

Sequim School District Highly Capable Handbook

2019 - 2020

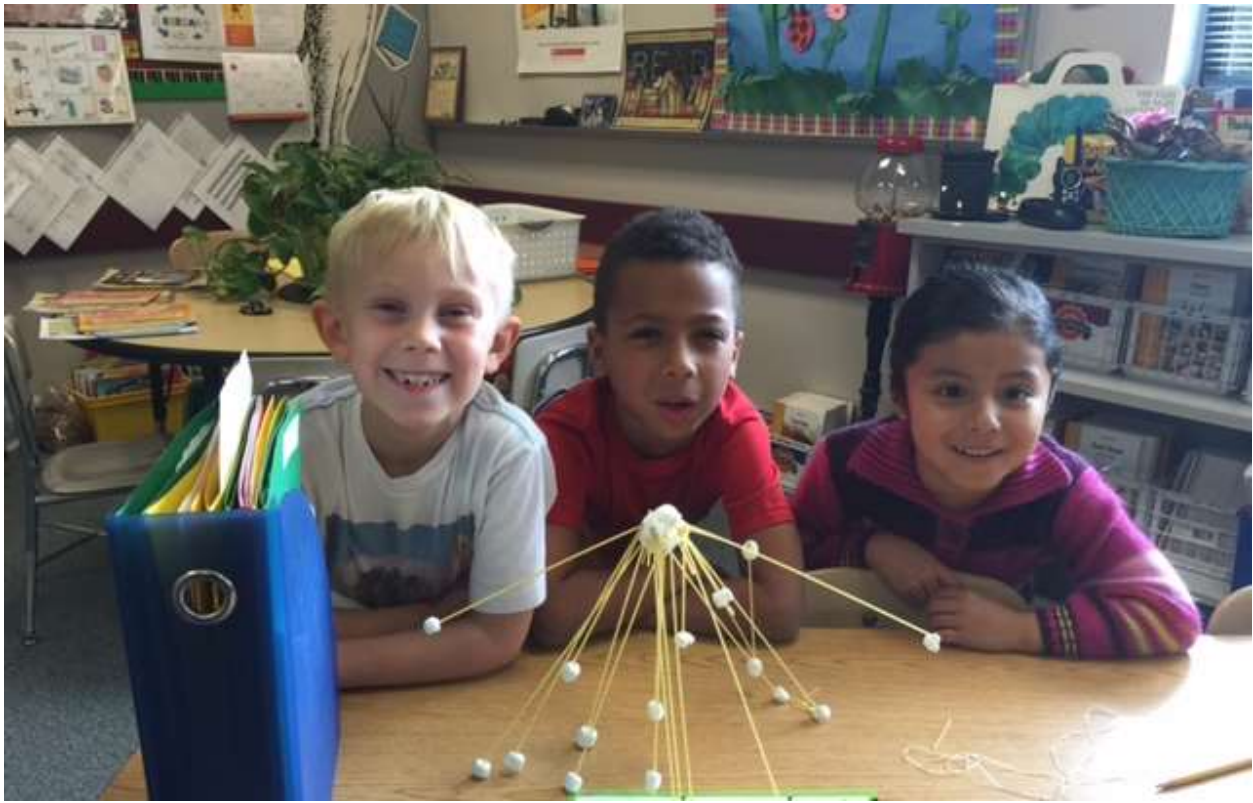


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Program Mission Statement

Sequim School District believes that students who possess exceptional abilities or potential to perform should be given the opportunity to fulfill that potential by:

- a. Learning challenging academic material;
- b. Learning to reason effectively; and
- c. Learning to think creatively.

An appropriate education will provide these students the tools and background they need to become confident and productive adults.

Program Goals

The Sequim School District Highly Capable Program will:

- Identify students who have high intellectual and academic ability;
- Support the classroom teachers in providing differentiated instruction appropriate to the needs of highly capable students;
- Develop abilities for quality production and critical/creative thinking in students;
- Place students among their intellectual peer group; and
- Engage in ongoing program evaluation and revision (WAC 392-170-030).

Definition

Sequim School District recognizes as highly capable those 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)

Highly capable students may possess 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 area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus. (WAC392-170-036)

*Access to accelerated learning and enhanced instruction is, for highly capable students, access to a **basic** education (WAC 392-170-012). To the greatest extent possible within available resources, Sequim School District will offer appropriate educational choices to advance academic achievement and growth for our most highly capable students.*

Highly Capable Identification Process

The identification of highly capable students is a multi-step process that takes in notification, referral, screening, parent permissions, assessment, selection, and the procedures necessary to appeal a selection decision and exit a student. *Identification procedures occur at all grade levels in the district. Once a student is identified, Sequim District provides services across all grade levels for as long as the student remains in the district.*

Notification: The Sequim School District will notify community parents, teachers, and students in appropriate languages before any major identification activity. The notifications will be posted on the District website, published in the local newspaper and school newsletters, and otherwise disseminated (WAC 392-170-042).

Referral: Referrals are accepted from September through November. Any student who was not tested the previous school year may be referred for screening. Anyone may refer students, including teachers, parents/guardians, staff, friends, students, members of the community, etc. Referral Packets are available on the Highly Capable webpage and at all school offices. Please note, parent/guardian permission is required for testing. (*Appendix A*)

Transfer Students: Students previously identified as Gifted or Highly Capable have an opportunity to present records of eligibility within 3 months of enrollment in the Sequim School District. Students who transfer from out-of-district and have qualified to receive Highly Capable/Gifted services in their previous district will not automatically be enrolled in the Highly Capable program. The Multidisciplinary Selection Committee will review test scores and placement letters from the prior district to determine if they meet the selection criteria of the Sequim School District. With parent permission (Appendix B), the student will begin to receive Highly Capable Program services or will be asked to participate in the next Sequim School District identification process.

Students who transfer to Sequim School District after the referral window has closed and *have not been previously identified as Highly Capable/Gifted*, will have the opportunity to be assessed for the Highly Capable program during their *first three months* of enrollment with parent/guardian permission (*Appendix A*).

Assessment Process: 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. To the extent practicable, screening and assessments will be given in the native language of the student. If native language screening and assessments are not available, a nonverbal screening and assessment will be used. Sequim School District uses multiple criteria for identification of students who are among the most highly capable (WAC 392-170-055).

Step 1:

- The district will screen students to identify those who qualify for further assessment and/or data collection. Screening criteria may include the following: State assessments, district assessments, observational rating scales, or the CogAT Screener.
- Students meeting the CogAT Screening Form threshold (80th grade percentile and higher) OR scoring in the top 10% on the previous year's or most recent achievement data move to Step 2 with parent/guardian permission (*Appendix A*). Screening scores are reviewed and students who show high potential for scoring in the 97th percentile are given the Full Battery CogAT Test and/or the SOI Creativity Short Form.
- Parent/Guardian permission will be required for testing with the CogAT Full Scale Battery (*Appendix A*).

Step 2:

- The Highly Capable Program Coordinator will compile a portfolio on each of the students who take the CogAT Full Test Battery. The portfolio may contain, but is not limited to, these artifacts:
 - a. CogAT Full Scale Test Battery Scores,
 - b. SOI Creativity Short Form
 - c. SIGS (Scales for Identifying Gifted Students) from the student's teacher,
 - d. SIGS (Scales for Identifying Gifted Students) form completed by parents,
 - e. State assessment scores, achievement scores
 - f. Classroom assessments and performances, and/or other corroborating or extenuating evidence, at the Multidisciplinary Selection Committee's discretion (WAC 392-170-055)

The Multidisciplinary Selection Committee will meet in a timely manner to examine the portfolios. Using evidence from the portfolios and their professional judgment, the Multidisciplinary Selection Committee will decide which students will benefit from Highly

Capable services. The Committee will use a preponderance of evidence that cognitive abilities are in the top 3rd percentile, that teachers and parents see evidence that the student exhibits qualities common in highly capable students, and that achievement and creativity levels are high. (WAC 392-170-075).

Criteria: In order to qualify for highly capable services, the student needs at least two qualifying indicators that span two different areas of the body of evidence. Qualifying indicators include, but are not limited to;

- a. A score in the 97th percentile or above in any one area on the nationally-normed CogAT Test or other approved aptitude test.
- b. A score in the 97th percentile or above on a district approved achievement test in any one area (math/language arts).
- c. A score in the 90th percentile or 8th /9th stanine on the SOI Creativity Short Form.
- d. Qualitative evidence will also be used when student has a qualifying indicator and a borderline indicator in the areas of achievement and intellectual ability/aptitude.

BODY OF EVIDENCE OPTIONS			
Quantitative	Achievement	Behavior Characteristics	Qualitative
	<ul style="list-style-type: none"> • SBA (Smarter Balance Assessment) • i-Ready Diagnostic Test • ITBS (Iowa Test of Basic Skills) 	<ul style="list-style-type: none"> • SIGS (Scales for Identifying Gifted Students) Home Rating Scales • SIGS (Scales for Identifying Gifted Students) Teacher Rating Scales • Referral Checklist 	
	Aptitude	Demonstrated Performance	
	<ul style="list-style-type: none"> • CogAT (Cognitive Abilities Test) • NNAT 	<ul style="list-style-type: none"> • Performance Tasks • Work Samples • Portfolios 	
	Creativity		
	<ul style="list-style-type: none"> • SOI (Structure of Intellect) Creativity Short Form 		

All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests

purport to measure. 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. This professional judgment shall be documented in writing. (WAC 392-170-060)

Step 3:

All students tested will receive notification from the **Multidisciplinary Selection Committee**. Notification will indicate that the student:

- a. Will receive Highly Capable Program Services
- b. Will not receive Highly Capable Program Services at this time, or
- c. That more information is needed.

The notification will also contain:

- a. Full explanation of the procedures for identification of highly capable students,
- b. Appeals process,
- c. Exit procedures all of the above included in qualifying letter and,
- d. Program information and options available to identified students (*Appendix F*)
(WAC 392-170-047).

The Multidisciplinary Selection Committee (MDSC) will be made up of the following professionals:

- a. A special teacher or, if a special teacher is not available, a general education teacher shall be appointed. A special teacher is one who has training, experience, advanced skills, and knowledge in the education of highly capable students (WAC-392-170-038).
- b. A certificated administrator with responsibility for the Highly Capable Student Program,
- c. A psychologist or counselor with training to interpret cognitive and achievement test results, and
- d. Additional professionals the district deems desirable (WAC 392-170-070).

The MDSC, operating within the constraints of the Washington Administrative Code, strives to consider the learning needs of every student who applies for the Highly Capable Program, 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 program.

Step 4:

- Students who would benefit most from Highly Capable Program services will begin to receive services as soon as possible.
- The parent/guardian must complete and return a permission form (*Appendix B*) to the Highly Capable Program Coordinator before students begin receiving services.

Appeals Process: Parent(s)/Guardian(s) have the right to appeal the Multidisciplinary Selection Committee's decision (WAC 392-170-076). Individuals appealing the committee's decision must submit a completed Appeals Form (*Appendix E*) or letter requesting review of the selection decision within **15** school days (including Spring Break) of receiving notification of the Multidisciplinary Selection Committee's decision. The date will be communicated in the eligibility notification letter.

- The written appeal request must include reasons for the appeal and any supporting documentation to support reconsideration such as, additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities. The appeals must be based upon one of the following conditions:
 - a. 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).
 - b. An extraordinary circumstance occurred during the testing period that may have negatively affected the validity of the test results (such as a death in the family or extreme physical ailment).
 - c. The suspicion of an error in the administration of the assessment.
 - d. A misapplication or miscalculation of the scores by the selection committee.
- The Multidisciplinary Selection Committee will review files and additional data submitted in the appeals process and will use professional judgment to make decisions.
- The parents/legal guardians will be notified of the decisions in writing.
- The decision of the Multidisciplinary Selection Committee is final.

Exit Procedure: Parent(s)/Guardian(s) may request that their children not participate in services that are offered. If the student and parent(s)/guardian(s) choose to exit from the Highly Capable Program, the parent(s)/guardian(s) must turn in an Exit form (*Appendix D*) to the Coordinator of the Highly Capable Program. If exited from the program, the student *maintains eligibility*. Students will be exited from the program when leaving the school district; however, maintain eligibility upon re-entering the school district.

The Sequim School Board of Directors: The school district's board of directors shall adopt policies and procedures for highly capable students to be identified by the Multidisciplinary Selection Committee. The policies and procedures:

- a. Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW;
- b. Shall be based on professional judgment as to which students will benefit most from inclusion in the district's program; and
- c. Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055.

Highly Capable Program Service Options

The Sequim School District will continue to build a continuum of services for its highly capable kindergarten through twelfth grade that addresses the students’ individual learning needs.

Each student identified as highly capable shall be provided educational opportunities which take into account such student’s unique needs and capabilities *while recognizing the limits of the resources provided by the state and the program options available to the district.* (WAC 392-170-078; WAC 392-170-080) The Sequim School District shall keep on file a description of the educational programs provided for students selected.

Service Options for Highly Capable Students

Grade Level	Services Available	Staff or Others Involved
Kindergarten	Differentiation of Curriculum Enrichment Activities with Highly Capable Program Coordinator (HCC) Flexible Grouping Acceleration Early Entrance	General Education Teachers Highly Capable Pgrm. Coordinator Volunteers Principal Counselors
Second through Fifth Grade	Cluster grouping of students Differentiation of Curriculum Enrichment Activities with HCC Flexible Grouping Independent Study Acceleration Pull-out classes	General Education Teachers Highly Capable Pgrm. Coordinator Volunteers Principal Counselors
Sixth through Eighth Grade	Honors Courses in Math and Language Arts Independent Study Flexible Grouping Subject Acceleration Whole Grade Acceleration	Students General Education Teachers Highly Capable Pgrm. Coordinator Counselors Principal Volunteers
Ninth through Twelfth Grade	Advanced Placement Classes Honors Classes University of Washington at the High School Courses (See SHS course offerings for details) Flexible Grouping Independent Study Projects Mentorships	Students General Education Teachers Highly Capable Pgrm. Coordinator Counselors Principal Volunteers

Service Option Descriptions:

- *Acceleration:* Used when a student demonstrates competencies, knowledge, abilities, and/or skills which exceed that which is outlined in the planned course curriculum for their chronological age or grade placement level. This can be demonstrated in the classroom or by pre or diagnostic tests in the skill areas (example: IOWA Acceleration Scales). Students in grades 6 through 12 are guided by our teachers, counselors and Highly Capable Program Coordinator to a variety of Honors, accelerated, and/or AP classes.
- *Advanced Placement (AP):* A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
- *Cluster Grouping:* A grouping assignment for highly capable students in the regular heterogeneous classroom. Typically, highly capable students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more effectively differentiate assignments for a group of advanced learners rather than just one or two students.
- *Honors Courses:* Courses offered at the Middle School and High School for high achievers. These are usually planned to motivate the intellectually highly capable learner. The content is broader, the curriculum is accelerated, and the instructor carefully selected.
- *Differentiation:* The process of tailoring instruction to meet individual student’s readiness, interests, and learning preferences. Teachers can differentiate instruction through content, process, product, and learning environment.
- *Early Entrance:* Entrance to any program before the normally scheduled time.
- *Flexible Grouping:* An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
- *Independent Study:* A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing their own learning, often on a topic of special interest to the student.
- *Mentorships:* A student may work with a professional in their field to learn about a career or subject.
- *Pull-Out Program:* A program which takes a student out of the regular classroom during the school day for special programming.
- *Push-In Program:* The Highly Capable Program Coordinator provides instruction in the general classroom.

Washington Administrative Codes (WACs)

Chapter 392-170

Code	Description
005 - Authority	The authority for this chapter is RCW 28A.150.290 , 28A.185.030, and 28A.185.050, which authorize the superintendent of public instruction to adopt rules and regulations for the administration of a program for highly capable students in kindergarten through twelfth grade, including the nomination, assessment, and selection of such students.
010 - Purpose	The purpose of this chapter is to establish policies and procedures for administration of programs for the education of K-12 students who are highly capable.
012 - Funds	For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.
020 – District plans for the district’s highly capable program.	Each district shall submit an annual plan for the district's highly capable program on forms provided by the superintendent of public instruction for approval.
025 – Board Approval	The district's plan for students who are highly capable shall be annually approved by formal action of the district's board of directors.
030 - Substance of annual school district plan.	The school district's annual plan shall contain the following: <ul style="list-style-type: none"> (1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level; (2) A description of the district's plan to identify students; (3) A description of the highly capable program goals; (4) A description of the services the highly capable program will offer; (5) A description of the instructional program the highly capable program will provide; (6) A description of ongoing professional development for educators of students who are highly capable and general education staff; (7) A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured; (8) A fiscal report; and (9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

<p>035 - Definition— Students who are highly capable.</p>	<p>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 productivities 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.</p>
<p>036 - Definition— Learning characteristics.</p>	<p>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:</p> <ol style="list-style-type: none"> (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.
<p>038 - Definition— Special teacher</p>	<p>As used in this chapter, a special teacher is a teacher who has training, experience, advanced skills, and knowledge in the education of highly capable students. Areas of competence should include knowledge of the following: Identification procedures, academic, social and emotional characteristics, program design and delivery, instructional practices, student assessment, and program evaluation.</p>
<p>042 - Annual notification</p>	<p>Annual public notification of parents and students shall be made before any major identification activity. The notice shall be published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district.</p>
<p>045 - Nomination process for highly capable students.</p>	<p>Each school district shall adopt procedures for the nomination of students to participate in programs for highly capable students. Such procedures shall permit referrals based on data or evidence from teachers, other staff, parents, students, and members of the community.</p> <p>A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.</p>
<p>047 - Parental/legal guardian permission.</p>	<p>Parental permission shall be obtained in writing before:</p> <ol style="list-style-type: none"> (1) Conducting assessment(s) to determine eligibility for participation in programs for highly capable students; (2) Placement in the district's highly capable program before any special

	<p>services and programs are started for an identified highly capable student; Parental permission notice shall include:</p> <ul style="list-style-type: none"> (a) A full explanation of the procedures for identification of a student for entrance into the highly capable program; (b) An explanation of the appeal's process; (c) An explanation of the procedures to exit a student from the program; and (d) Information on the district's program and the options that will be available to identified students.
<p>055 - Assessment process for selection as highly capable student.</p>	<ul style="list-style-type: none"> 1) Students nominated 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; (2) Districts shall use multiple objective criteria for identification of students who are among the most highly capable. There is no single prescribed method for identification of students among the most highly capable; and (3) Districts shall have a clearly defined and written assessment process.
<p>060 - Nondiscrimination in the use of tests.</p>	<p>All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. 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. This professional judgment shall be documented in writing.</p>
<p>070 - Multidisciplinary selection committee</p>	<p>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:</p> <ul style="list-style-type: none"> (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.
<p>075 – Selection of most highly capable.</p>	<p>Each school district's board of directors shall adopt policies and procedures for the selection of the most highly capable students by the multidisciplinary selection committee. Such policies and selection procedures:</p> <ul style="list-style-type: none"> (1) Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW; (2) Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and (3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process.

<p>076 - Process for appeal.</p>	<p>Each district shall adopt a procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.</p>
<p>078 - Program services</p>	<p>Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.</p>
<p>080 - Educational program for highly capable students.</p>	<p>Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities. Such program shall recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected.</p>
<p>087 - Program review and monitoring</p>	<p>In order to ensure that school districts are meeting the requirements of this chapter, the superintendent of public instruction shall monitor district programs no less than once every five years. Monitoring under this section may be conducted concurrently with other program reviews. The reviews shall monitor program components including:</p> <ol style="list-style-type: none"> (1) The process used by the district to identify highly capable students; (2) Assessment data and other indicators to determine the degree to which districts are meeting the academic needs of identified students; and (3) Highly capable program expenditures.
<p>090 - End of year report</p>	<p>Districts shall submit to the superintendent of public instruction at the close of each fiscal year an end of the year report on forms provided by the superintendent of public instruction which includes:</p> <ol style="list-style-type: none"> (1) Number of students served by grade level (K-12); (2) Student demographic information; (3) 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; (4) Number and content of professional development activities provided for special teachers and general education staff; (5) Program evaluation data and, if needed, program changes that will be made based upon this information; and (6) Final fiscal report that reports on activities and staff funded by this program.
<p>095 - District record</p>	<p>Districts shall keep such records as are necessary to demonstrate compliance with this chapter and shall make such records available to authorized state personnel.</p>

Appendix

- A. Highly Capable Referral Packet with Permission to Test
- B. Highly Capable Program Participation Permission
- C. Highly Capable Program Brochure
- D. Exit Form
- E. Appeals Form
- F. Program Description

Appendix A

Sequim School District

HIGHLY CAPABLE PROGRAM REFERRAL INFORMATION



If you would like to refer a student for the screening process for the Highly Capable (Hi-Cap) Program, please fill out and return this form to your building secretary and/or the Highly Capable Program Coordinator. **Your referral form must be received no later than January 31, 2020. Due to time and testing constraints, referrals received after the deadline cannot be accepted.**

Identification timeline and procedure

- *December 2 - January 31* – Referral forms available in building offices, district website, and Boys & Girls Club
- *January 31* –Referral form must be received by building or district office
- *March 2* - SIGS forms from parent(s)/guardian(s) **and** teachers must be received by building or district office
- *March 2 – 25* - CogAT Testing occurs in student’s building. No testing after March 25.
- *April* - Hi-Cap Program Coordinator and Multidisciplinary Selection Committee evaluate student portfolios to identify students who qualify for Hi-Cap Program Services. Notification of results will be sent **by April 30**.

Appeals Process

- Parents/Guardians may appeal the District Selection Committee’s decision
- Submit a completed Appeals Form to the Highly Capable Program Coordinator with reasons for the appeal and supporting documentation within **15** school days of receiving the committee’s decision **(May 21, 2020)**
- The appeal and all student material will be reviewed and a decision made by June 1
- Parents/Guardians will be notified in writing of the final decision

Exit Procedure

- If a student wishes to exit the program, the Exit Form must be completed and returned
- Student will maintain eligibility and contact with program through high school graduation

Program Information and Options

- Students in kindergarten will have access to an accelerated and enriched education
- Students in 1st through 5th grade will be clustered with other Highly Capable Students
- Students in K-8 will receive additional instruction from Highly Capable Program Teacher
- Students in 6th through 8th grade will be eligible for Honors Classes with opportunities for independent study and subject or grade acceleration
- Students in high school will be eligible for Honors or Advanced Placement classes with opportunities for independent study, subject or grade acceleration

If you have any questions, please contact the Coordinator of the Highly Capable Program.

Jodi Olson

Highly Capable Program Coordinator (located at the SMS)
(360) 775-7083/jolson@sequimschools.org

Appendix A

Highly Capable Program Referral and Permission Form

Please check the following boxes and complete the form below. *I would like my child to be involved in the screening/testing process for Highly Cap services in the Sequim School District.*

- I give my permission for my child’s cumulative records to be reviewed and for my child to participate in the required Board Approved testing.
- I understand that this information will remain confidential, and that test scores will be used only for the Hi-Cap identification process and will not be interpreted for any other specific purpose.
- I give my permission for my child to participate in the testing during the testing period.
- I understand that this form must be completed in its entirety in order for my child to be considered for testing.

Has your child been tested for Hi-Cap in the past? Yes, year: _____ No

Please Print Neatly!

Student Name		Birthday	
School Attending		Teacher	
Home Address		Current Grade	
		Gender (circle) M F	
Home Phone		Work Phone	
Cell Phone		Other Phone	
Email			
Parent/Guardian Name(s)			
Parent/Guardian Signature		Date	

Name of Person Referring _____ Date _____

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Randy Hill, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3261, rhill@sequimschools.org; and for Section 504/ADA Coordinator, Matt Duchow, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3401, mduchow@sequimschools.org

Appendix A

Please check mark the correct indicator next to each characteristic for the child you are referring for the Highly Capable Program (REQUIRED Section).

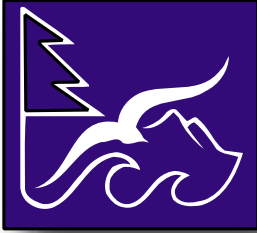
	Always	Often	Sometimes	Seldom	Never
1. Child displays an advanced vocabulary					
2. Overwhelming curiosity					
3. Creative use of materials					
4. Vivid imagination					
5. Variety of approaches to problem solving					
6. Idealistic					
7. Perfectionist					
8. Persistent					
9. Independent/Self Motivated					
10. Heighted awareness of surroundings and expectations					
11. Leadership					
12. Highly observant					
13. Highly inquisitive					
14. Thinks through decisions more carefully than peers					
15. Comfortable with ambiguous situations or situations that have multiple correct answers					
16. Highly sensitive					
17. Thinks outside the box					
18. Curious as to how things work or why things are a certain way					

Please give examples of why you believe this student should be referred for the Highly Capable Program (REQUIRED Section).

Please return **completed** form by **January 31, 2020** to building secretary, district office or Sequim Middle School. Attn: Highly Capable Program Coordinator, Sequim Middle School 301 W Hendrickson Rd. Sequim, WA 98382

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Randy Hill, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3261, rhill@sequimschools.org; and for Section 504/ADA Coordinator, Matt Duchow, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3401, mduchow@sequimschools.org

Appendix B



Sequim School District No. 323
“Engage Empower Thrive”

503 North Sequim Avenue, Sequim, WA 98382
Telephone: (360) 582-3260, FAX: (360) 683-6303
www.sequimschools.org

PARENT/GUARDIAN PERMISSION FORM
For PARTICIPATION IN THE HIGHLY CAPABLE PROGRAM

I understand that my child qualifies for Highly Capable Program services based on a cumulative review of their achievement test data, cognitive ability test data, and parent and teacher survey data. *I understand that I may exit my child at any time from the program by completing an Exit Form.*

_____ **I give permission for my child to participate in the Highly Capable Program.**

_____ **I DO NOT want my child to participate in the Highly Capable Program.**

_____ Parent Signature _____ Date _____

Student Name _____

School _____ M/F _____ Grade _____

Home Street Address _____

City _____ Zip Code _____

Phone (Home) _____ (Work) _____

Fax _____ E-mail _____

Please return this form to your student’s building secretary or to the Highly Capable Program Coordinator at Sequim Middle School, 301 W. Hendrickson Road, Sequim, WA 98382.

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Randy Hill, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3261, rhill@sequimschools.org; and for Section 504/ADA Coordinator, Matt Duchow, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3401, mduchow@sequimschools.org

Appendix C



A great community
builds great schools.



Sequim School District

Highly Capable Program
Jodi Olson, Coordinator
Sequim Middle School
301 W. Hendrickson Road
Sequim, WA 98382

jolson@sequimschools.org
Phone: 360-775-7083

*"Our greatest natural resource is
the minds of our children."*

- Walter Elias Disney

**HIGHLY
CAPABLE
PROGRAM**

A graphic featuring a black silhouette of a human head in profile, facing left. The interior of the head is filled with a grid of colorful icons representing various fields of study and skills, such as science, art, music, and technology. Above the head, a cluster of these same colorful icons is arranged in a semi-circle, appearing to emanate from the top of the head.

Sequim School District
"Engage Empower Thrive"

Appendix C

Definition Of Highly Capable

WAC 392-170-035

"...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 according to chapters 28A.640 and 28A.642 RCW."

Highly Capable Learning Characteristics

WAC 392-170-036

"...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.

Highly Capable Program



- * Students in Kindergarten will have access to an accelerated and enriched education.
- * Students in 1st through 5th grade will be clustered with other highly capable students in order to have access to accelerated and enhanced instruction.
- * Students in grades K-5 will participate in a pull-out program that incorporates project-based learning with the Highly Capable Program Coordinator.
- * Students in 6th through 8th grade will be eligible for Honors Classes with opportunities for independent study and subject or grade acceleration.
- * Students in grades 9 through 12 are guided by our high school counselors and Highly Capable Program Coordinator to a variety of Honors, University of Washington College in High School, accelerated, and/or AP classes.

Sequim School District Referral Process

Announcement: The Sequim School District announces an open referral process for students in grades K-12 who may qualify for Highly Capable Program services.

Referral: Referral forms may be submitted by a parent, fellow student, teacher, or any member of the community. Referral forms are available during the open window at each school and online. Forms must be received by the stated deadline.

Screening and Testing: Screening and testing will take place on designated dates with parent/guardian permission. Test scores and input from teachers and parents will be gathered.

Selection: The Highly Capable Program is designed to serve approximately 3% of the student population based on high cognitive ability, high academic achievement, and intense creativity. Based on multiple points of data, the Multidisciplinary Selection Committee identifies those students most in need of Highly Capable Program services. To qualify for the Highly Capable Program, students must have at least two qualifying indicators that span two different areas of the body of evidence, which may include, but is not limited to, achievement, aptitude, creativity, behavior, and demonstrated performance.

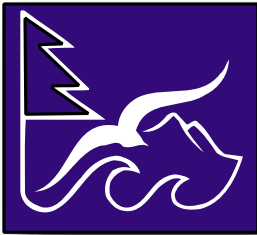
Need More Information?

jolson@sequimschools.org

Visit us on the web:

<http://www.sequimschools.org/>

Appendix D



Sequim School District No. 323
“Engage Empower Thrive”

503 North Sequim Avenue, Sequim, WA 98382
Telephone: (360) 582-3260, FAX: (360) 683-6303
www.sequimschools.org

Highly Capable Program Exit Form

In compliance with Washington State rules for a Highly Capable Program, Sequim School District has an exit procedure (WAC 392-170-047). If your child chooses to exit the program, please fill out this form and turn it into the Coordinator of the Highly Capable Program at Sequim Middle School, 301 W. Hendrickson Road, Sequim, WA 98382.

Student name _____

Address _____

Grade _____ School _____

Reason for exit:

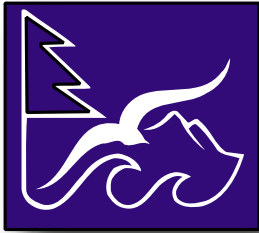
Date Parent/Guardian Signature

The student will retain Highly Capable Student status until graduation from high school. If you have questions, please contact the Coordinator.

Thank you,
Jodi Olson
Coordinator, Highly Capable Program
jolson@sequimschools.org 360-775-7083

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Appendix E



Sequim School District No. 323

“Engage Empower Thrive”

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Highly Capable Program Appeals Form

In compliance with Washington State rules for Highly Capable Programs, Sequim School District has an appeals process. (WAC 392-170-047) Please include reasons for your appeal and any supporting documentation.

This form must be turned in to the Highly Capable Program Coordinator at Sequim Middle School or the District Office by 4:00 pm on May 21, 2020.

The appeals form will be reviewed by the Multidisciplinary Selection Committee in a timely manner. The decision will be communicated in writing to parents/guardians. The decision of the District Selection Committee is final.

Student name _____

Grade _____ School _____

Please be aware that appeals **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 this office in writing within two weeks of the final test date.
3. The suspicion of an error in the administration of the assessment.
4. A misapplication or miscalculation of the scores by the selection committee.

The deadline for submission of appeals for testing that took place in March of 2020 is 4 pm, May 21, 2020. New information, along with the student’s original scores, will be considered by the Multidisciplinary Selection Committee and the appeals decision will be sent to you by **June 1, 2020**. Further information regarding the appeals process will be included in the letter containing your child’s test results and eligibility notification. The decision of the Multidisciplinary Selection Committee is final.

Reason for appeal:

Parent/Guardian Signature _____

Date _____

If you have questions, please contact the Highly Capable Program Coordinator.

Thank you,

Jodi Olson, Coordinator, Highly Capable Program

jolson@sequimschools.org 360-775-7083

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Appendix F

Elementary



- Identified highly capable students are assigned to a Cluster Classroom with a teacher with specialized training in differentiation for highly capable students.
- Participation in an Enrichment Program with the Highly Capable Program Coordinator that incorporates higher order thinking and project-based learning
- Additional opportunities may include Flexible Grouping, Independent Study, and Acceleration

6th - 8th Grades



- Honors Language Arts and Honors Math
- i-Ready On-Line Differentiated Curriculum
- Hi-Cap Wolfpack
- Additional opportunities may include Independent Study, Acceleration, and Enrichment Opportunities with the Highly Capable Program Coordinator

9th - 12th Grades



- Students in high school may take advantage of Advanced Placement, University of Washington in the High School, and Honors course options at different grade levels in a variety of subjects and interest areas. See [Sequim High School Course Catalog](#) for more information.
- Running Start

Each student identified as highly capable shall be provided educational opportunities which take into account such student's unique needs and capabilities while recognizing the limits of the resources provided by the state and the program options available to the district. (WAC 392-170-078; WAC 392-170-080)

For questions about Highly Capable Program Services, please contact the Highly Capable Program Coordinator, Jodi Olson at jolson@sequimschools.org or (360) 775-7083.