


Highly Capable Plan Grand Coulee Dam School District 2023-2024



Approved by School Board:

Date: 27 November 2023



Superintendent



School Board Chair

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- Annual Notification
- Referral Form
- Permission to Test
- Appeal Form
- Student Learning Plan

Important Dates

Below is an outline of the referral process and a tentative timeline. This timeline may change to accommodate inclement weather or other unforeseen circumstances.

September - Annual Notification*; Referrals

October - Cognitive testing (permission required);
Identification/Placement; Parents/Guardians notified

October/November - Review of HiCap Learning Plan for qualified students during conferences

January/February - Universal Screening in 2nd and 6th grade;
Notification of referral; Cognitive testing (permission required);
Identification/Placement; Parents/Guardians notified

March - Review of HiCap Learning Plan for qualified students during conferences

April - Cognitive testing (permission required);
Identification/Placement; Parents/Guardians notified

Months not listed-Students receiving services based on HiCap Learning Plan.

*Referrals are accepted year round and will be kept until the next Cognitive testing window.

Program Objectives

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will 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; and
4. Development of originality and creativity.

Definition

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. Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present both in the general populace and within all protected classes. 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 other 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.

Common Highly Capable Indicators

High Achiever	Highly Capable
Remembers answers	Poses unforeseen questions
Is interested	Is curious
Answers to questions in detail	Ponders multiple perspectives
Needs 6-8 repetitions to master new learning	Needs 1-3 repetitions to master new learning
Is receptive	Is intense
Is accurate and complete	Is original and continually developing
Absorbs information	Manipulates information
Is pleased with own learning	Is self-critical
Gets A's	May not be motivated by grades
Is able	Is intellectual
Learns with ease	Already knows

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, the district will provide a continuum of services to identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services annually for each student to ensure that the services are appropriate.

Possible Services:

- Differentiated Instruction
- Advanced Curriculum
- Flexible Grouping
- Enrichment Opportunities:
Clubs, Groups, Field Trips, STEAM
Highly Capable Leads will communicate opportunities as available.
- Walk to Math/Walk to Read
- Dual Credit Courses
- College in the Classroom/AP Classes
- Running Start
- Independent Study

Referral

The district accepts referrals based on data or evidence from teachers, other staff, parents, students, and members of the community. Persons referring a student for consideration for admission into the program will use the district's referral form.

Referrals as accepted at any time, however, the Annual Notification will take place in September.

The Referral Form is available for download at <http://www.gcdsd.org> or in the office at Lake Roosevelt Elementary or Lake Roosevelt Jr/Sr High School. Forms should be returned to the school.

Screening

The district will screen each referred student to identify students who qualify for further assessment. Screening criteria may include the following: STAR, SBA, or other appropriate measures.

Universal Screening

All students in the 2nd and 6th grade will be screened using STAR Reading and STAR Math data from the middle-of-the year district assessment (January). The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening will need further cognitive testing (permission required) to determine whether the student is eligible for placement.

Parents/Guardians will be notified prior to universal screening.

Assessment

The district will obtain written or electronic parental permission prior to conducting cognitive testing to determine eligibility for participation in its Highly Capable Program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The district will assess students identified for further testing through the screening process using multiple objective criteria. The district must base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities. The assessment criterion consists of quantitative instruments and may include: STAR, SBA, COGAT, or other appropriate measures.

The district must have identification procedures for their highly capable programs that are clearly stated and implemented by the district using the following criteria:

- (a) Districts must use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;
- (b) The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the district will not use local norms as a more restrictive criterion than national norms at the same percentile.
- (c) The district will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the district may use these data points alongside other criteria during selection to support identification; and
- (d) To the extent practicable, the district must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the district must use a nonverbal screening and assessment.

The district will record test results in the student's cumulative file.

Selection

A multi-disciplinary selection team will review data that has been collected for each of the referred students. The multi-disciplinary selection committee is composed of: a special teacher (however, 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 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.

The district will:

1. Notify parents of the students 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.
2. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

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.

Parents/ legal guardians must submit the appeal request and supporting evidence to the district's Hi-Cap Coordinator with in ten (10) school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's appeals committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The Appeals Committee is composed of: District Superintendent, as well as two (2) teachers and one (1) Principal who are not on the Multi-Disciplinary Selection Committee.

The decision of the Appeals Committee may include:

- Upholding the original decision of the Multidisciplinary Selection Committee;
- Reversing the decision of the Multidisciplinary Selection Committee;

The Appeals Committee will make a decision within five (5) school days after receipt of written request for reconsideration, and will notify the parent/legal guardian of the decision in writing. The decision of the Appeals Committee is the final decision.

Exit Process

Upon the request of a teacher or a highly capable program administrator, the district may initiate the exit process for students who no longer demonstrate a need for highly capable program services. The MultiDisciplinary 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 multidisciplinary 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 recommend that the student be exited from the program. The district will notify the parent in writing of the committee's decision and of the appeals process.

A parent/legal guardian may request to withdraw the student 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 district will exit the student 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.

Other Plan Information

2023-2024 Number of Highly Capable Students

K-6: 12

7-12: 16

Running Start: 5

Professional Development

Staff are encouraged to seek out professional development opportunities related to Highly Capable. Resource books are available for staff to check out. Director will send out information related to PD on an ongoing basis. Staff should reach out to the Highly Capable Leads. Staff are encouraged to attend the Summer Conference at Whitworth University in June of each year.

Program Evaluation

District and State Assessments

Staff Anecdotal Observations

Surveys-Student/Parent/Staff

Attendance Data

Fiscal Report

District accepts Highly Capable allocation for 2023-2024 school year.

Funds are used for:

Director

Highly Capable Leads - K-6 & 7-12

Professional Development

Specific program needs - Resources, supplies, fees

Assurances

The district agrees that it will comply with all aspects of:

Chapter 392-170 WAC

Chapter 28A.185 RCW

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will 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; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References:

RCW 28A.185.030 Programs — Authority of local school districts — Selection of students
WAC 392-170 Special service program — Highly capable students

Management Resources:

2018 - August 2018 - August Policy Issue
2013 - September Issue
Policy News, April 2008 Highly Capable Programs

Grand Coulee Dam School District
Adoption Date: **September, 2013**
Revised Dates: **6.17; 11.21**

Procedure - Highly Capable Programs

Definition

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. Highly capable students exhibit outstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present both in the general populace and within all protected classes.

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 other 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.

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

Referral

The district accepts referrals based on data or evidence from teachers, other staff, parents, students, and members of the community. Persons referring a student for consideration for admission into the program will use the district's referral form.

Screening

The district will screen each referred student to identify students who qualify for further assessment. Screening criteria may include the following: STAR, SBA, COGAT, or other appropriate measures.

Assessment

The district will obtain written or electronic parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The district will assess students identified for further testing through the screening process using multiple objective criteria. The district must base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities. The assessment criterion consists of quantitative instruments and may include: STAR, SBA, COGAT, or other appropriate measures.

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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;
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A parent/legal guardian may request to withdraw the student 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 district will exit the student 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.

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, the district will provide a continuum of services to identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services annually for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: Accelerated learning opportunities; academic grouping arrangements that provide intellectual and interest peer group interactions; cooperative agreements between K-12 and institutions of higher education and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration.

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) that includes

- Number of students served by grade level K-12
- Student demographic information
- 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;
- Number and content of professional development activities provided for special teachers and general education staff; and
- Program evaluation data and, if needed, program changes that will be made based upon this information.

Grand Coulee Dam School District

Adoption Date: **9.13**

Revised Dates: **3.27.17; 2.16.22**

**Grand Coulee Dam School District
Annual Notification WAC 392-170-042
Public Nomination for the 2023-2024 Highly Capable Program**

Referrals for consideration of participation in Grand Coulee Dam School District's Highly Capable Program for the 2023-2024 school year are currently being accepted. Anyone may refer a student including parents/guardians, teachers, other students, and members of the community.

Highly Capable Services are designed to address the unique needs of highly capable students in grades K-12. Students identified as highly capable of high academic and intellectual ability will have an opportunity to explore concepts in greater depth and further develop their thinking and creativity. There will be a continuum of service options for students depending on their grade level.

Nominations will be accepted for currently enrolled students in grades K-12 throughout the 2023-2024 school year. Nominations will be accepted from parents/guardians, teachers and community members for initial screening for participation in the Highly Capable Program.

To participate in the program, students must meet very rigorous criteria and be selected by their school's multidisciplinary team which includes an administrator, teachers, and the School Psychologist.

GCDSD Highly Capable Identification Process:

- 1) Public nominations accepted: September 2023. There will be a testing window open in October 2023. Anyone interested in nominating a student to be assessed for program eligibility can download district nomination forms from <http://www.gcdsd.org>. Forms will also be available at the Lake Roosevelt Elementary office or Lake Roosevelt Jr/Sr. High School office.
- 2) Please return completed nomination forms to Lake Roosevelt Elementary or Lake Roosevelt Jr/Sr. High School in person, fax to 509-633-2652, or email to cderr@gcdsd.org.
- 3) Nominations will be screened by each school's HCP selection committee composed of teachers, counselors/psychologists, and administrators using multiple objective criteria in accordance with WAC 392-170-045.
- 4) Cognitive Testing: The HCP building selection committee will identify students for additional cognitive testing who demonstrate evidence supporting highly qualified characteristics.
- 5) HCP school selection committee(s) will analyze achievement and cognitive student data to determine placement.
- 6) Letters will be mailed to parents/guardians announcing the committee's decision for eligibility.

If you have questions, please contact the Federal/State Programs Director, Carrie Derr, at cderr@gcdsd.org or 509-631-3188.

Grand Coulee Dam School District 301-J

110 Stevens Ave
Coulee Dam, WA 99116
509-633-2143

Highly Capable Program Nomination Form 2023-2024

(Parents/Guardians, Teachers, Staff, Community)

Grades K-12

Please print in black or blue ink only.

Students Legal Name: _____ Date of Birth: ____/____/____

Parent/Guardian Name(s): _____

Person Making Referral (if other than parent): _____

Relationship (if other than parent): _____

Parent/Guardian Use Only:

I would like my child to be considered for the Highly Capable Program. I give permission for my student to be tested for entrance to the program.

Signature: _____ Date: _____

For each statement, check the word that best describes your child. Please cite specific examples.

A. Student is an intense learner. This is demonstrated through:

- | | Almost
Always | Often | Seldom | |
|----|------------------|-------|--------|---|
| 1. | _____ | _____ | _____ | determination to complete assignments and projects successfully |
| 2. | _____ | _____ | _____ | using advanced vocabulary, incorporating it into conversation or writing |
| 3. | _____ | _____ | _____ | using a large amount of factual knowledge accurately/reading extensively |
| 4. | _____ | _____ | _____ | social awareness, concern for fairness, and equity issues beyond age level |
| 5. | _____ | _____ | _____ | exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest |

Examples: _____

B. Student is an analytical learner. Analytical thinking is demonstrated through:

- | | Almost
Always | Often | Seldom | |
|-----|------------------|-------|--------|---|
| 6. | _____ | _____ | _____ | an understanding of ideas and complex concepts |
| 7. | _____ | _____ | _____ | an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating |
| 8. | _____ | _____ | _____ | learning new skills and concepts quickly |
| 9. | _____ | _____ | _____ | an awareness of relationships, using metaphors or analogies, making mental connections |
| 10. | _____ | _____ | _____ | a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion |

Examples: _____

110 Stevens Ave
Coulee Dam, WA 99116
509-633-2143

	Almost Always	Often	Seldom	
11.	_____	_____	_____	working well independently
12.	_____	_____	_____	exceeding expectations, doing more than what is required on assignments of interest
13.	_____	_____	_____	working cooperatively as a team member, receptive to the ideas of others
14.	_____	_____	_____	assuming leadership positions, leading the group
15.	_____	_____	_____	eagerness to complete assignments of interest on time or prior to due date

Examples: _____

Additional Comments: Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of this student that you feel should be brought to the attention of the Highly Capable Committee.

[illegible]

Highly Capable Program Nomination Form
Page 2 of 2

Grand Coulee Dam School District 301-J

110 Stevens Ave
Coulee Dam, WA 99116
509-633-2143

Dear Parent/Guardian,

Your student, _____, was referred for nomination in the highly capable program. The HCP is meant to meet the needs of students who perform or show potential for performing at significantly advanced academic levels. The Grand Coulee Dam School District Highly Capable Program is a full inclusion model at the elementary level, which means students primarily receive services in their regular classrooms. At the junior and senior high level, students are served in the classroom, as well as through a variety of advanced course offerings.

The next step is for your student to be evaluated by a team of staff by analyzing information about your student from a variety of sources. The team will look at their achievement on district and state assessments, as well as the Cognitive Ability Test (CogAT).

In order to proceed with this evaluation, we need parent/guardian permission. Please return this paper to your student's school with your signature. If you have any questions, please do not hesitate to contact me.

Sincerely,

Carrie A. Derr
Highly Capable Coordinator
Grand Coulee Dam School District
cderr@gcdsd.org
509-631-3188

Parent/Guardian Use Only:

I would like my child to be considered for the Highly Capable Program. I give permission for my student to be tested for entrance to the program.

Signature: _____ Date: _____

**Highly Capable Program Appeal Form
Grand Coulee Dam School District**

Parents/legal guardians have the right to appeal the Highly Capable Selection Committee's decision. The appeal request and supporting evidence must be submitted to the Highly Capable Coordinator for the Grand Coulee Dam School District within ten (10) school days of the Highly Capable Selection Committee's decision notification.

Student Name _____ Grade _____

Parent/Guardian Name (please print) _____

Address _____

Phone _____ Email _____

Signature _____ Date _____

1. Indicate which of the following conditions your appeal is based on:

- ☐ A condition or circumstance believed to have caused a misinterpretation of the testing results, i.e. incorrect birthdate or grade level used in calculating the student's score.
- ☐ An inequitable application of the identification procedures, i.e. the applicant's proficiency with the English language.
- ☐ An extraordinary and temporary circumstance that negatively affected the validity of the test results, i.e. a traumatic event or physical distress immediately preceding testing.

2. Provide reasons for the appeal:

3. Provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities. Attach additional pages as needed.

Please return form to:

Carrie Derr

Highly Capable Coordinator, Lake Roosevelt Schools

503 Crest Drive

Coulee Dam, WA 99116

HICAP STUDENT LEARNING PLAN

Knowing that the most highly capable students have the ability to acquire knowledge and produce beyond the regular grade level expectation, the Grand Coulee Dam School District highly capable program may include Differentiated Instruction, Flexible or Cluster Grouping and Enrichment.

STUDENT INFORMATION									
First Name					Last Name				
School District	Grand Coulee Dam School District								
Teacher(s)									
AREA OF SELECTION					Start Date:				
					Review Date:				
Current Grade									
CURRENT PERFORMANCE									
<p>1. Current performance includes information that identifies current functioning levels. This forms the basis for the annual goals and learning outcomes. This information will be updated each year.</p> <p>2. Information is formulated by teacher observations, parental input and student self-assessment. Information may also be obtained by using a variety of assessment strategies.</p>									
TESTING INFORMATION									
Date									
Grade Level									
COGAT V									
COGAT Q									
COGAT NV									
VQN									
STAR READING									
STAR MATH									
WaKIDS									
SBA - ELA									
SBA - Math									
WCAS - Science									
OTHER									

STRENGTHS	NEEDS

PARENT INPUT

GOALS AND OUTCOMES		
Student Goals	Strategies/Materials	Method of Evaluation

PREPARATION INVOLVEMENT	
Parent(s) were offered the opportunity to contribute to and/or delete areas of the Highly Capable Program. _____yes _____no	
The student was offered the opportunity to contribute to and/or delete areas of the Highly Capable Program. _____yes _____no	
I give my permission for my student to participate in the Highly Capable Program. _____yes _____no	
_____/_____ Parent/Guardian Signature/Date	_____/_____ Teacher Signature/ Date