LOOK WHAT’S NEW…

Effective on September 1, 2011 highly capable program became part of Washington state definition of basic education. The Washington Administrative Code (WAC) has been revised to reflect the state legislation changes to The Revised Code of Washington, Chapter 28A.185 RCW. Our district is currently developing a handbook that will reflect the legislative changes. Please refer to the district web page for updates: www.washougal.k12.wa.us/teach_learn/highlycapable.htm

NEWSLETTER

If you are interested in receiving our highly capable newsletter, send your request to be added to our email list to kathy.sloop@washougalsd.org

Kathlynn Sloop
Highly Capable Coordinator
kathy.sloop@washougalsd.org
Direct 360-954-3127

Mrs. Sloop meets with secondary students to help identify their interests and goals. Students are then guided in high school course selection, career options, post-high school planning, application direction and scholarship information.

WASHOUGAL HIGHLY CAPABLE PROGRAM

MISSION STATEMENT

Through educating parents, students, staff and the community as to the potential of Highly Capable students, we will create opportunities to challenge and stimulate students while meeting individual needs and learning styles.
Washougal Highly Capable

Washougal Highly Capable (HCP) encourages learning experiences which add depth and enrichment to the classroom curriculum. HCP is not a pullout program that removes students from their daily routine. Rather it strives to challenge students who might have already met the learning goals. By offering greater depth, complexity and alternative study methods, students can be stimulated to excel. Classroom teachers employ differentiated instruction methods to meet the needs of varied learners.

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“Man’s mind stretched to a new idea never goes back to its original dimensions.”

OLIVER WENDELL HOLMES

Is my child Highly Capable?

Does this sound like a child you know? The seven year old who wants to learn algebra, and is quite capable, but can’t remember to bring home her spelling book? The three year old who wants to know if her new desk “comes complete.” “Complete?” “You know, Mom, with a computer!” The high school student, not known for his scholastic talents, who quietly sits in his classes and ‘doodles’ detailed technical drawings of a new truck design, a design hauntingly similar to one produced by the major auto manufacturers decades later. The child is asking names of objects at 11 months, memorizing books at 17 months and asking complex questions before two years old.

There is no typical gifted child for particular talents and social environments give rise to varying personality patterns. Achievement patterns also vary. Differences among them will be found, even when they are grouped together. Some are very strong in one subject and weak in others. The gifted mathematician may be an average reader, the gifted artist may be a poor mathematician and the early reader may lack the ability to organize time and materials.

Have you ever heard these comments directed at your child? “Why do you make everything so complicated?” “Why do you take everything so seriously?” “Why is everything so important to you?” Gifted children see the world differently because of the complexity of their thought processes and their emotional intensity. The gifted are often “too” everything — too sensitive, too intense, too driven, too honest, too idealistic, too perfectionistic, too much for other people!

Identification Criteria

Identification begins at 6th grade and is on-going through the 12th grade through the following assessments:

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<thead>
<tr>
<th>In View</th>
<th>90 percentile in total score</th>
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<tbody>
<tr>
<td>GPA</td>
<td>3.85 for two consecutive years</td>
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<tr>
<td>PSAT</td>
<td>172</td>
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<tr>
<td>SAT</td>
<td>1725</td>
</tr>
<tr>
<td>ACT</td>
<td>25</td>
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<tr>
<td>Exceptional Creativity or Leadership</td>
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Cluster students/classrooms

Although Highly Capable students are not identified until the end of fifth grade, the HiCap Program coordinates testing to recognize advanced learners to be placed in “cluster” classrooms. Research reveals it is best practice for high ability students to be placed together.

In the cluster classroom, students will be grouped with like ability students and receive differentiated instruction to meet individual learner needs. Differentiated instruction is a researched based method of teaching that addresses the individual needs of the student and includes special teaching strategies for modifying curriculum content, pace, process, products and learning environment.