

**Stanwood-Camano School District
Highly Capable Program**

**Parent/Community Nomination Invitation for 2020-2021
for students currently enrolled in grades K - 12**

Dear Parent or Guardian:

The Stanwood-Camano School District's Highly Capable Program serves students in grades K-12 who perform or show potential for performing at significantly advanced academic levels when compared to others of their age, experiences, or environments.

Identification Process

Please consider making a nomination if you believe that your student is performing significantly above grade level in reading and/or math and possesses the following 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 and complexity;
- Capacity to make unusual connections among ideas and concepts;
- Capacity for learning at an accelerated rate;
- Capacity for intense concentration and/or focus.

If you wish to nominate your student:

1. Read and retain the description of the Identification Procedures.
2. Complete and return the Nomination for Highly Capable Services.

Return materials to: Stanwood-Camano School District
Highly Capable Program
26920 Pioneer Highway
Stanwood, WA 98292

The District Selection Committee will screen the nominations. If your child is eligible for assessment, the coordinator will contact you to obtain your consent for assessment.

IMPORTANT! THE DEADLINE FOR RECEIPT OF NOMINATION IS February 26, 2020

Questions? - Call or email Teresa Haugstad or thaugstad@stanwood.wednet.edu

**Stanwood-Camano School District
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PROGRAM MODEL

Highly Capable education in the Stanwood-Camano School District provides accelerated and enhanced instructional design.

Kindergarten Differentiated instruction in homeroom.

Grades 1 – 5 The Highly Capable committee will offer one of the following based on qualifying area and student demonstration of need:

- Differentiated instruction in a homeroom at the student’s home school
- Differentiated instruction in a homeroom at a designated school site
- Self-contained multi-age classroom at a designated school site

Grades 6 – 8 Multi-age Humanities block (2 periods) and/or advanced math placement at designated middle school site and weekly advisory class

Grades 9 – 12 Students select from the following options: Honors, College Prep, College in the High School, Advanced Placement and Running Start; a high school counselor is designated to support students in the program

Identified students maintain their eligibility for service from year to year. Services for highly capable students are provided at Twin City Elementary and Port Susan Middle School. Transportation is provided for students who qualify for services.

Identification Process

Identification procedures are conducted in accordance with state law and district policy, and include standardized measurements of ability, achievement, and creativity. Parents, teachers, and community members may make nominations. All students who meet the screening criteria will be offered an opportunity to be assessed for possible inclusion in the Highly Capable Program.

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IDENTIFICATION PROCEDURES

Step One – Nomination and Screening

- The program coordinator collects available standardized testing data (e.g. MAP, SBA, AIMSweb) and creates a list of students who automatically meet screening criteria. These students will be invited for further assessment.
- Teachers and parents may nominate students. Nominations will be screened to determine eligibility for assessment.

Step Two – Parent Permission

- For students who are eligible for assessment, Consent for Assessment will be required from parents.

Step Three – Assessment

- Assessment will take place in each building during the school day as noted in the Timeline.
- Classroom teachers may be asked to supply examples of curriculum-based assessments and student work samples.

Step Four – Selection and Notification

- The Selection Committee (Principal, Psychologist, Teacher(s) and Coordinator for the Highly Capable Program) make decisions regarding the eligibility of students for services.
- Results of the Selection Committee’s decisions are mailed home to parents and communicated to building principals.
- Parents sign and return Permission for Placement form.

Appeals

- A. Parents or guardians may appeal the decision of the selection committee in writing to the Program Coordinator within five business days of notification of the decision.
- B. The written appeal request and previous assessment information will be reviewed by an appeals committee. This committee will be appointed by the superintendent or superintendent’s designee. The committee will make a decision to place the student in the program or to deny placement of the student in the program. The committee may request additional assessment or other information prior to making a decision. Parents will be informed in writing of the final decision. The decision of the appeals committee is final.

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EXITING PROCEDURES

Once identified for the Highly Capable Program, the student shall remain eligible for program services K-12. The students may be withdrawn only under conditions given below:

SELECTION COMMITTEE: Students may be exited from program if parents have opted to place their highly capable students in non-designated schools/classrooms. Parents will be notified in writing of the committee's decision. The coordinator will then notify relevant staff and building principal.

STUDENTS: Students may voluntarily exit the program with parent permission. Written parent permission to withdraw the student from program services must be sent to the coordinator of the Highly Capable Program. The coordinator will then notify relevant staff and the building principal.

PARENTS: Parents may withdraw their child from services at any time with written notification given to the coordinator. The coordinator will then communicate the parent's decision to relevant staff and the building principal.

TEACHER: If students are refusing to participate in the enhanced learning opportunities planned for them or the program is not meeting the student's needs (too difficult) then the following steps will be initiated:

1. The teacher will investigate possible reasons why the student may be unwilling or unable to participate, including medical, unidentified learning disabilities, motivation, and/or mental health issues. The teacher will make referrals as needed, meet with previous or current teachers of the student to obtain ideas, and otherwise seek support and advice.
2. Should the difficulty continue, the teacher, student and parent shall meet to discuss the perceived barriers to the student's success in the program. A collaborative plan of assistance will be generated as a result of this meeting and several dates shall be set for future communication regarding the plan's effective implementation.
3. If the student continues to be unwilling or unable to participate in enhanced learning opportunities after sufficient steps have been taken to motivate and structure successful encouragement, then the student shall be exited from the program.
4. The parent and the student shall be informed of the student's withdrawal from program services in writing by the program coordinator. Appeals of this decision may be made to the Program Coordinator.

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SELECTION TIMELINE, SPRING 2020

February 12, 2020

- Nomination packets to schools

February 12, 2020

- AIMSweb, MAP, SBA data to principals and teachers

February 26, 2020

- Nomination packets due to District Office

March 20, 2020

- Permission to test due to District Office

March 23 to April 3, 2020

- Testing

April 30, 2020

- Notification to parents/students/principals

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NOMINATION FOR HIGHLY CAPABLE SERVICES

Student Last Name	First Name	Parent/Guardian/Teacher/Community Member Name(s)
Date of Birth	Age	Gender (M/F)
Home Address		
Current School	Current Grade	City, State, Zip Code
Current Homeroom Teacher		Phone
Email:		

Learning Characteristics Inventory			
Parent/Guardian please rate each item based on your observations and knowledge of the student.			
0 = Rarely or Not True 1 = Sometimes or Somewhat True 2 = Often or Very True			
	<small>RARE</small>	<small>SOMETIMES</small>	<small>OFTEN</small>
Capacity to learn with unusual depth of understanding.	0	1	2
Capacity to retain what has been learned.	0	1	2
Capacity to transfer learning to new situations.	0	1	2
Capacity and willingness to deal with increasing levels of abstractions earlier than his/her peers.	0	1	2
Capacity and willingness to deal with increasing levels of complexity earlier than his/her peers.	0	1	2
Creative ability to make unusual connections among ideas and concepts.	0	1	2
Ability to learn quickly in his/her area(s) of intellectual strength.	0	1	2
Capacity for intense concentration or focus.	0	1	2

Please use the backside of this page to explain why the student should be considered for Highly Capable Services.

Consent for Assessment	
<p>Nominees will be screened using existing data from State and District assessments. Students meeting the screening criteria will be assessed using a test of cognitive ability, rating scales for highly capable students, and/or other assessments as needed in order to determine eligibility for services. Parents will be informed of the assessment results.</p>	
<p>Signing this form does not guarantee your student will move on to take the cognitive abilities test.</p>	
<p><input type="checkbox"/> I give consent for my child to be assessed as a part of the identification process for Highly Capable Services.</p> <p><input type="checkbox"/> I do not give my consent for assessment.</p>	
<p>_____ Parent Signature</p>	<p>_____ Date</p>

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1. Explain why the student should be considered for Highly Capable Services: