

Highly Capable Program

Colville School District

Program Overview

State's Definition of Highly Capable Students

Highly Capable students "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." (WAC 392-170-035) "[S]tudents 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." (WAC 392-170-036)

Services

The Colville School District serves identified students from the point of identification through grade 12. Each student's services are reviewed periodically to ensure appropriate placement. The district utilizes an in-class program model that may include enrichment activities, differentiation of curriculum, flexible grouping, choice activities, and secondary course options.

Annual Notification

Information about the Highly Capable Program and application process is available annually on the district website, in school newsletters K-12, and at district and school offices. The announcement is available in multiple languages.

Nomination Procedure

The identification process occurs at every grade level every year in the spring. The process for identifying students for highly capable services usually begins with nominations, but may also be initiated as a result of strong performance on standardized tests or other indicators. Nominations may come from any source including teachers, staff, parents, the students themselves, other students, or members of the community. Anyone nominating a student must complete a Nomination Form and submit it to the district office. These forms, which include the submission deadline, are available on the school district website, at district schools, and at the district office.

Assessment Process

There is no single prescribed method for identification of students. Multiple criteria are used to assess students for Highly Capable Program consideration. The process may include achievement test scores, teacher and parent input, and other performance indicators.

All nominated students are assessed using multiple instruments that may include cognitive ability tests (e.g., CogAT, etc.), achievement tests (e.g., Smarter Balanced or other standardized tests), formal teacher rating forms (e.g., Scales for Identifying Gifted Students, Gates Gifted and Talented Evaluation Scale), and other district-approved materials.

Parent Information and Permissions

Parental permission will be obtained in writing before assessments are conducted to determine a student's eligibility. The parental permission notice shall include explanations of the procedures for identification, program options, and the appeal process. If their child is identified, parents/guardians are required to provide written permission to place their child in a district Highly Capable Program.

Role of the Multidisciplinary Selection Committee

The Colville School District Multi-Disciplinary Selection Committee (MSC) reviews relevant assessment data to determine the final selection of students to be recommended for Highly Capable Program services. The MSC is comprised of:

- at least one classroom teacher with interest and/or training in teaching highly capable students,
- a school psychologist,
- the district administrator of the Highly Capable Program; and
- at least one building principal.

Selection Policy and Procedure

An assessment matrix designed by the Multidisciplinary Selection Committee is used to document and summarize each student's assessment data. Student profile information is gathered and includes information on cognitive abilities, academic performance, creativity, and other items of value in the assessment process. An Assessment Summary Report indicates whether the student qualifies or does not qualify for program services. A copy of the summary report is sent to the parent(s)/guardian(s) and placed in the student's permanent file.

Appeal Process and Exit from the Program

Within 10 school days of written notification that a student was not selected for district-provided Highly Capable Program services, the parent/guardian may request an appeal of the decision. This request must be submitted in writing to the district's Highly Capable Program Coordinator and include additional supporting evidence. The Appeal Form is available on the school district website, at district schools, and at the district office. The Appeals Committee will consider all submitted appeals and make a final determination and mail written notification within 30 days of the 10-day appeals deadline. Decisions of the Appeals Committee are final.

A student or parent/guardian may decline services or may request the child be withdrawn from receiving Highly Capable Program services. School district personnel may also request a child be reassessed - with parent/guardian permission - through multiple objective criteria to determine whether the program continues to appropriately serve the child's needs.

Students New to the District

Information about the district's Highly Capable Program will be provided to new students who enroll with the district. Appropriate services for students who received gifted or Highly Capable Program services in a previous district will be determined on a case-by-case basis.

For more information, contact the Highly Capable Program Coordinator

Patsy Guglielmino

509.685.2106 or patsy.guglielmino@colsd.org

Colville 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 employee(s) has been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator: Susan Clark, 509-684-7856, susan.clark@colsd.org; and Section 504 Coordinator and Title IX Coordinator: Randal Cloke, 509-684-7873, rcloke@colsd.org. Address: 217 South Hofstetter Street, Colville 99114-3239