Capable Program at Chelan High School focuses on student advocacy to participate in options such as:

- *Dual Credit Courses*
- *Advanced Placement Courses (AP)*
- *College in the High School Courses*
- *Honors Classes*
- *Running Start*
- *On-line Learning*
- *Clubs*

Course Offerings Include (updates to offerings are made available through the high school website)

Pre-Calculus (University of Washington) 10,11,12

Calculus I (University of Washington) 10,11,12

Calculus II (University of Washington) 11,12

Finite Mathematics (Central Washington University) 10,11,12

Advanced Placement Statistics 10,11,12

World History 103 (Eastern Washington University) 10

Advanced Placement United States History 11

Advanced Placement Psychology 10,11,12

Sociology 101 (Central Washington University) 12

Advanced Placement Studio Art 10,11,12

Cornerstone English 102/105 (Central Washington University) 12

English 101 (Eastern Washington University) 11

English 170 (Eastern Washington University) 12

Global Health (University of Washington) 10,11,12

Environmental Science: Atmospheric Science 101 (University of Washington) 11,12

Viticulture: Plant and Soil Science 101 (Yakima Valley Community College/WSU) 10,11,12

Accounting I & II (Wenatchee Valley Community College) 10,11,12

Agricultural Mechanics I, II, III (Wenatchee Valley Community College) 10,11,12

Natural Resources (Wenatchee Valley Community College) 10,11,12

Other classes available via CHS Online Learning Lab 10,11,12

Highly Capable Identification

LCSD Procedure 2190P

Selection procedures include a referral process each Spring. Referrals can be from anyone (parent, teacher, community member) and should include academic assessment data. Potential students must have written parent permission prior to cognitive testing. A selection committee composed of teachers, counselor/school psychologist, and administrators will make the final selection of students eligible for the program.

Selection is based on academic assessments, cognitive assessment(s), and teacher/parent ratings on learning, motivation, and creativity. The selection committee reviews data on each student, substituting student numbers for names to protect confidentiality. Parents will receive a letter following the selection committee's decision for placement in the program.

PLEASE NOTE: *No more than (2) assessments will be administered within a (4) year period. Re-tests must be at least one calendar year from the date of previous testing. Out of district testing must have prior approval of the Highly Capable Program Coordinator. Testing from other sources will be considered as additional information only.*

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

Referrals

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

Each year, second Grade students will be screened using the Naglieri Nonverbal Ability Test. The selection committee will review 2nd grade NNAT3 data, as well as

math and literacy data for all grades to identify students exceeding grade level standards. The committee will screen each nominee to identify students who qualify for further assessment. Screening criteria may include the following: State assessments, norm referenced assessments, classroom-based assessments, Renzuli, etc.

These students may be included in further cognitive testing with parent permission.

Assessment

Students referred for selection as a highly capable student, unless eliminated through screening as provided in WAC 392-170-045, shall be assessed by qualified district personnel. Lake Chelan School District uses multiple criteria for identification of students who are among the most highly capable (WAC 392-170-055). The district will obtain written parental permission prior to conducting assessments.

Identification Process

Step 1: Screening

- The selection committee reviews screening data for each nominee. Screening data is used for the purpose of referring students on to Step 2.
- Screening measures might include:
 - Information form from parent/guardian
 - Teacher checklist of behavioral characteristics of the gifted indicating a need for differentiated instruction
 - iReady reading/math assessment data
 - Level 4 on Smarter Balanced Assessment (ELA, Math)
 - ELPA 21 levels-early exit (If applicable)
 - And as available:
 - Above grade level on RAPID reading comprehension/Lexile
 - Easy CBM math assessment data
- Students who show high potential for qualifying are referred for further cognitive testing

Step 2: Permission

- Parent/Guardian permission for cognitive testing is obtained prior to assessing students
- Students who are referred for cognitive testing and have parent permission are assessed using the Nagliery Nonverbal Ability Test (NNAT3) and/or the Cognitive Abilities Test (CogAT)

Step 3: Data Gathering

The Highly Capable Program Coordinator compiles a digital portfolio on each of the students who is tested. The portfolio may contain, but is not limited to, these artifacts:

- a. CogAT Score
- b. NNAT3 Score
- c. Nomination & Inventory form completed by student's teacher

- d. Nomination form completed by parents
- e. Smarter Balanced assessment scores
- f. Classroom assessments and performances
- g. ELPA21 levels (If applicable)
- f. RAPID reading comprehension/Lexile level (if available)
- g. EasyCBM math percentile (if available)

Step 4: 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 HiCap Coordinator will review data that has been collected for each of the nominated students.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision 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 these 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 and/or academic achievement.

Body of Evidence Options	
Quantitative	Qualitative
<p style="text-align: center;">Achievement</p> <ul style="list-style-type: none"> ● SBA (Smarter Balanced Assessment) ● i-Ready Diagnostic Test ● RAPID Reading Assessment ● EasyCBM Math Assessment 	<p style="text-align: center;">Behavior Characteristics</p> <ul style="list-style-type: none"> ● Home Rating Scales ● Teacher Rating Scales ● Referral Checklist
<p style="text-align: center;">Aptitude</p> <ul style="list-style-type: none"> ● CogAT ● NNAT3 	<p style="text-align: center;">Demonstrated Performance</p> <ul style="list-style-type: none"> ● Performance Tasks ● Work Samples ● Portfolio

Step 5: Notification

The district will:

- Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
- Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
- Schedule a meeting of all such parents; and
- Conduct an annual parent meeting to review each student's educational plan.
- Begin serving students who would benefit most from Highly Capable Program services as soon as possible.

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 appeals 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 the Special Programs within 10 school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's multi-disciplinary selection committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. 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 certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals if any, that the district deems desirable.

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 Multi-Disciplinary Selection Committee within 10 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 Multi-Disciplinary Selection 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 multi-disciplinary 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 multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Appendix

Highly Capable Referral Directions

Highly Capable Referral Form

Highly Capable Referral Letter with Permission to Test

Appeal Form

HICAP REFERRAL DIRECTIONS

If a Student is Referred:

Person referring fills out a Referral Form and returns the form to the child's school.

Teachers who wish to refer a student fill out Teacher Nomination & Inventory Form (Renzulli).

School sends form to Special Programs Office

Teacher completes Renzulli/CLED Scales for referred student

Committee screens and selects students for further cognitive testing with parent permission.



2020 - 2021 HIGHLY CAPABLE PROGRAM K-12 REFERRAL

Highly capable students generally possess the following characteristics:

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

Nomination Deadline: MONDAY, MARCH 23, 2021
 Please return the completed form to your child's school
 or email form to K. C. Knudson at knudsonk@chelanschools.org

Student	Birthdate	Grade	School	Teacher
Name of person nominating student:				
Relationship to student:				

To what extent are the following characteristics typical of the student being nominated?	Almost Never	Seldom	Some-times	Often	Almost Always
1. Constantly asks questions					
2. Offers unusual responses					
3. Likes to try new things					
4. Learns easily and quickly					
5. Creates original ideas and products					
6. Has many interests, hobbies, and collections					
7. Is bored with routines tasks					
8. Uses advanced vocabulary					

9. Enjoys complex tasks					
10. Displays a keen sense of humor					
11. Intense; gets totally into tasks or thoughts					
12. Relates easily to adults and older peers					
13. Sense of fairness					
14. Works well independently					
15. Usually persistent in his/her interest of topic					
16. Makes connections with what is already known.					
17. Remembers information in vast quantities easily					
18. Tries to apply new information					
19. Makes generalizations and draws conclusions that summarize complex information easily.					
20. Can orient self and figures in space easily					
21. Pursues interests to satisfy own curiosity					
22. Wants to know why and how					
23. Is alert, observant beyond years					
24. Easily understands how others feel					
25. Follows own ideas rather than others'					
26. Uses own set of values to dictate behavior					
27. Upset with sad, negative, hurtful events related through some form of communication (book, movie, news, etc.)					
28. Learned to speak and read considerably earlier than same age peers.					
29. Highly motivated and skilled in specific subject area or domain					
30. Very good in some things, but not others					
31. Approaches ideas from a number of perspectives					
32. Produces a large number of ideas easily					

Has this child ever been identified or enrolled in a gifted/highly capable education program in another school or district? Yes No

If yes, when? Where?

Please include any previous assessment results with this nomination form.

What prompted you to initiate this nomination?

What qualities or characteristics do you observe in this student that you believe are exceptional?

PERMISSION TO TEST

Dear Parent/Guardian,

Your child _____, is being considered for referral to the program for Highly Capable students in the Lake Chelan School District. As a part of the qualification process, the Cognitive Skills Test (CogAT 7) and the Naglieri Nonverbal Ability Test (NNAT3) are used to identify students for the program. At this time, we ask your permission for this testing to take place. Please return the form below to your student’s school by April 24, 2021.

If you have any questions or wish to speak to someone regarding your child’s assessment for Highly Capable services, you may contact the Director of Teaching and Learning, at knudsonk@chelanschools.org, or the Highly Capable Coordinator, Kari McLaren at mclarenk@chelanschools.org.

Sincerely,

K. C. Knudson
Director of Teaching and Learning

Parent/Guardian Use Only:

I **would not** like my child to be considered for the Highly Capable Program.

I **would** like my child to be considered for the Highly Capable Program. I understand that the testing will be completed by the assessment team and/or school psychologist.

Signature: _____ Date: _____

Child’s Name: _____ Grade: _____ Teacher: _____

School _____ Telephone number: _____

PERMISO PARA PRUEBA

Estimado Padre / Tutor,

Su hijo _____, está siendo considerado para referirse al programa para estudiantes Altamente Capacitados en el Distrito Escolar de Lake Chelan. Como parte del proceso de calificación, la prueba de habilidades cognitivas (CogAT 7) se utiliza para identificar a los estudiantes para el programa. En este momento, solicitamos su permiso para que se realicen estas pruebas. Por favor, devuelva el siguiente formulario a la escuela de su estudiante antes del 24 de abril de 2021.

Si tiene alguna pregunta o desea hablar con alguien sobre la evaluación de su hijo para los servicios de Altamente Capacitado, puede comunicarse con la Coordinadora de Altamente Capacitado, K. C. Knudson en knudsonk@chelanschools.org.

Sinceramente,

K. C. Knudson
Director of Teaching and Learning

Solo para padres / tutores:

No me gustaría que mi hijo sea considerado para el Programa de Altamente Capacitado.

Me gustaría que mi hijo sea considerado para el Programa de Altamente Capacitado. Entiendo que las pruebas serán hechas por el equipo de evaluación y/o el psicólogo escolar.

Firma: _____ Fecha: _____

Nombre del niño: _____ Grado: _____ Maestro: _____

Escuela: _____ Número de teléfono: _____

Lake Chelan School District Highly Capable Appeal Form

Directions:

- Any student tested for the Highly Capable Program who didn't qualify may pursue an appeal.
- An appeal may be initiated by any interested person on a student's behalf.
- Necessary Components of an appeal must include:
 - Student Information
 - Student Background
 - Additional evidence of student achievement (e.g. test scores, report cards,) and evidence of extraordinary circumstances may accompany the appeal packet.

Deadline: Submit to Highly Capable Service 10 days after receiving notification.

Student Information

Student Name: _____ DOB: _____

Address: _____

Home Phone: _____ Work Phone: _____

Current School: _____ Current Grade: _____

Appeal Initiated by: _____

Student Background

Describe the characteristics/behaviors/needs of a highly capable learner that you have observed with your child: _____

Describe your child's academic progress, interaction with classmates, and special interest areas. _____

Describe how the regular curriculum has been modified to meet your child's special needs: _____

Describe how your child's test performance may have been influence:

Comments: _____

Note: Please attach copies of any supporting documentation which may be helpful to the selection committee in determining eligibility.

Parent Permission to appear:

Parent Name: _____

Parent Signature: _____ Date: _____