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**Highly Capable Program Services**

**Grade 1-7 Students**

Program Descriptions, Referral Form and Parent Permission

(for services beginning in 2017-18)

Due Date: January 6, 2017

Walla Walla Public Schools Phone: 509-526-6735

364 South Park Street

Walla Walla, WA 99362

**PROGRAMMING DESCRIPTIONS**

**(Note: The Highly Capable Program is currently under review and updated program information for 2017-18 and beyond will be available in early June)**

Walla Walla School District Highly Capable Program Services focus on two domains: 1) general intellectual growth and exploration and 2) specific academic content areas. The specific academic focus areas are Mathematics, Science, Language Arts and Social Studies. Students in Highly Capable Program Services are offered the following services:

* Students in kindergarten through second grade, identified as Highly Capable, are served through the Response to Intervention (RtI) model in their home schools. The elementary principal or designee will work with classroom teachers to provide appropriate accelerated/enhanced learning opportunities. K-2 classroom/program options could include, but not be limited to: alternative activities, enrichment activities, flexible group learning, independent projects, advanced lessons, online or supplemental instruction.
* For grades three through five, Highly Capable students can be served by Explorers, a pull-out program focusing on enriched Science and Mathematics academic experiences. Students may also be served under the RtI model at their home schools.
* The middle school Highly Capable Services focus on the subject areas of English, Language Arts and Social Studies. Middle school services are incorporated into the school day through specific classes. Students are involved in inquiry- based lessons, group problem-solving settings, independent investigations and group discussions. Middle school Highly Capable students have an opportunity to take different levels of mathematics classes, based on their ability, test scores and recommendations from teachers. This same opportunity is extended to all students in grades six through eight at both middle schools.
* Students previously identified as Highly Capable and transitioning to ninth grade will meet with high school counselors (or principal’s designee) for the purpose of course selection and access to advanced instruction. Teachers of high school Highly Capable students will know who has been identified and will be provided with professional development and/or instructional suggestions through the high school RtI team. Services for high school students can include, but are not limited to, honors or Advanced Placement classes, Running Start, independent study or online classes.
* Previously identified transfer students, with proof of program acceptance, will be scheduled according to their educational needs in the academic focus areas of Mathematics, Science, Language Arts and Social Studies. New students lacking transcripts or proof of program acceptance will be given STAR Reading and Math placement tests to help determine appropriate placement and/or the need for further testing.

***The annual selection process for in-district students in grades one through seven takes place in late winter/early spring, with nomination/referral packets available beginning November 28, 2016. The deadline for referrals is January 6, 2017. All referred students will be pre-screened at their school using norm-referenced standardized test results and school-based data; and those who qualify for further testing will participate in cognitive abilities testing. In all cases, parents will be notified of the results of the process, and a child not selected one year may be referred again in subsequent years.***

***Kindergarten students will be reviewed for selection by mid-February so that they can begin services at their home schools in March. Students in grades one through seven who are selected for the program will begin services at the beginning of the 2017-18 school year.***

**DEFINITION OF A HIGHLY CAPABLE STUDENT**

Highly capable children and youth perform at or show the potential for performing at a significantly advanced level of accomplishment when compared to others of the same age, experience, or environment and who generally possess 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) Ability to make unusual connections among ideas and concepts;

(4) Ability to learn very quickly in their area(s) of intellectual strength;

(5) Capacity for intense concentration and/or focus.

**SOME CHARACTERISTICS OF HIGHLY CAPABLE STUDENTS**

* Learns new material faster, and at an earlier age, than peers.
* Remembers what has been learned, often making review unnecessary.
* Is able to deal with concepts that are too complex and abstract for age peers.
* Has a passionate interest in one or more topics; would spend all available time learning about that topic if s/he could.
* Does not need to watch the teacher to hear what is being said; can process more than one task at a time.
* Is very intense. Gets totally absorbed in activities and thoughts; may be reluctant to move from one subject area to another; may insist on mastering one thing before starting another. May experience periods of such fierce concentration that he is literally unaware of what is going on around him.
* Prefers complex and challenging tasks to “basic” or “busy” work. May change simple tasks or directions to more complex ones to keep interested.
* Has many, and sometimes unusual, interests, hobbies, and collections. May have a passionate interest, such as dinosaurs, that has lasted for many years

**A HIGH ACHIEVER vs. A HIGHLY CAPABLE LEARNER**

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| --- | --- |
| **A High Achiever…**Knows the answersIs interestedIs attentiveHas good ideasWorks hardCommits time and effort to learningAnswers questionsAbsorbs informationCopies and responds accuratelyIs a top studentNeeds 6 to 8 repetitions for masteryUnderstands ideasGrasps meaningCompletes assignmentsIs a technicianIs a good memorizerIs receptiveListens with interestPrefers sequential presentation of informationIs pleased with his or her own learning | **A Gifted Learner…**Asks the questionsIs highly curiousIs intellectually engagedHas original ideasPerforms with easeMay need less time to excelResponds with detail and unique perspectivesManipulates informationCreates new and original productsIs beyond his or her age peersNeeds 1 or 2 repetitions for masteryConstructs abstractionsDraws inferencesInitiates projectsIs an innovatorIs insightful; makes connections with easeIs intenseShows strong feelings, opinions, perspectivesThrives on complexityIs highly self-critical  |

Based on a concept from “The Gifted and Talented Child” by Janice Szabos, Maryland Council for Gifted and Talented, Inc. as reprinted in Heacox, D. (2002), p. 136.

**WALLA WALLA PUBLIC SCHOOLS**

**HIGHLY CAPABLE PROGRAM SERVICES**

**NOMINATION AND PARENT PERMISSION FORM**

Highly Capable programming (K-12) is offered for those students who demonstrate exceptional ability, exceed grade level standards in literacy and/or math, demonstrate exceptional creativity, and possess strong motivation to excel. (Please see the attached for a Program Description and Characteristics of Gifted Children)

***Please complete both sides of this form and the optional page by January 6, 2017 and return to your school Learning Specialist or Secondary Counselor.***

**Student Information**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Last) (First) (Middle)

Birthdate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Female \_\_\_\_\_ Male \_\_\_\_\_\_ Current Grade \_\_\_\_\_\_\_

Current School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary language spoken by the student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary language spoken in the home: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check any areas below that apply to your student:

In special program: ESL \_\_\_\_\_ Special Education \_\_\_\_\_\_\_ Title I/LAP \_\_\_\_\_\_\_ 504 Plan \_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Contact Information**

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Mailing Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (C )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nomination initiated by: \_\_\_\_ Teacher \_\_\_\_ Parent \_\_\_\_ Administrator \_\_\_\_ Other (specify)

(Please see reverse side.)

**Appeals**

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 appeal form requesting review of selection/placement decision. Grounds for appeal include, but are not limited to, errors in scoring, testing bias against students who are members of a protected class, and special circumstances including unique, untestable characteristics evident in student performances or products. The written appeal request must include reasons for the appeal and any supporting documentation.

The appeal request and supporting evidence must be submitted to the Assistant Superintendent for Curriculum, Instruction and Assessment within ten school days of receiving the committee’s decision. The multi-disciplinary selection committee will review the student’s file, assessment data, and additional evidence provided in the request for appeal, and then make a recommendation to the Assistant Superintendent.

A decision will be made by the Assistant Superintendent within ten school days after receiving the multi-disciplinary team’s review recommendation. The parent/legal guardian will be notified of the decision in writing. The decision of the Assistant Superintendent is final.

**Change of Services (Exit Procedures)**

Because state law mandates that identified highly capable students maintain that designation through grade 12, students who wish to exit the Explorer Program (elementary pull out and middle school classroom models) will continue to be served in their home schools

The exit procedure from the Explorer Program involves the teacher, student, parents, school principal and/or administrator with responsibility for the supervision of the District’s Highly Capable program.

**Parent Permission for Testing**

Has your child been evaluated previously for a gifted program? [ ]  No [ ]  Yes

If yes, when and where? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I give permission to test my child to determine eligibility and/or possible placement in the Walla Walla Public Schools Highly Capable program.**

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Parent Observations for Highly Capable Referrals:***

*Parents have unique opportunities to see their children at play, at work and in family settings. Please share observations of your child with us as they relate to the definition of a highly capable learner and characteristics of highly capable students (from the second page of this nomination/parent permission packet).* ***Please use pronouns, not names, in your responses.***

What special interests, hobbies, or activities does your child have and what does he/she do in spare time?

Does your child have any special accomplishments, past or present, which show initiative, perseverance or exceptional creativity?

Why do you feel your child would benefit from the Highly Capable Program? (Please attach another sheet of paper if you need additional space.)

What else would you like the committee to know about your child as he/she is considered for the Highly Capable program?