



January 9, 2019

To the Families of Students in 2nd - 5th Grades,

Lake Stevens School District's Highly Capable Student Program (HiCap) for our elementary schools is presently opening up nominations for 2nd grade through 5th grade. In grades K-2, HiCap identified students will receive differentiated instruction and support in their regular classroom. In grades 3, 4, and 5, we provide a cluster program model in each grade level and at every elementary school.

To qualify as the most highly capable, students must go through a specific process of referral and assessment. This process includes an initial screening using current student data and then additional assessments for students identified as most likely to score in the top 5% on the Cognitive Abilities Test (CogAT, Form 7). The final decision is made by a multidisciplinary team and is based on data from multiple sources. Students may be referred by their teachers, parents, other students, or may even refer themselves. The nomination period for this year's 2nd - 5th grade students is now open. Nomination forms should be completed and returned by Friday, February 1st, 2019. Further details regarding dates of the testing in your child's building, will be provided prior to testing.

Information about our HiCap Program, including parent nomination and permission forms, are available at the Lake Stevens School District website: www.lkstevens.wednet.edu. At the top of LSSD home page select **Academics** and then **Highly Capable Program**. From this page, select **Elementary** on the left hand side. These forms and a complete packet outlining the HiCap program can be downloaded directly from this site. Alternatively, copies of the packet and forms are available from your school office as well as your school's website. Please note that referral forms must be turned in by February 1st, 2019 at the Educational Service Center, 12309 22nd ST NE, Lake Stevens, WA 98258 (please do not turn in your referral forms to your child's teacher or your school office). We will not accept nominations received after this date. Once we have received the nomination packet, we will contact your child's teacher regarding completion of the teacher inventory of student learning, motivation, and creativity.

Please feel free to contact me if you have any questions about the program or the referral process.

Sincerely,

Linda R. Mauer
HiCap Coordinator, K-12
425.740.4217



**NOMINATION, TESTING AND PLACEMENT PERMISSION FORM
HIGHLY CAPABLE STUDENTS PROGRAM (HICAP)**

Website: www.lkstevens.wednet.edu Phone: (425) 335-1500

Nomination Deadline: February 1, 2019

Return or mail this form and the Parent Inventory form to Laureen Andersen, Educational Service Center, 12309 22nd ST NE, Lake Stevens, WA 98528. ***NOTE: Do not return forms to your child's teacher or your school office.***

Student Information

Student's Name _____
(Last) (First) (Middle)

Birthdate _____ Female ____ Male ____ Current Grade _____

Current School Attending _____ Current Teacher _____

Is there another language routinely spoken in the home? Yes ____ No ____ What language? _____

Please check any areas below that apply for your child:

In special program: ELL _____ Special Ed. _____ Title I/LAP _____ Other: _____

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

Parent/Legal Guardian Information

Parent/Guardian Name: _____

Parent/Guardian Address: _____ Zip Code _____

Mailing Address (if different from above): _____

Parent/Guardian E-mail Address: _____

Parent/Guardian Phone: _____

Parental/Legal Guardian Permission

I give permission to test my child to determine eligibility for participation in the HiCap program and if eligible to participate, I give permission for placement in the Lake Stevens School District HiCap Program. I acknowledge receipt of:

- ❖ An explanation of the procedures for identification of a student for entrance into the HiCap program.
- ❖ An explanation of the appeals process.
- ❖ An explanation of the procedures to exit a student from the program.
- ❖ Information on the district's program and the options that will be available to identified students.

Parent/Guardian's Signature: _____ Date _____



Highly Capable Students Program (HiCap)
PARENT INVENTORY FORM
Of Student Learning, Motivation, Creativity
Return this form and the Nomination, Testing & Placement Permission Form to:
 Laureen Andersen
 Educational Service Center
 12309 22nd ST NE
 Lake Stevens, WA 98258

Name of Student	Birthdate	Grade	Teacher	School
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Directions: Please read the statements below carefully and rate your child according to the following scale. Provide only one check mark per question that best reflects your child.

- If you have **rarely** observed this characteristic
- If you have **sometimes** observed this characteristic
- If you have **often** observed this characteristic
- If you have observed this characteristic **most of the time**

<u>LEARNING CHARACTERISTICS</u> – (check only ONE box per question)	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside of school.				
2. Knows about a variety of topics beyond the usual interests of age peers.				
3. Has quick recall & mastery of information; catches on quickly.				
4. Asks many questions; tries to discover the how and why of things, asks for reasons.				
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.				
6. Is a keen and alert observer. Usually “sees more” or “gets more” out of a story, film, than others.				
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.				
8. Reasons things out and sees logical and common sense answers.				
<u>MOTIVATIONAL CHARACTERISTICS</u> – (check one box per question)	Rarely	Sometimes	Often	Most of the Time
1. Becomes involved in certain topics or problems. Is able and/or willing to concentrate on an activity or task for unusual periods of time; persistent in task completion.				
2. Does not need much drill and practice to grasp concepts.				
3. Works to ability level, enjoys being challenged, and looks for opportunities to learn.				
4. Has high expectations; may be critical of own efforts.				
5. Works cooperatively in a group setting, respects the learning environment of all students.				
6. Is interested in “adult” topics.				
7. Is self-assertive and may be unwilling to change ideas.				

8. Likes to organize people, things and situations.				
9. Is concerned with right and wrong, good and bad.				
CREATIVITY – (check one box per question)	Rarely	Sometimes	Often	Most of the Time
1. Is curious about many things, constantly asking questions.				
2. Can think of many ideas or solutions to problems and questions. Predicts from present information.				
3. Is uninhibited in expression of opinion; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression. Fantasizes, imagines & builds on ideas. Improvises with common place materials.				
6. Has a keen sense of humor.				
7. Responds emotionally to stories, events and needs of others.				
8. Demonstrates artistic appreciation and understanding. Has unusual ability in fine arts, such as painting, drama and music.				
9. Is individualistic and is not afraid to be different.				
10. Criticizes constructively; unwilling to accept rules without reasons.				

* Modified from Renzulli Scale

PLEASE COMMENT BRIEFLY ON THE FOLLOWING AND PROVIDE EXAMPLES WHERE APPLICABLE:

Child's hobbies, interests, unusual accomplishments:

Academic areas where child demonstrates excellence:

Parent/Guardian's Signature: _____ Date: _____

Parent/Guardian's Name: _____
(Please Print)

Nomination Deadline: February 1, 2019

For school year: 2019-2020

Lake Stevens School District
Highly Capable Students Program (HiCap)
Keep for your records

Definition of Students who are Highly Capable

In Lake Stevens School District, our goal is to meet the unique needs of all students. We recognize that highly capable students perform or show potential for performing at significantly advanced academic levels when compared to others of their age, experience, or environments. Outstanding abilities are recognized within students' general intellectual aptitudes, specific academic abilities, and/or creative abilities. Highly capable students are present in kindergarten through 12th grade throughout our schools and throughout all demographic groups.

Although the learning needs of highly capable students are often met through differentiation of our regular education programs, in Lake Stevens we recognize the need to provide a K-12 continuum of special instructional opportunities for our most highly capable students. The students that might qualify as most highly capable are not defined by a set number, but typically this might be two to five percent of the general student population.

Learning Characteristics of Highly Capable Student

Highly capable students often possess the following learning characteristics:

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

Nomination Process for Highly Capable Students

Students can be referred to participate in our programs for the highly capable by parents, teachers, other staff, students, or members of the community. Parents, staff and the general public are notified of our nomination and identification process before any referral and testing window. This notification is published through school and district newsletters and the district's website. In addition to English, the notification is circulated in Spanish and made available in other appropriate languages.

Assessment Process as Highly Capable Student

- 1) Parent/legal guardian permission must be obtained in writing before we conduct any assessments to determine eligibility or placement in the HiCap program. The parent permission notice includes:
 - a) A full explanation of the procedures for identification of a student for entrance into the HiCap program.
 - b) An explanation of the appeals process.
 - c) An explanation of the procedures to exit a student from the program.

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- d) Information on the district's program and the options that will be available to identified students.

- 2) Students nominated for selection as a highly capable (HiCap) student will 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. Students who, based on current evidence and data, clearly do not qualify for eligibility, may be removed from the selection process. Parents will be notified if this is the case.

Students nominated for identification as a HiCap student, unless removed through screening, will be assessed using multiple objective criteria. The information gathered will then be reviewed by a Multidisciplinary Selection Committee who will identify the most highly qualified students for inclusion in our HiCap programs. The multiple criteria used for identification includes:

I. Current Academic Data

This may include classroom, district, and state test and assessment results, student grades and academic reports, and examples of student work.

II. Parent Inventory

A parent completed inventory of their student's learning characteristics, motivational characteristics and creativity.

III. Teacher Inventory

An inventory completed by the student's current teacher. This inventory will include the teachers rating and/or description of learning characteristics, motivational characteristics and creativity.

IV. The Cognitive Abilities Test (CogAT)

This test will be conducted by a teacher that has received training in the administration of the assessment.

The Cognitive Abilities Test measures three separate cognitive domains to provide a perspective of a student's reasoning abilities.

- 1) Verbal Tests – picture (verbal) analogies, picture (verbal) classification and sentence completion tasks

- 2) Non Verbal Tests – figure matrices, paper folding and figure classification tasks

- 3) Quantitative Tests – number analogies, number puzzles, and number series

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Once all of the above criteria have been assembled, the Multidisciplinary Selection Committee (MSC) will review the information and assessment data to determine the final selection of the most highly capable students. The MSC includes the following Lake Stevens School District professionals:

- 1) A classroom or special teacher
- 2) A counselor
- 3) A principal
- 4) The Executive Director for the Highly Capable Program
- 5) The Executive Director for Assessment
- 6) Additional professionals, as needed

Based on the data and assessment results for each nominated student, the MSC will use professional judgment to determine which students will benefit the most from inclusion in our HiCap program. Initially, students qualify as HiCap for mathematics or/and English language arts (reading and writing), although we seek to provide challenging, advanced, and enriching experiences for HiCap students in additional subject areas.

Parents of students identified as the most highly capable will be notified in writing before the student is placed in a HiCap program. Parents of nominated students that do not qualify for HiCap will also be notified in writing.

Appeals Process

Parent/guardians have the right to appeal the decision of the Multidisciplinary Selection Committee (MSC) by completing an appeals form. The written appeal request, along with the original data, will be reviewed by the committee. Additional testing or other information may be requested before making a decision. Parents will be informed in writing of the final decision. To request an appeal form, please contact the Highly Capable Students Office at 12309 22nd ST NE, Lake Stevens, WA 98258, or phone (425) 335-1500.

Exit Criteria and Process

Review of performance will be conducted for all students enrolled in our HiCap programs on a regular basis and at least annually. For students not meeting performance expectations, students and their parents/guardians will be notified by the classroom teacher. A written plan to support student success, including expectations for improved student performance, will be developed with parents and instructional and/or counseling staff. At the end of the semester, student performance will be reviewed. Should the student demonstrate improved HiCap performance expectations, he or she will continue in the HiCap program. Should the student fail to make improvements in the identified areas of the plan, parents will be notified that the student may be exited from the HiCap program. The Multidisciplinary Selection Committee will make all final decisions when exiting a student from the program and parents will be notified in writing.

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Highly Capable Students Program (HiCap)
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Elementary Highly Capable Students Program

At the elementary level, identified HiCap students in kindergarten, 1st and 2nd grade are provided differentiated instruction in the regular classroom. This includes accelerated learning, advanced instruction, and challenging content provided by the classroom teacher.

HiCap students in grades 3, 4, and 5 are clustered in one classroom at each grade level and in each school. Depending on the total number of students that qualify for the program, each cluster typically has five to eight students. In some situations, HiCap students may be clustered in a multi-age classroom (3-4 or 4-5). Cluster grouping is an organizational structure in which all of the HiCap students in a grade level are assigned to one teacher rather than being dispersed among every classroom at that grade level. Clustered students are grouped with students that have a range of academic abilities, but regrouped as a cluster within the same classroom for accelerated and enriched instruction in areas where their skills are at much higher levels. This arrangement allows for continuity of instruction and an opportunity for clustered students to interact with their grade level peers as well as with a group of other HiCap students.

Accelerated learning, advanced curriculum, and additional HiCap activities provide an enriching and challenging instructional experience for HiCap students in these grades.