Students who are currently being served in the Highly Capable Program do not need to reapply.

Student Name ____________________________________________________________

Current School _____________________________ M/F ___ Birth Date ___ / ___ / ___ Current Grade ___

Home Address ____________________________________________________________ Zip Code __________

Is your child’s first language a language other than English? Yes _____ No ______
If yes, list language(s) ____________________________________________________

Please check any areas below that apply for your child:

In special program: ☐ ESL ☐ Special Ed. ☐ Title I/LAP ☐ 504 Plan ☐ Other: __________

Factors which might affect the ability of your child to take tests: ________________________________

☐ I refer my student for evaluation for Highly Capable Program services.

_________________________________________ ________________________________
Parent/Guardian Signature Date

Parent/Guardian Name ______________________________________________________

Parent/Guardian Daytime Phone ____________________ Cell Phone ____________________

Parent/Guardian E-mail ____________________________________________________

The referral window for placement consideration is November 1, 2015, through December 15, 2015. Please return this completed page to the Zellerbach Administration Office (841 NE 22nd Avenue, Camas, WA 98607) no later than December 15, 2015; parent referrals received outside the referral window will not be accepted. Forms may also be faxed to 360-335-3001 or emailed to maria.klein@camas.wednet.edu.

For information about next steps and timelines, please refer to http://www.camas.wednet.edu/highly-capable/.

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HIGHLY CAPABLE PROGRAM SERVICES

For highly capable students in grades kindergarten-two:
The primary program is focused on nurturing highly capable behaviors. An observation protocol based on children’s literature will be used in kindergarten classrooms beginning in the 2015-16 school year to notice students beginning to demonstrate characteristics of highly capable learners. A similar protocol will be expanded into first and second grades in subsequent school years.

In K-2 classrooms, teachers use assessment information, including observations, in order to provide differentiated learning and enrichment opportunities within the classroom. Students demonstrating learning 1-2 levels beyond grade level will have different options to show their understanding and to engage in more complex learning that fosters “going deeper” into topics. In some cases, students will “walk to reading” and/or “walk to math” to join students from other classes who are working at their level.

For highly capable students in grades three-five:
The intermediate program consists of the cluster grouping model. Highly capable students at each grade level are clustered together within a mixed-ability classroom. This provides the opportunity for highly capable/gifted students to be with others who think the same way they do as well as receive instruction that is appropriate to their individual intellectual levels. Strategies to meet the needs of highly capable learners at this level include curriculum compacting, differentiated instruction, and content acceleration. The cluster model enables students to stay in their neighborhood school, fostering connections with peers. In Camas School District, cluster grouping is provided in every elementary school.

During the forecasting process in the spring of the fifth grade year, multiple data points will be used to identify the appropriate 6th grade math placement for each student.

For highly capable students in middle school:
Sixth and seventh grade students who qualify for the Highly Capable Program (HCP) will be placed in an HCP language arts class or cluster. Instruction will address the Common Core Standards at an accelerated pace and deeper level of understanding.

Each sixth grade student will also be placed into a math course that best meets his or her needs based on multiple data points reviewed during the forecasting process in the spring of fifth grade. Students may elect to take a math challenge test at the end of the sixth grade year to determine readiness for a more accelerated math course.

Seventh and eighth grade students will continue in their course pathway. Students may elect to take a math challenge test at the end of the seventh grade year to determine readiness for a more accelerated math course in eighth grade.

For highly capable students in high school:
At the high school level, Camas provides over 20 Advanced Placement (college level) courses. These courses are open to enrollment by students who are interested in learning at the level of rigor, breadth and depth AP classes provide. In addition, students are encouraged to take the end-of-course AP tests, which provide opportunities to earn credit or advanced standing at most colleges and universities. The forecasting process for eighth to ninth grade includes information and guidance for students and parents interested in this program, so students are set up for success. Also, to prepare for the 8th grade to 9th grade transition in mathematics, highly capable students who have been working 1-2 grade levels beyond the standard mathematics pathway will be scheduled into the next appropriate course.

Referral and Screening Process

Grades 2 – 6
Any parent, educator or community member may refer a student in grades 2 through 6 for program consideration. In addition, in January, all elementary school teachers will complete a survey to identify students who display characteristics of highly capable learners.

Students referred for selection may be screened prior to any formal assessment process. This screening process will include a review of recent student assessment data, grades and reports, and may include a short screening test. Based on current evidence and data, students who clearly do not qualify for eligibility may be removed from the selection process. Parents who have referred their children will be notified if this is the case.

Students who are referred by December 15, 2015 will be assessed in February, during the regular school day, for potential placement in the program the following school year. Additional assessment dates will be scheduled in the summer for students new to the district. Referral forms are available in the main office at each elementary and middle school and on the district’s website.

Assessment and Selection
Parent permission is required to assess students who have moved through the referral or screening process, and for placement in the HCP. Students will be assessed using multiple criteria, identified below:

Academic Achievement/Performance:
- AIMSWEB Oral Reading Fluency
- AIMSWEB Math Concepts and Application
- Current year report card standards
- Other district and state assessment results
Cognitive Abilities Tests (CogAT):
• Verbal Reasoning
• Quantitative Reasoning
• Non-Verbal Reasoning.

Scales for Identifying Gifted Students (SIGS):
• Teacher Form
• Parent Form

The information gathered will be reviewed by a Multidisciplinary Selection Team that will identify the most highly qualified students for inclusion in the Highly Capable program. The Multidisciplinary Selection Team includes the Director of Teaching, Learning and Assessment, school psychologist, Highly Capable program teacher and a principal.

Letters are mailed to parents indicating whether or not their student has been identified for services through the HCP program.

Placement
Placement decisions for grades 3-7 are made by the Multidisciplinary Selection Team (MDST). Students are placed into a cluster grouping in elementary school classrooms or the appropriate middle school courses.

All fifth grade students will be assessed at the end of the year to determine the most appropriate math placement for sixth grade.

For grades 9-12, teachers, counselors and parents participate in the forecasting process to ensure that students plan to access advanced courses. Forecasting selections made by the student require parent signature.

Appeals Process
Parents wishing to appeal a placement decision must submit a written request for an appeal to the Highly Capable Program Coordinator within 10 days of receiving notice that the student has been determined not eligible. The Appeals Form parents complete, as well as other district records, will be reviewed by a Multidisciplinary Review Team, including two principals, one Highly Capable Program manager, a school psychologist and a Highly Capable classroom teacher. Students may also be interviewed as part of the Appeals process. The review team will determine eligibility for placement and provide a final decision to the parent(s) within 30 days of receiving the Appeals Form.

In the late spring, parents can access an Appeals Form on the district web site or by contacting Maria Klein at maria.klein@camas.wednet.edu or 360-833-5563 to request a form.

Exit Process
When considering exiting a student from the Highly Capable Program, the emphasis is on meeting the social, emotional, and academic needs of the student.

A recommendation for discontinuation of services should be based on evidence that may include unsatisfactory class work, demonstration of a lack of motivation or lack of task commitment, and/or documentation that the student is not working to his/her potential. If either the teacher or parent/student suspects that the current Highly Capable Program is not the best placement the following procedure will take place:

1. A meeting will be held between the parent and teacher (and student if appropriate). The purpose of this meeting will be to:
   • Discuss concerns
   • Set measurable goals with a timeline

   The school principal will be notified of goals and timeline. If the concerns remain after the designated time, a follow-up meeting will be held to revise the goals or go on to step 2.

2. A meeting will be scheduled with the parent, teacher, building principal, Director of Teaching, Learning and Assessment, and other professionals as requested. The purpose of this meeting will be to:
   • Discuss concerns
   • Set measurable goals with a timeline or make a decision to exit the student from the current Highly Capable Program placement

   If goals are set and concerns remain after the designated time, go on to step 3.

3. Student exits the program (preferably at end of school year).

4. Should the student wish to re-enter the program in the future, the request will be considered by the district’s multidisciplinary committee to determine what identification procedures are necessary.