



# Highly Capable Program Resource Guide



Dear Parent, Guardian, and/or Teacher,

This packet contains information regarding the Coupeville School District Highly Capable Program; one of many ways the district provides quality learning programs and services for students.

If you have questions about the program, please feel free to contact me using the information below.

Sincerely,

Steve King  
Superintendent  
360-678-2404  
sking@coupeville.k12.wa.us

*The district provides equal educational opportunity and treatment in all programs and employment and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sexual orientation (gender expression or identity), marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district provides the Boy Scouts of America, and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society, equal access to school facilities.*

*The board designates the superintendent to serve as the district's Title IX Coordinator, Section 504/ADA Coordinator, and Compliance Coordinator for RCW 28A.640 and RCW 28A.642 to handle questions and complaints of alleged discrimination.*

*Superintendent  
Coupeville School District  
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# About the Highly Capable Program

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**Mission:** The Coupeville School District Board of Directors envisions a community working cooperatively to promote high levels of learning for all students, characterized by students actively engaged in:

- Higher-order literacy skills;
- Mathematic, scientific, and artistic activities;
- Citizenship, social studies, and the founding principles of the nation, state, and community;
- A safe, technologically modern, and rigorous learning environment that draws upon research-based instructional practices supported by a viable curriculum; and
- Activities that promote college and career readiness.

**Program Goals:**

- Identify students for the Highly Capable Program.
- Provide program services to enhance the learning of students identified.
- Incorporate quality, research-based practices that promote college and career readiness.

## State Regulations

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Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.

*(WAC 392-170-078)*

# Characteristics of Highly Capable Children

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Highly capable children's behavior differs from that of age-mates in the following ways. Examples are provided for each item, but are not all-inclusive.

- 1. Has quick accurate recall of information.** Remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places.
- 2. Shows intense curiosity and deeper knowledge than other children.** Insatiable need to know and explore; collects things and then learns all he or she can about them; remembers things in great detail.
- 3. Use advanced vocabulary.** Correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later.
- 4. Began to read, write or use numbers early.** Early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others.
- 5. Shows unusually intense interest and enjoyment when learning new things.** Listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books.
- 6. Has an advanced sense of humor or sees incongruities as funny.** Is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words.
- 7. Is comfortable around older children and adults.** Craves attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children.
- 8. Shows leadership abilities.** Is sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children.
- 9. Is resourceful and improvises well.** Finds unique or non-traditional solutions; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories.
- 10. Uses imaginative methods to accomplish tasks.** Presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed.

# Procedure for Identification and Placement of Highly Capable Students

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## Calendar and Timeline

- Nominations will be accepted throughout the school year.
- Screening of nominations will occur each school year from February through March 15.
- Eligibility will be determined after screening and testing are complete.
- Placements will be determined after eligibility criteria is met and before May 1.

## Identification Process

1. Students are nominated according to high test scores or a nomination form.
2. Students will be further evaluated by parent/teacher surveys questionnaires.
3. Parents are notified and requested to give approval for further testing.
4. Students are further assessed by testing methods.
5. Multidisciplinary Team meets and reviews using assessment matrix.
6. Parents complete “Approval for Student Participation” form.
7. Multidisciplinary Team reviews all data and using state guidelines, makes final recommendations for student participation in the district’s Highly Capable Program.
8. Parents may appeal the decision of the Multidisciplinary Team to the district Superintendent, in writing, within ten business days of receiving the final recommendation of the Multidisciplinary Team.
9. Students will be monitored for continued progress in the program and evaluated for best education placement options.

Once qualifying as highly capable, a student will continue to receive services while they remain in the district and meet annual review expectations.

## Eligibility – Student Assessment

To determine eligibility, a score of 95% or higher on each and all of the following is required:

1. Scales for Identifying Highly Capable Students (Parent and Teacher rating scales)

*Scales for Identifying Gifted Students (SIGS)* offers the most comprehensive observational instrument available for identifying gifted students ages 5–18. Used as part of a comprehensive process for identifying gifted children, this standardized, norm-referenced instrument is completed by teachers or parents and provides an effective method for identifying gifted children. *SIGS* consist of two rating scales that can be used together or independently (a Home Rating Scale and a School Rating Scale). The *SIGS* is composed of seven scales: (1) general intellectual ability; (2) language arts; (3) mathematics; (4) science; (5) social studies; (6) creativity; and (7) leadership.

2. Cognitive abilities test such as CogAT 7.

CogAT – Cognitive Abilities Test. This multiple choice, norm-referenced cognitive abilities test yields separate scores for three reasoning abilities – Verbal, Quantitative, and Nonverbal. The Verbal battery of the test assesses vocabulary and verbal reasoning. The Quantitative battery addresses number relationships and equations. The Nonverbal battery measures the manipulation and classification of figures.

A student's score is based on the norms for students of the same age that took the test in a national sample. The highest score a student could earn on the CogAT is a 150. A composite score of 128 – 150 would put the student at the 96th to 99th percentile rank. A composite score of 120 – 127 would place the student at the 89th to 95th percentile rank. A percentile rank compares the student's scores to others who took the test. If a student were ranked at the 96th percentile, it would mean that the student performed better on this assessment than 96% of his/her peers.

## Appeals

Parents/guardians may appeal the decision of the Multidisciplinary Team to the Superintendent. An appeal must be submitted in writing within ten (10) business days of receiving the final recommendation regarding the student.

The written appeal must include supporting details for evidence of outstanding abilities of the student. The Superintendent will determine appropriate action, which will be one of the following:

- Continued denial from entry to the program based on data presented.
- Request for further testing.
- Request for further information and/ or data prior to making decision.
- Change of status to qualified.

The decision will be based on the evidence presented.

## Program Objectives

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1. Provide services appropriate to identified students' unique needs and capabilities. Such services may include:
  - Accelerated and enhanced instructional design,
  - Differentiated learning with their peers,
  - Advancement to a different grade level,
  - Multi-age classrooms for students in middle and/or high school with:
    - Humanities block and/or advanced math placement in grades 6-8 or
    - Advanced Placement, College Prep, College in the High School, and/or Running Start in grades 9-12.
2. Identify and place qualified students into Highly Capable Program options based on assessment results.
3. Provide parents/guardians of identified students with information concerning extended learning opportunities.

## Expectations of Students

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1. Students are willing participants in Highly Capable Program services.
2. Students maintain identified levels of achievement that initially placed them in the program, as demonstrated through grades and achievement in regular and specialized classrooms, and on standardized assessments.
  - Student work exceeds mainstream grade level standards.
  - Teacher assessment indicates student performance exceeds grade level standards.
  - Student work exhibits the four dimensions of rigor (deeper, broader, faster, further) including products/performance above grade level.
  - Student demonstrates exemplary performance on state and district assessments.

If a classroom teacher or the Multi-Disciplinary team feels that a student is experiencing difficulties (such as failing test scores, low classroom grades, poor participation in program activities) in the Highly Capable Program, the steps below will be followed until the difficulties are resolved.

1. Parent/teacher conference.
2. Conference that includes teachers, student, principal and/or Highly Capable Coordinator.
3. Conference that includes teachers, principal and/or Highly Capable Coordinator, parents and students to develop targets and timeline for improvement. If targets are not achieved, a follow-up conference will be held to discuss continued placement in the program.

A student may be exited from some or all program services if the conferences in Step 3 indicates that would be a better solution for the student.

An annual review of student performance will be conducted for all students selected for inclusion in the Highly Capable Program. Parents/guardians of students not meeting performance expectations will be notified and a meeting scheduled to occur within thirty (30) days of the notification date. At that meeting, a written plan of improvement that includes strategies for support will be mutually developed and reviewed.

## **Request to End Placement**

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A parent/guardian may request that their child be withdrawn from the program at any time. A “Request to End Placement” form should be submitted in writing to the school.

Once a student has been voluntarily withdrawn from program services, a parent/guardian must re-initiate the identification process if desired at a later date, to reapply for the program.

## **Highly Capable Nomination Form**

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The district’s Highly Capable Program brochure and nomination form can be found on the Coupeville School District website: [www.coupeville.k12.wa.us](http://www.coupeville.k12.wa.us)

Completed forms may be submitted to the counselor at the student’s school.

## Coupeville School District

### Highly Capable Program Plan

In accordance with district policy 2200 and WAC 392-170-030 through 090, the district Board of Directors has adopted the following plan for the Highly Capable Program.

**Definition.** The district uses the state definition of students who are highly capable:

*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. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters [28A.640](#) and [28A.642](#) RCW.*

#### **Nomination and Selection.**

Nominations may be made at any time during the year, but screening will occur only during the month of February/March.

Students qualifying for program services will be identified and begin receiving services by October 15. If a student transfers into the district and has documentation to confirm that he/she qualified for services in another district, the student will be eligible for continuing services in the Coupeville School District.

Nominations and referrals are to be based on data or evidence known to teachers, district staff, parents, guardians, students, and/or members of the community. The evidence should support the definition above.

The district will identify program-eligible students using the following criteria for grades Kindergarten through 12:

95% or above on a cognitive abilities test (i.e., a norm-referenced test for verbal, quantitative, and non-verbal ability, such as the CogAT).

1. 95% or above in reading and mathematics on an achievement test, such as the Iowa Test of Basic Skills (ITBS).
2. 95% or above on a survey for identifying highly capable students, such as the Parent and Teacher Rating scales.

A multidisciplinary selection committee (consisting of: a specialist teacher or a classroom teacher if no specialist is on staff, a psychologist or other qualified practitioner with training to interpret cognitive and achievement test results,) will identify the most highly capable students to receive services. The number of students to be served may represent up to 4% of the total students enrolled, provided that only the

most highly capable students are designated. There is no requirement that a minimum percentage be met.

Parents/guardians may appeal the multidisciplinary selection committee's decision for placement. Appeals are to be submitted to the superintendent within 10 business days.

**Program Services.** Services appropriate to the designated students' unique needs and capabilities will be provided. Once qualifying as a highly capable student, a student will continue to receive services while they remain in the district.

Services to be provided may include:

- accelerated and enhanced instructional design,
- differentiated learning with their peers or advancement to a different grade level,
- multi-age classrooms for highly capable students in 1-2, 3-5, 6-8 and/or 9-12, with
  - humanities block and/or advanced math placement in grades 6-8 or
  - Advanced Placement, College Prep, College in the High School, and/or Running Start in grades 9-12.

**Funding.** The district recognizes that, although mandated by the state, funding for highly capable program services is limited. The district will make every effort to maximize use of available funds through creative program service models and, when reasonable, interlocal agreements with other districts, institutions of higher learning, and or other agencies.

The district targets the full annual state allocation for highly capable programs toward student identification and program services.

**Accountability.** In accordance with WAC 392-170-090, the district will provide to the superintendent of public instruction at the close of each fiscal year an end-of-year report that includes:

1. Number of students served by grade level (K-12);
2. Student demographic information;
3. 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;
4. Number and content of professional development activities provided for special teachers and general education staff;
5. Program evaluation data and, if needed, program changes that will be made based upon this information; and
6. Final fiscal report that reports on activities and staff funded by this program.

Coupeville School District – Highly Capable Program  
**Parent Nomination Form**

Student

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Birthdate \_\_\_\_\_ School \_\_\_\_\_

What special talents or skills does your child have?

Give examples of behavior that illustrates this.

Please list your child's areas of academic achievement.

Please list any other information you feel the Multidisciplinary team should consider regarding your child's nomination to the Highly Capable Program.

Check the following items that best describe your child as you see him/her.

	Consistently 5	Frequently 4	Occasionally 3	Seldom 2	Never 1
1. Advanced vocabulary for chronological age.					
2. Outstanding memory; possesses lots of information.					
3. Curious; asks endless questions (why?, “and then what?”).					
4. Has many interests, hobbies and collections.					
5. May have a “passionate interest” that has lasted for many years.					
6. Intense; gets totally absorbed in activities and thoughts.					
7. Sensitive to beauty and other people’s feelings and emotions.					
8. Advanced sense of justice and fairness.					
9. Aware of global issues many age peers are uninterested in.					
10. Sophisticated sense of humor, may be “class clown”.					
11. Strongly motivated to do things that interest him/her; may be unwilling to work on other activities.					
12. May be reluctant to move on from one subject to another.					
13. Operates on high levels of thinking than his/her peers; is comfortable with abstract thinking.					
14. Perceives subtle cause-and-effect relationships.					
15. Prefers complex and challenging tasks to “basic” work.					
16. May be able to “track” two or more things simultaneously.					
17. Catches on quickly, then resists doing work, or works in a sloppy, careless manner					
18. Comes up with better ways for doing things:					
19. (Similar to Question 18) - Suggests them to peers, teachers, and other adults.					

Coupeville School District – Highly Capable Program  
**Parent Consent Form**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

The Coupeville School District requires your consent for the district to conduct assessments to determine eligibility for your student's participation in the Highly Capable Program.

The assessment may include a review of educational records, individually administered academic tests, current progress reports from teachers, student observations, and other procedures as appropriate.

The results will be reported to you and used by the team to develop a Highly Capable Plan for your child if he/she is eligible.

If you have any questions, please call your student's principal.

By giving consent, you are acknowledging that:

- 1) you have been fully informed about the assessment process for which consent is sought;
- 2) you understand that granting consent is voluntary on your part and may be revoked at any time;
- 3) if you revoke consent, the revocation is not retroactive.

I give my consent for my child above to be assessed for participation in the Coupeville School District Highly Capable Program.

I do not give my consent.

\_\_\_\_\_  
Parent/guardian signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/guardian signature

\_\_\_\_\_  
Date