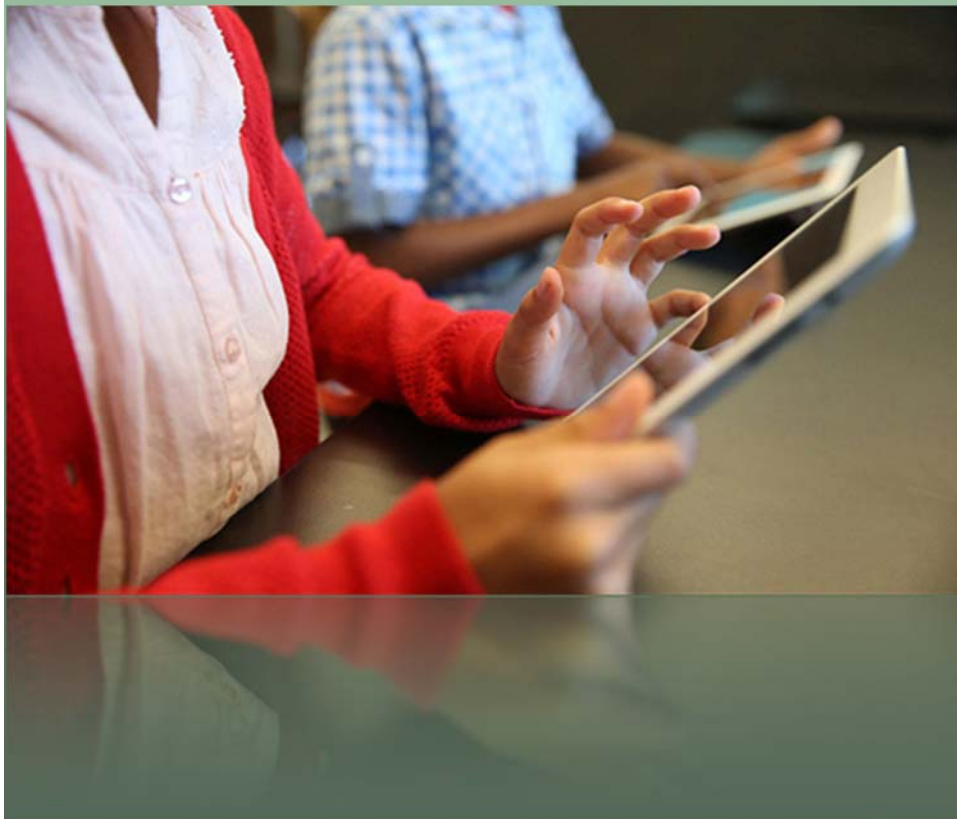


Washougal School District
Highly Capable Program
Resource Booklet



Non-Discrimination Policy

Washougal School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Title IX Officer: Allan Fleck
4855 Evergreen Way
Washougal, WA 98671
(360) 954-3021

ADA Coordinator: Allan Fleck
4855 Evergreen Way
Washougal, WA 98671
(360) 954-3021

Section 504 Coordinator: Allan Fleck
4855 Evergreen Way
Washougal, WA 98671
(360) 954-3021

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Introduction

March 2013, Washington State law changed as to how districts across the state of Washington identifies and provides program/services to highly capable learners.

The Highly Capable Multiple Disciplinary Selection Committee (MDSC) has created this resource book to support WSD educators through the annual academic framework and review process for all gifted learners.

In order to develop the unique learning needs of each Highly Capable student, the district will offer a highly capable program, which provides kindergarten through twelfth-grade students selected for the program access to a **basic education program** that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

EDUCATORS Guide: Highly Capable Program Services

Program Services

The District has adopted a differentiated instruction model designed by the classroom teacher to guide highly capable learners within the regular classroom.

Each classroom teacher will be provided with a Gifted Student Learning Plan (GSLP) for each newly identified gifted student based on an individualized CogAT test summary to assist the teacher in best serving that student.

There will be an annual review of each gifted student's file. The review will be completed by the classroom teacher, parent, highly capable program coordinator and other staff members to evaluate the services offered and to ensure that the services are appropriate.

Unique Learning Needs

A highly capable learner should be given opportunities to work both independently and in a group. They need a curriculum that will challenge and broaden their abilities and interests through differentiated instruction within their regular classroom. The classroom teacher may choose the type of classroom instruction and decide how the classroom curriculum will challenge and broaden the student's abilities and interests.

The classroom teacher may select the assessment tools that will be used to measure student growth and to measure the student's unique learning needs and to track the progress that best meets the learner's needs. The teacher should keep a summary record of such assessments and instructional models with the student's Gifted Student Learning Plan. The GSLP is designed to travel with student's file through out his or her academic career within the district.

Teacher designed instruction for a highly capable learner *may* include, but not limited to:

Basic Services for Gifted Students in Grades K-12

Differentiation Instruction; within the regular classroom may look like:

- Project-based learning
- Critical thinking through engagement in higher-level thinking
- Habits of the mind created through higher-level thinking skills
- Shared inquiry within the regular classroom community
- Enrichment opportunities embedded in the regular classroom
- Rigorous questioning to increase depth and complexity of thinking
- Technology-supported learning
- Discussion
- Guided independent studies or explorations
- Learning or interest center activities
- Guest speakers
- Group debate
- Virtual field trips
- "Ask an Expert" Inquires
- Mentorship
- Literature circles
- Grouping Strategies

WSD Gifted Student Learning Plans

Student Name (Please print)		School:		School Year:		Beginning date of plan:	
Scores should be reflective of current year State Assessments SBAC				Scores should be reflective of current year District Assessments CCSS			
Ability	Score	Level #	Ability	Score	Level #	MDCS Reviewed	
ELA						<input type="checkbox"/>	
Math						<input type="checkbox"/>	
Science						<input type="checkbox"/>	
Other	Score	Level #	Resources	Teacher Support	Ability Profile		
CogAT			Visit www.cogat.com For More detailed Information	Input Student's Ability Profile as It appears in the Next box			
Indicate Intervention subject area(s) addressed by this Gifted Student Learning Plan							
Reading <input type="checkbox"/>		Writing <input type="checkbox"/>		Mathematics <input type="checkbox"/>		Science <input type="checkbox"/>	
Talent Domain <input type="checkbox"/>		Absences <input type="checkbox"/>		Leadership <input type="checkbox"/>			
School Interventions				Monitoring Status			
Subject	Specific Needs	Intervention	Monitoring Date	Insufficient Progress	Some Progress	Mastery	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intervention							
CogAT Testing		ID start date		Multiple disciplinary Selection Committee <input type="checkbox"/>		District Rep <input type="checkbox"/>	
CogAT Testing Profile Summary							
Ability Profile		According to the CogAT test is					
Intervention Status		<input type="checkbox"/> Intervention/Strategies need to be revised <input type="checkbox"/> Student is not progressing in a timely manner. <input type="checkbox"/> Student is making some progress. Continue with plan as is <input type="checkbox"/> Student has mastered and completed Gifted Student Learning Plan				Date: _____ Date: _____ Date: _____	
Teacher Input: Current Teacher Anecdotal Notes							
<input type="checkbox"/> Short Term Objectives							
<input type="checkbox"/> Objective Criteria							
<input type="checkbox"/> Assessment Procedures							
Observation				Instructional Support			
Observation				Instructional Support			
Observation				Instructional Support			
Parent Information							
Parent has received a copy of Gifted Student Learning Plan after each monitoring update by:							
US Mail <input type="checkbox"/>		Conference <input type="checkbox"/>		Email/scanned <input type="checkbox"/>		Fax <input type="checkbox"/>	
						Date: _____	

Please Print Before Adding Signatures:

	Date		Date
Highly Capable Program Coordinator		Teacher/ District Rep.	
	Date		Date
Parent/Guardian		Parent/Guardian	
	Date		Date
Student		Other	

Need to Know Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A teacher or program administrator may make a placement discontinuation request.

In this case, the Multi-Disciplinary Selection Committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria.

The Multi-Disciplinary Selection Committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student be exited from the program. The parent will be notified in writing of the committee's decision and of the appeal's process.

A parent/legal guardian may request that a student be withdrawn from the program, or a student 18 years or older may request a withdrawal from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw a student from the program, the student will be exited from the program on the date parents/guardian sign the program exit form. If a student exits from the program, the student must complete the nomination process again to reenter the program.

Educators Professional Development

Please Contact WSD Highly Capable Program Coordinator
Kathlynn Sloop at Email: kathy.sloop@washougalsd.org
Direct Extension: 3022

Online resources

OSPI - <http://www.k12.wa.us/>

Highly Capable Program OSPI - <http://www.k12.wa.us/HighlyCapable/default.aspx>

Whitworth University - <http://www.whitworth.edu/cms/>

Washington Association of Educators of the Talented and Gifted (WAETAG) - <http://www.waetag.net/>

Northwest Gifted Child Association (NWGCA) - <http://www.nwgca.org/>

Prodigy Northwest - <http://www.prodigynw.org/>

Oregon Association for Talented and Gifted (OATAG) - <http://www.oatag.org/>

Partnering With Schools

The State of Washington Defines a Highly Capable Learner as:

A student who performs or shows 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 creativity within a specific domain. These students are present not only in the general populace but are present within all protected classes. Students who are highly capable may possess, but are not limited to, these learning characteristics:

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- Capacity and willingness to deal with increasing levels of abstraction a complexity earlier than other peers;
- Creative ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus.

Your child and School Need You

Children need both good teachers and strong family support to do as well as they can at school. National research consistently demonstrates that when parents and schools work together as partners, students are more successful. This holds true for families of all ethnicities, income levels and education backgrounds, whether in rural or urban schools.

What is family involvement in education?

Family involvement means the active participation by families, caregivers and legal guardians in their children's school lives. Family involvement must be done in partnership with teachers and other school staff. Every parent or family member has different skills, experiences, and life circumstances, so we all have different ways to participate, support, and enrich education for our children.

Here are some ways to be an active participant in your child's education:

- Learn about the school: Read the School Report Card, review the website, and learn the names of key people - secretary, principal, teacher, and counselor.
- Start the relationship outright: Be friendly and positive with school staff. Be open to feedback and efforts to address difficulties that might arise.

- Read all school notices including dress code and discipline policies. Keep a copy of the school calendar visible so that you know when there are schedule changes.
- Attend meetings, parent-teacher conferences, and school events.
- Check in with teachers regularly, not just when there is a problem. Find out the best time and method to communicate with your child's teacher(s).
- Know as much as you can about your child's education. Keep a file or a notebook documenting your child's educational journey.
- Follow-up on reported problems in a timely manner. Small problems can sometimes become larger problems rather quickly. Let the school know you will follow-up on important issues concerning your child.
- Ask your child regularly how he or she thinks things are going in all subjects.
- Look for chances to help your child communicate thoughts and feelings to teachers and others, and to be his or her own advocate.
- Make sure the school has all information needed. Including medical and any other special needs, to provide the right kind of education. Keep records with the district current, update changes and other information regularly such as contact number(s) and/or email, mailing address.

Why not leave Education to the School?

It's a partnership! The idea of family participation in U.S. Schools began in the late 1800s. While families and schools working together seemed like a good idea for many reasons, people didn't realize that a side benefit would be strong gains in student learning. However, national research in the last 40 years has demonstrated that the more families participate in the education of their children, the better those students achieve in school.

Here are some basics you should expect from your school:

- An atmosphere that is welcoming and encourages you to become a partner in your child's education.
- Respectful, friendly treatment from school staff.
- Timely, thoughtful responses to your concerns.
- Information about how to help students with homework and support learning at home.
- Partnership with community organizations that help families.
- Information for families translated into languages in addition to English.
- Curriculum that is engaging and rigorous.

Effective Communication

An open line of communication is probably the most important single element to success in school meetings. Whether it is a special education matter, a parent/teacher conference, or a discipline hearing. Here are some ideas to assist you in communicating well with the school system:

1. Simplify; explain what you need clearly
2. Give Examples; that support what you are saying
3. Repeat your point; state your point again when wrapping up the conversation through reflection or paraphrasing important points
4. Ask Questions: Ask your listener a question to make sure he or she understands the point you are trying to make.

Simple Checklist:

- ✓ Continue to support and encourage your student by staying involved in their education
- ✓ Attend school meetings and events with your student
- ✓ Maintain regular contact with your student's teachers and guidance/college counselor
- ✓ Review your student's four-year academic plan to make sure you both understand and agree to the courses that have been planned.

Making the most of the Parent – Teacher conferences

A conference is a time for parents and teachers to share information, solve problems, and form a relationship that will help the student succeed. The teacher needs to hear from you and you need to hear from the teacher. You know more about your child than anyone at the school does. Talking with the teacher about your child will help pave the way for your student to do well in class and will help you to understand what is being taught in the classroom. Conference are usually short and to the point, so having a plan about what you want to discuss with the teacher will help you be prepared.

If your child has specific medical, emotional or educational needs be sure to connect with the teacher at the beginning of the school year.

Prepare for a successful conference before the conference:

- ✓ Find out your child's questions and concerns about school.
- ✓ Check progress reports, report cards and work your child has brought home.
- ✓ Write a list of questions you want to ask the teacher, take your list to the meeting.
- ✓ Write down information about your child that the teacher should know, such as a family death, divorce, changed finances, illness or new home or family member to share how your child is dealing with the changes.
- ✓ If you need a ride, childcare or a different time or day for the conference, the school can help. Call the school office and ask.
- ✓ If English is not your first language, have someone contact the school before the parent-teacher conference and request an interpreter to assist you during the meeting.

At the conference:

- Let the teacher begin the meeting but be sure to ask the questions on your list before time runs out.
- Ask the teacher what your child should know and be able to do by the end of the school year. Make a plan for how you and the teacher will work with the child to reach those goals.
- The Gifted Student Learning Plan is a tool to help educator(s), parent and student measure student's growth in areas of strengths and weaknesses. *(See a sample copy located on page 6.)*
- Find out the best way (notes, phone calls, email) and the best time to communicate with the teacher throughout the school year.

Summary

Parents know their child best

Get involved with child education

Involve your child in their own academic pathway

Educator and Family Resources

SENG (Social Emotional Needs of Gifted) district offered parent/educator workshop through the partnership with Washougal Community Education and Recreation. Classes offered based on enrollment numbers for fall and/or spring sessions. www.seng.org

Northwest Gifted Child Association (NWGCA)

<http://www.nwgca.org/>

Prodigy Northwest

<http://www.prodiginw.org/>

Washington Advanced Placement Incentive Program

<http://www.k12.wa.us/AdvancedPlacement/default.aspx>

U. S. Department of Education Accreditation

Universities and Higher Education

<http://www.ed.gov/accreditation?src=rn>

OSPI Student and Family Resources

Learning by Choice

<http://www.k12.wa.us/GeneralInfo/EnrollmentOptions.aspx>

Communication and Community Outreach

<http://www.k12.wa.us/Resources/#4>

Please contact WSD program coordinator for additional resources or visit the district's highly capable web page <http://www.washougal.k12.wa.us/highly-capable/>

References:

Partnering With Schools

State of Washington Office of Superintendent of Public Instruction.

Learning by Choice. 2016; April 2016

<http://www.k12.wa.us/GeneralInfo/EnrollmentOptions.aspx>