



Highly Capable Programs for 2020-2021 School Year

Program Descriptions, Referral Form
&
Parent Permission/Placement Form

Important Dates to Remember:

- Referral packet distribution to the schools - November 4, 2019
- Referral packets due to the schools - December 6, 2019
- CogAT 2nd Grade screener testing window - January 6 - 17, 2020
- CogAT testing window - January 21 - 31, 2020
- CogAT makeup testing window - February 3 - 7, 2020
- Parents notified via mail - March 9 - 13, 2020

Angel Carrizales
Executive Director of Teaching and Learning
Sunnyside School District
(509) 836-8722
www.sunnysideschools.org

Sunnyside School District
Highly Capable Program Descriptions

Definition: 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 students’ general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in general populace, but are present within all protected classes.

Grades Served: K-2	Brief Description
	<ul style="list-style-type: none"> ● Cluster grouping students in the same grade level together into the same classroom. ● Differentiated instruction to meet student needs based on student ability levels. Materials and resources are varied according to student readiness, interests, and learning preferences. ● Enrichment opportunities to enhance “depth and breadth” of learning objectives. ● Completed Individual Academic Plan: This document is to be co-constructed with teacher/counselor, parent, and student for all students.

Grades Served: 3-5	Brief Description
	<p>There will be two options for students grades 3-5. The two options are described below.</p> <ul style="list-style-type: none"> ● Option 1: Students must qualify in all three areas to be eligible for placement. <ul style="list-style-type: none"> ○ Self-contained classroom using accelerated curriculum based on student abilities. ○ Classroom(s) will be multi-age and will integrate instruction with more complexity while grouping students with their intellectual peers. ○ Differentiated instruction to meet student needs based on student ability levels. ○ Materials and resources are varied according to student readiness, interests, and learning preferences. ○ Enrichment opportunities to enhance “depth and breadth” of learning objectives. ● Option 2: Students who qualify in one/two areas OR if student qualifies in all areas parent selects general education setting. <ul style="list-style-type: none"> ○ Cluster grouping students in the same grade level together into the same classroom. ○ Differentiated instruction to meet student needs based on student ability levels. ○ Materials and resources are varied according to student readiness, interests, and learning preferences. ○ Enrichment opportunities to enhance “depth and breadth” of learning objectives. ● Completed Individual Academic Plan: This document is to be co-constructed with teacher/counselor, parent, and student for all students.

Grades Served: 6-8	Brief Description
---------------------------	--------------------------

- Cluster Groups in all CORE (Math & ELA) classes.
- Advanced classes will be offered: Some examples include: Geometry for 8th graders. Geography, Leadership, STEM, WA Civics, Band, Art, Orchestra. Interest-based learning practice in the classroom.
- Extended learning opportunities: Robotics, Math is Cool, Science Fair, NaNoWriMo, Hi-Cap Advisory and field trips.
- Completed Individual Academic Plan: This document is to be co-constructed with teacher/counselor, parent, and student for all students.

Grades Served: 9-10	Brief Description
----------------------------	--------------------------

- Plans and structures will be in place to ensure smooth transition from 8th to 9th grade (i.e. students will be placed in honors courses and connected to Clubs/Activities that meet their needs and/or interests)
- Honors English, Math & Science courses
- Advanced Placement (AP) classes
- Staff member assigned to identified students for their high school career to guide them in class, career, and educational options available.
- Completed Individual Academic Plan/High School and Beyond Plan: This document is to be co-constructed with teacher/counselor, parent, and student for all students.

Grades Served: 10-12	Brief Description
-----------------------------	--------------------------

- *AP classes* with multiple sections will have the opportunity to have highly capable students grouped into a cohort.
- *Running Start* is available to all 11th & 12th grade students.
- *College in the Classroom* credits available.
- *College in the Classroom Online* credits available.
- Staff member assigned to identified students for their high school career to guide them in class, career, and educational options available.
- Completed Individual Academic Plan/High School and Beyond Plan: This document is to be co-constructed with teacher/counselor, parent, and student for all students.

Referral Process

Who can initially refer students to highly capable testing?

Anyone may refer a student for testing for the Highly Capable Program. Referrals can come from parents, teachers, school specialists, friends, family, community members, or even the student themselves. These forms are attached to this document and available at

https://www.sunnysideschools.org/departments/curriculum_instruction_and_assessment/special_services

Referral Timeline

The referral forms (attached) for the **2020-2021** school year placements are available online or in each school office.

Parent Referral Forms and Permissions

All parents (if not the originator of the referral form) must complete a Referral Form and give permission for the student to be tested and potentially placed in Highly Capable Programs.

Attached is a permission form to test and serve if your student qualifies for participation in Highly Capable services after being evaluated by a multidisciplinary team. This team will look at a complete portfolio to determine eligibility, which could include: teacher referral/testing, student questionnaires, testing results, cumulative file information, and student work samples.

The form is attached to this handout and available on-line at:

https://www.sunnysideschools.org/departments/curriculum_instruction_and_assessment/special_services

Teacher Referrals & Feedback Forms

Teachers complete a Teacher Referral & Feedback Form for every one of their students that have been referred for testing. These are available online or in each school office.

https://www.sunnysideschools.org/departments/curriculum_instruction_and_assessment/special_services

All referral forms, parent permissions and teacher referral forms are due to the school office by December 6th, 2019 for the next school year.

Screening, Assessments & Selection Process

Screening:

Achievement Test Scores: Students referred for the highly capable program will be screened by the Building Multidisciplinary Team. Data used in the process may include district and statewide assessments, curriculum-based measures, computer-based assessments, parent and teacher perceptual data and feedback, student growth plans/portfolios, and teacher growth rubrics. Based on screening results, the Multidisciplinary Team may refer the student for additional testing.

Assessment: Students identified for additional testing based on screening results will participate in the Cognitive Abilities Test 7 (CogAT 7). This test measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal.

- The **Verbal Battery** measures the child's ability to remember and transform sequences of English words to understand them, and to make inferences and judgments about them.
- The **Quantitative Battery** tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics. Tasks measure both the understanding of relational concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them.
- The **Nonverbal Battery** measures reasoning using pictures and geometric shapes. This reduces the impact of language on the student's score. The Nonverbal battery also appraises the student's ability to use her/his cognitive resources in new situations.

CogAT results along with multiple data points, provide a profile of each student's ability and are the basis for determining eligibility by the Multidisciplinary Selection Team (MST).

Selection: *A Multi-disciplinary Selection Team may consist of teachers, school administrator, and school psychologist/building assessment coordinator or other qualified practitioner trained in the interpretation of assessment results. In addition to the CogAT 7 results, the Multidisciplinary Selection Team will consider multiple data points to determine if students are eligible for the District Hi-Cap Program.*

Testing Process & Testing Dates ***(for 2020-2021 Placement)***

Grades K-12: Testing will take place at the student's building beginning **January 6th through February 3rd, 2020.**

Notification

A Multidisciplinary Selection Team at your child's school will meet to review results and make placement decisions. **Schools and parents will be notified via mail the week of March 9th through March 13th, 2020.** Once a student has qualified for highly capable programs, they do not need to test again. If parents have any questions about placement, please contact Angel Carrizales, Executive Director of Teaching and Learning at (509) 836-8739.

Appeals

Appeals: Appeals are considered annually for students who did not meet the criteria. The Multidisciplinary Selection Team will examine provided evidence of high ability and need for program placement. Parents must contact Angel Carrizalez, Dept. of Curriculum, Instruction & Assessment (509) 836-8739 to receive an appeal form. **The deadline for appeals is 10 school days after receipt of the placement notification letter.**

Outside testing: Private testing as well as testing from other districts is accepted for appeal review.

Transfer Students

Students who transfer in from out-of-district and have qualified in their former district's highly capable program are not automatically enrolled. Test scores and placement letters from the student's previous district may be used as long as they meet the placement criteria for the Sunnyside School District. A Fall testing opportunity will be available for students who transfer into our district over the summer if they have the required documentation from their previous district that meets Sunnyside School District placement criteria.

Note: When a student, who is a child of a military family in transition, has been assessed or enrolled as highly capable by a sending school, the receiving school shall initially honor placement of the student into a like program.



Sunnyside School District Highly Capable Program
REFERRAL FORM and Parent Permission to Test & Place in Program

DIRECTIONS: Please complete the information below and return to your child’s building assessment coordinator by **December 6, 2019 or before.** Application Window for the 2020-2021 School Year is November 4, 2019 through December 6, 2019.

K-5 Program 6-8 Program 9-12 Program

STUDENT INFORMATION

Student Name:	Grade:
School Attending/Teacher (if elementary):	Gender:
Age today:	Student’s birthdate:
Languages spoken at home (other than English):	Ethnicity (Optional):
Home Address:	Phone Number (s):
E-mail Address:	Parent/Guardian Names:

Person Completing this Referral

Name:
Relation to Student: <input type="checkbox"/> Parent <input type="checkbox"/> Other:

Parent Permission: The Sunnyside School District has permission to administer tests to my son or daughter to assess for inclusion in the Highly Capable Program for the 2020-2021 school year. I give my permission for my student to be placed in and served by the Highly Capable Program in the Sunnyside School District if selected by the multidisciplinary committee.

- I give permission for my child’s cumulative records to be reviewed and for my child to participate in the required testing for the highly capable program.
- I understand that testing results will remain confidential and that test scores will be used only for the highly capable identification process.
- The outcome of the referral for inclusion in the highly capable program will be sent to me when the process is completed.
- I understand that if my child is unable to take the test due to illness or other reason, I must contact the program office, in order to reschedule testing within the testing window.
- I understand that I may appeal the results of the test by sending a letter to the program office within 10 days of receiving the results stating why the test results may be invalid.

Parent Signature:	Date:
------------------------------	--------------

___ I do want my child tested and placed in the Highly Capable program.

___ I do want my child tested, but not immediately placed in the Highly Capable program. I would like to have a conversation with the school before formal placement.

___ I do NOT want my child tested for Highly Capable services.

Please respond to the statements below by marking the number that best represents the student. Additional information regarding a student’s exceptional ability, achievement and/or creativity may be submitted with this application.

To what extent are the following characteristics typical of the student being nominated?

Circle appropriate number beside each phrase.

	Almost Never	Seldom	Sometimes	Often	Almost Always
1. Constantly asks question.....	1	2	3	4	5
2. Offers unusual responses.....	1	2	3	4	5
3. Likes to try new things.....	1	2	3	4	5
4. Learns easily and quickly.....	1	2	3	4	5
5. Creates original ideas and products.....	1	2	3	4	5
6. Have many interests, hobbies and collections.....	1	2	3	4	5
7. Is bored with routine tasks.....	1	2	3	4	5
8. Uses advanced vocabulary.....	1	2	3	4	5
9. Enjoys complex tasks.....	1	2	3	4	5
10. Displays a keen sense of humor.....	1	2	3	4	5
11. Intense; gets totally into tasks or thoughts.....	1	2	3	4	5
12. Relates easily to adults and older peers.....	1	2	3	4	5
13. Sense of fairness.....	1	2	3	4	5
14. Works well independently.....	1	2	3	4	5
15. Unusually persistent in his/her interest of a topic.....	1	2	3	4	5

Additional comments (if needed):
