

Dear Parent:

Your child is being considered for referral to the program for Highly Capable students in the South Whidbey School District. Information considered by the committee includes:

- Recommendation information form from parent/guardian
- Teacher checklist of behavioral characteristics of the gifted students indicating a need for differentiated instruction
- Achievement indicated by grades and classroom performance
- Current information from ability tests
- Information from achievement tests

Please complete the attached; **Parent Information with Recommendation Form-including dated signature, and return it to your child's school to initiate the referral process.** An Optional Questionnaire has been included if you would like to provide further information., The school will forward completed forms to the Highly Capable Program Coordinator.

The process to become enrolled in the HCL Program has been included with this letter, as well as appeals process and exit plan.

The South Whidbey School District's Highly Capable Identification and Placement Committee will notify parents and the school principal of decisions. Any questions regarding the referral process or test results should be directed to Jeff Fankhauser at 360-221-6808, ext. 4608, jfankhauser@sw.wednet.edu.

Sincerely,

Jeff Fankhauser
Director of Special Programs & Services

HCL Program Enrollment Procedure:

1. Parents and Teachers identify a student and fill out Teacher Recommendations Form and Parent Recommendations Form. Teachers must choose and complete at least one section of the, Scales for Rating the Behavioral Characteristics of Superior Students. Parents and Teachers may choose to use optional Questionnaires to help with examples requested.
2. The application for your student will be reviewed by the Highly Capable Learners Program committee. If approved, your student moves on to testing. If not approved they may be asked to test another year. Once approved for testing a parent authorization for testing must be signed and returned.
3. Testing will occur on set testing dates and when parents have returned permission.
4. After testing, parents and teachers will be notified on how the student performed and if they will be admitted into the Highly Capable Learners program this year, or asked to try again another year.
5. If your student is admitted into the program, parents will be given a packet with a Permission to Enroll form. This form must be on file with the HCL program office. The packet also contains information for setting up an Individual Learning Plan meeting for the student.
6. As parents you will meet with appropriate staff at school to go over HCL options and create an individual plan for your child based on programs your child's school offers and your child's individual needs.

**South Whidbey School District
Highly Capable Learners Program
Parent/Guardian Recommendation Form**

We value your input and will carefully review your recommendation. Forms should be returned to your student's teacher **on or before June 15, 2020**, Evaluations for students not currently enrolled in the South Whidbey School district should be returned to Jeff Fankhauser, Director of Special Programs & Services, at 5520 Maxwellton Road, Langley, WA 98260

Please print clearly in black or blue ink only.

Student's **Legal** Name: _____ Date of Birth: _____

Parent/Guardian Name(s): _____

Address: _____ City _____ Zip Code _____

Home Telephone: _____ Other Telephone: _____

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

Signature: _____ Date: _____

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

A. The student is an intense learner. This is demonstrated through

- | | <i>Almost</i> | | | |
|----|---------------|--------------|---------------|---|
| | <i>Always</i> | <i>Often</i> | <i>Seldom</i> | |
| 1. | _____ | _____ | _____ | determination to complete assignments and projects successfully |
| 2. | _____ | _____ | _____ | using advanced vocabulary, incorporating it into conversation or writing |
| 3. | _____ | _____ | _____ | possessing a large amount of factual knowledge used accurately, reading extensively |
| 4. | _____ | _____ | _____ | social awareness, concern for fairness, prejudice, 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. The student is an analytical thinker. Analytical thinking is demonstrated through

- | | <i>Almost</i> | | | |
|-----|---------------|--------------|---------------|---|
| | <i>Always</i> | <i>Often</i> | <i>Seldom</i> | |
| 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 |

**South Whidbey School District
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Examples: _____

C. The student is a creative producer. Creative, productive thinking is demonstrated through

- | <i>Almost</i> | | | |
|---------------|--------------|---------------|--|
| <i>Always</i> | <i>Often</i> | <i>Seldom</i> | |
| 11. _____ | _____ | _____ | generating different ideas, adapting readily to new situations |
| 12. _____ | _____ | _____ | originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products |
| 13. _____ | _____ | _____ | creating detailed projects, turning the simple into complex, adding details, embellishing |
| 14. _____ | _____ | _____ | questioning, asking complex questions not typical of age group |
| 15. _____ | _____ | _____ | a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless |

Examples: _____

D. The student is highly motivated in areas of interest. Motivation is demonstrated through

- | <i>Almost</i> | | | |
|---------------|--------------|---------------|---|
| <i>Always</i> | <i>Often</i> | <i>Seldom</i> | |
| 16. _____ | _____ | _____ | working well independently |
| 17. _____ | _____ | _____ | exceeding expectations, doing more than what is required on assignments of interest |
| 18. _____ | _____ | _____ | working cooperatively as a team member, receptive to the ideas of others |
| 19. _____ | _____ | _____ | eagerness to complete assignments of interest on time or prior to due date |
| 20. _____ | _____ | _____ | assuming leadership positions, leading the group |

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 Identification and Placement Committee.*

South Whidbey School District Highly Capable Program
Optional Parent/ Guardian Questionnaire

Student _____ School Currently Attending _____ Grade level _____

Please print clearly or type; responses must fit on this form. Additional information may be submitted up to five pages.

Check the appropriate box: **occasionally, frequently, consistently.**

Give an **example for each.**

	Occasionally	Frequently	Consistently
My child surprises me with his/her knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is intellectually curious and asks thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child finds humor in situations or events unusual for his/her age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on one topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have a special need that you want to communicate to the committee? NO YES

If YES, please explain (such as learning disability). Additional information may also be submitted as part of the packet.

Parent/Guardian Signature

Date

HCL Program Philosophy

The philosophy of the South Whidbey School District Highly Capable Learners program is to identify, recognize, and support those students whose intellectual and creative abilities ("gifted & talented") require experiences and opportunities not always provided in the traditional course of study.

HCL Program Goals:

1. Provide students with the opportunity to fully master the knowledge and skills that are part of South Whidbey School District student expectations.
2. Provide students with a learning environment conducive to developing and expanding their individual areas of giftedness; including opportunities to work in groups of other HC learners at deeper levels or accelerated pace.
3. Provide a differentiated learning environment for students, that emphasizes and expands their thinking abilities and independent learning skills.
4. Provide a program that allows opportunities for all students to expand their understanding and acceptance of self and others.
5. Provide students with opportunities to solve real-life problems and to develop products and information that will be communicated to others in meaningful ways.

Mission:

To provide a positive learning environment in which all students have the opportunity to reach their highest potential as citizens who can meet the challenges of a changing global society.

HCL PROGRAMS AND ACTIVITIES 2019-2020 SCHOOL YEAR

The South Whidbey Highly Capable Learner program provides learning options for students ranging from K-12th grades. Classroom teachers typically offer a variety of learning opportunities which differentiate between the individual learning needs of their students. The Highly Capable program offers learning extensions within and beyond the regular classroom.

Students, who qualify as Highly Capable Learners, with parent permission, will meet individually at the school level to determine potential HCL opportunities. Options may include activities such as:

SWMS HCL PROGRAM OPTIONS:

- Language Arts: Writers Club
- 7-8 HCL Cohort Class - Mrs. Ploof/Mrs. Mcknight
- STEM Club; Math Olympiad
- Leadership Class: Destination Imagination & Junior National Honor Society
- Social Studies: Geography Bee

SWHS HCL PROGRAM OPTIONS:

- AP US History
- AP Literature option as part of World Classics class.
- AP Stats
- AP Biology
- AP Independent Study and Online classes
- AP Genetics
- AP Chemistry
- AP Calculus
- Rosetta Stone Foreign Language
- Honors Designation classes: Eng 9 and Eng 10
- Knowledge Bowl
- First Robotics
- Honor Society
- Socratic Seminar

SWES HCL PROGRAM OPTIONS:

- 3-4 HCL Class - Mrs. Ploof
- 5-6 HCL Class - Mrs. Ploof/Mrs. McKnight
- Math Team
- Lego Machines and Motorized Mechanisms
- Destination Imagination

SWA HCL PROGRAM OPTIONS:

- STEM: Marine Advanced Technology Education Robotics
- Online independent study courses using Apex curriculum
- Pilot Spokane Virtual Academy
- Rosetta Stone Language courses

South Whidbey School District

Highly Capable Appeal Process for Denial of Entrance into Program

The selection committee will consist of at least three district educators, including a classroom teacher, school psychologist and district administrator. The selection committee will evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is most appropriate. The following procedures shall apply when a parent requests that a placement decision be reconsidered.

Conditions for Appeals

- A condition or circumstance believing to have caused a misinterpretation of the testing results exists
- An inequitable or inappropriate application of the identification process is alleged
- Parents have substantial evidence to introduce that, when added to the existing information, creates a compelling ‘preponderance of evidence’ regarding the student’s need for program services

Informal Level

Prior to the filing of a formal appeal, parents are encouraged to confer with the HCL Coordinator to review the assessment process and discuss the results.

Level One

Appeal to the Selection Committee:

If a parent disagrees with the selection committee’s decision to deny admittance into the HCL program, the parent may appeal the decision to the selection committee. A written notice of appeal must be made within 15 business days of the postmark date on the denial of placement letter. Written appeals must be in written form and must include information supporting that one or more of the appeal conditions exist. Within 15 business days of receipt of the written notification of appeal, the selection committee shall review information presented by the parent in the level one appeal and provide the parent with a written response. The response will be sent to the parent via certified U.S. mail.

Level Two

Appeal to the Superintendent:

If the parent desires to appeal the Level One response, the parent must submit a written notice of appeal within 10 business days of date on the letter of notification of the Level One response. Written appeals must include information supporting that one or more of the appeal conditions exist. Within 10 business days of receipt of the written notification of appeal, the superintendent shall hold a Level Two hearing with the parent. The Level Two appeal will be heard by the superintendent or his/her designee. The superintendent may choose to include members of the selection committee in this level two appeal hearing. The superintendent will have 10 business days following the hearing to make a decision and provide the parent with a written response. The response will be sent to the parent via certified U.S. mail. The decision of the superintendent will be final.

**South Whidbey School District Highly Capable Learners Program:
Philosophy regarding exiting students from the services provided by the
HCL-Program**

Parents/guardians may request that the students not take part in the gifted services that are offered. Students who are identified for HCP services retain their identification from the point of identification until graduation. It is the philosophy of the South Whidbey School District that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered, gifted services are dynamic and fluid.

Exiting students from services is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the Highly Capable Program Coordinator. When this occurs, parents/guardians write a letter requesting the change in service. This request will remain in effect until additional requests are made.

The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the program as feasible. The school will review the success and challenges of the student to ensure appropriate interventions have been attempted prior to exiting the program. There is an emphasis on the transition points, elementary to middle, middle to high and, home school to select school, to ensure that students meet with success and to minimize a need for a change in services.