

HIGHLY CAPABLE PROGRAM HANDBOOK



Hockinson School District
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Hockinson School District K-12 Highly Capable Program Overview

PROGRAM DESCRIPTION

The Hockinson School District Highly Capable program addresses the social, intellectual, physical, and emotional needs of gifted students. It is District wide and committed to augmenting the development of each student's unique potential through accelerated learning and enhanced instruction. Students experience a differentiated curriculum which challenges them to think analytically, logically, and creatively as they solve problems, make decisions and explore their own interests. Classrooms are stimulating environments where expression of ideas is encouraged, positive risk-taking is valued, and collaboration with peers is facilitated. It is a program in which administrators, teachers, students, and parents share responsibilities for the highly capable child's education.

The Highly Capable Program is a state grant funded program that requires the district to meet all guidelines provided in Washington Administrative Code (WAC) 392-170. It supports the district philosophy by recognizing that highly capable students in the Hockinson School District have unique values, needs, and talents.

Highly Capable Student Definition

(WAC 392-170-035)

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 the general populace, but are present within all protected classes according to chapters [28A.640](#) and [28A.642](#) RCW.

HSD Highly Capable Program Goals

- To provide accelerated learning and enhanced instruction designed to meet the needs of highly capable students.
- To provide teacher professional learning to maximize teacher effectiveness
- To identify students who have high intellectual, academic and/or creative thinking abilities
- To provide an intellectual peer group
- To provide a quality program for eligible students at each school

Hockinson School District Program Options:

Grades K-5

Students in grades K-5 are served in their respective grade levels. Teachers have the support of an instructional coach to help design a continuum of instructional options that meet the unique learning needs of highly capable students. Hockinson Heights Elementary School meets the needs of our highly capable learners by accelerating learning and enhancing instruction through differentiation of content, process, and products according to each student's interests and readiness using flexible or cluster grouping model.

Grades 6-8

Highly capable students in grades 6-8 are grouped in clusters within the general education core classrooms. Teachers and students are supported by a Student Specialist, who works with teachers to design and/or implement a continuum of instructional options that meet the unique learning needs of highly capable students. At Hockinson Middle School, we value creating learning environments that are cognitively challenging, cooperatively engaging, and socially and emotionally safe. We value a growth mindset, meaning at HMS we try, we fail, we learn, we grow. To support the diverse academic and social-emotional needs of our highly capable students, staff and students work together to differentiate and create learning experiences through choice, integrated technology when appropriate, and consistent opportunities to think critically, solve real-world problems, and communicate effectively.

Grades 9-12

At Hockinson High School, Hi-Cap Students are provided multiple avenues in which to pursue their academic growth. Regular classroom-based services may include enrichment, flexible grouping, independent projects, and differentiation. Accelerated learning is provided through Advanced Placement (AP), Honors Level Classes, Running Start, and Foreign Language Credit by Examination. Extension programs include Mentorship of Freshmen and Collaborative Partnership with Industry via our Work-Based Learning Program. In addition, there are many leadership opportunities, through clubs, classes, and activity involvement. With all of these avenues, we encourage all Hi-Cap students to choose and embrace opportunities to meet their academic needs and interests.

HICAP NOMINATION AND SCREENING

Grades K-1

Hockinson School District provides universal screening for all students in Kindergarten and to students who are new to the district in grade 1. Screening takes place during a window identified by the district.

Hockinson School District adopts an approach focused on recognizing and nurturing highly capable behaviors in primary level classrooms.

Students will be initially screened using multiple assessments:

- [CogAT 30 min screener](#)
- iReady diagnostic assessments

After initial teacher screening, students may be screened further using:

- Classroom based assessment data
- Teacher Rating Scales
- Parent Rating Scales

The screening process uses a wide variety of information from various data sources to determine if a student is a good match for targeted Highly Capable program services in the primary classrooms. This process has been designed to assure that no one score or piece of data should prevent a student's eligibility. Conversely, no one score or piece of data will ensure a student's placement.

Using multiple assessments, the district Multidisciplinary Selection Team (MDST) will identify screened K-1 students to receive targeted enhanced and accelerated learning in the primary classrooms. The district MDST includes the director of teaching and learning, school psychologist, school counselor, Highly Capable Program teacher, building administrator, and current teacher of the student. These students will be cluster grouped in grades 1 and 2 to provide an intellectual peer group. Students in grades 1 and 2 who were noted as displaying characteristics of highly capable learners during a classroom screening or selection process in the prior year will also receive targeted classroom level differentiation. During the district Highly Capable assessment window, typically early second semester, Grade 2 students receiving targeted services will be referred for the assessment and selection process for cluster grouping in grades 3, 4, and 5.

Grades 2-7

The nomination and screening process is open during the window identified by the district during which anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may nominate a student for assessment. The screening process uses a wide variety of information from various data sources to determine if a student is a good match for the Highly Capable Program services. This process has been designed to assure that no one score or piece of data should prevent a student's eligibility. Conversely, no one score or piece of data will ensure a student's placement. Hockinson School district will provide one screening opportunity for each student, typically when a student is in grade 2 or when a new student enters the district.

Students will be nominated and screened using multiple assessments, identified below:

- CogAT assessment
- Classroom based assessment data
- Teacher and Parent Rating Scales
- iReady diagnostic assessments

Grades 2-7 students who are nominated and screened during first semester will be assessed in the district Highly Capable assessment window, typically early second semester, for potential placement in the Highly Capable program the following year.

Grades 8-12

Students are identified for participation in advanced level course work during the forecasting process that occurs every spring. Students in 8th, 9th, 10th, and 11th grades are identified by counselors, teachers, and administrators at the building level based on a variety of individual academic performance data and successful completion of prior coursework.

ASSESSMENT AND SELECTION

Grades 2-7

Parent permission is required to assess students who have moved through the nomination or screening process. Students will be assessed using multiple assessments, identified below:

1. Academic Achievement/Performance
 - a. iReady diagnostic assessments
 - b. SBA (grade 4>)
2. Cognitive Abilities Tests (CogAT) Full Battery
 - a. Verbal Reasoning
 - b. Quantitative Reasoning/Non-Verbal Reasoning
3. Scales for Identifying HiCap Students
 - a. School - Teacher Rating Scales
4. Scales for Identifying HiCap Students
 - a. Home - Family Rating Scales

Data and information gathered will be reviewed by the district Multidisciplinary Selection Team (MDST) that will identify the most highly qualified students for inclusion in the Highly Capable Program. The district MDST includes the Director of Teaching and Learning, school psychologist, school counselor, Highly Capable Program teacher, building administrator, and current teacher of the student. The district MDST will select those students who would receive the most benefit from participating in the program.

The district will:

1. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, program options and the appeal process. For grades 9-12, teachers, counselors, and parents participate in the forecasting process to ensure that students plan to access advanced courses;
2. Obtain parental permission to provide services and programs; and
3. Schedule a meeting of all such parents

Assessment and Selection Matrix

Consideration for the High-Cap Program:

- CogAT stanine scores of 8 and/or 9 (see table below); AND
- Other data sources support placement in the Highly Capable Program
- OR, in the case of CogAT discrepant profiles (i.e., all additional measures are within the highest category, but CogAT scores do not fall within range of stanines 8 and 9), other data sources indicate need to carefully consider for placement

COGNITIVE ABILITIES TEST:

| Aptitude Measure | | | | | | |
|---|-------|-------|-------|-------|-------|-------|
| CoGAT Verbal Reasoning (V) | | | | | | |
| Stanine: | 9 | 9 | 8 | 8 | 9 | ≤7 |
| PR: | 96-99 | 96-99 | 89-95 | 89-95 | 96-99 | ≤88 |
| CoGAT Quantitative/Non-Verbal Reasoning (QN) | | | | | | |
| Stanine: | 9 | 8 | 9 | 8 | ≤7 | 9 |
| PR: | 96-99 | 89-95 | 96-99 | 89-95 | ≤88 | 96-99 |
| + = Review other data sources to validate placement in High Cap Program | + | + | | √ | * | |
| √ = If iReady Reading and Math Domains both ≥90%, validate placement. If iReady Reading and Math Domains ≤90%, consider for placement. | | | | | | |
| * = Student demonstrates characteristics of highly capable in either the verbal or quantitative/non-verbal domains; review other data sources to consider for placement and targeted services | | | | | | |

STUDENT ACADEMIC ACHIEVEMENT/PERFORMANCE:

| Achievement Measure | | | |
|---|------------|------------|------------|
| iReady Reading - Scale Score (January) | 50% | 75% | 90% |
| Grade K | 375 | 401 | 423 |
| Grade 1 | 435 | 470 | 502 |
| Grade 2 | 493 | 523 | 548 |
| Grade 3 | 523 | 544 | 580 |
| Grade 4 | 544 | 569 | 603 |
| Grade 5 | 569 | 588 | 629 |
| iReady Math - Scale Score (January) | 50% | 75% | 90% |
| Grade K | 362 | 379 | 392 |
| Grade 1 | 396 | 413 | 430 |
| Grade 2 | 421 | 440 | 454 |
| Grade 3 | 446 | 460 | 475 |
| Grade 4 | 465 | 483 | 497 |
| Grade 5 | 480 | 499 | 515 |

* National Norms updated annually, scale scores TBD based on percentile rank annually

HIGHLY CAPABLE LEARNER RATING SCALES:

| |
|---|
| Characteristics – General Intellectual Ability, Language Arts, Mathematics, Creativity Scales |
| Teacher Rating Scale |
| Review information reported by teacher - Information used to validate or consider student for placement |
| |
| Home Rating Scale |
| Review information reported by family - Information used to validate or consider student for placement |

APPEAL PROCESS

Any parent or student who is aggrieved by the decision of the district MDST will have the right to an informal conference with the principal and Director of Teaching and Learning for the purpose of resolving the grievance.

The parent or student may present further documentation to support their request that includes but is not limited to:

1. Letters of attestation from other education professionals that support the argument for placement
2. Outside test scores
3. Other documentation that provides proof to support the argument for placement

The parent and student after exhausting this remedy will have the right, upon two school business days' prior notice, to present a written and/or oral grievance to the Director of Teaching and Learning. If the grievance is not resolved, the parent and student, upon two school business days' prior notice, have the right to present a written grievance to the school board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board will notify the parent and student of its response to the grievance within ten school business days after the date when the grievance was presented. The decision of the district multi-disciplinary committee will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

EXIT PROCEDURE

When considering exiting a student from the Highly Capable Program, the emphasis is on meeting the social, emotional, and academic needs of the student. If either the teacher or parent/student suspects that the current Highly Capable Program is not the best placement, the following procedure will take place:

1. A meeting will be held between the parent, principal, and teacher (and student when appropriate). The purpose of this meeting will be to:
 - a. Discuss concerns and review data.

- b. Set collaborative goals with a timeline. If the concerns remain after the designated time, a follow up meeting will be held to revise the goals or go to step 2.
2. A meeting will be scheduled with the parent, principal, teacher, Director of Teaching and Learning, and other professionals, as requested. The purpose of this meeting will be to:
 - a. Discuss concerns and review data.
 - b. Set collaborative goals with a timeline or make a decision to exit the student from the current Highly Capable Program. If goals are set and concerns remain after the designated time, go to step 3.
3. Student exits the program (preferably at end of school year).
4. Should the student wish to re-enter the program in the future, the request will be considered by the district's MDST to determine what identification procedures are necessary.

2019-20 NOMINATION, SCREENING, ASSESSMENT, AND SELECTION TIMELINE

- Screening - December
- Nomination for Full CogAT - January
- Assessment - February
- Selection - April

APPENDIX A STANINES AND PERCENTILE RANKS

Stanine scores range from a low of one to a high of nine. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:

| Stanine | Percentile Rank | Description |
|---------|-----------------|---------------|
| 9 | 96-99 | Very High |
| 8 | 89-95 | Above Average |
| 7 | 77-88 | Above Average |
| 6 | 60-76 | Average |
| 5 | 40-59 | Average |
| 4 | 23-39 | Average |
| 3 | 11-22 | Below Average |
| 2 | 4-10 | Below Average |
| 1 | 1-3 | Very Low |

Source:

http://es.lb65.org/UserFiles/Servers/Server_5566160/File/Announcements/The%20CogAT%20Test%20Explanation%20for%20Parents.pdf

- A *percentile* is a position in a rank ordering expressed as the percentage that are lower in the rank ordering. For example, a student at the 70th percentile performed better than 70% of other candidates.
- *Stanine* (STANDARD NINE) is a method of scaling test scores on a nine-point standard scale with a mean of five (5) and a standard deviation of two (2).

Test scores are scaled to stanine scores using the following algorithm:

1. Rank results from lowest to highest
2. Give the lowest 4% a stanine of 1, the next 7% a stanine of 2, etc., according to the following table:

| Calculating Stanines | | | | | | | | | |
|----------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Result Ranking | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| Stanine | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Source:

<http://assessment.tki.org.nz/Using-evidence-for-learning/Concepts/Concept/Percentages-percentiles-and-stanines>

The underlying basis for obtaining stanines is that a normal distribution is divided into nine intervals, each of which has a width of 0.5 standard deviations excluding the first and last. The mean lies at the center of the fifth interval.

APPENDIX B CHARACTERISTICS OF HIGHLY CAPABLE INDIVIDUALS

Highly Capable individuals may exhibit some of the following characteristics. Keep in mind that Highly Capable individuals are not a homogenous group, and therefore, may exhibit these characteristics in varying degrees and intensities. It is not expected that a Highly Capable child will exhibit all of the traits listed nor are the presence of any of these characteristics proof that a child is Highly Capable.

General Intellectual Ability

- Have varied interests and exhibit curiosity; strong curiosity; asks questions about everything and anything; inquisitive (Clark, 2002; Silverman, 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002; Bloom, 1982; Terman & Oden, 1951).
- Demonstrate a high level of language development and verbal ability; has extensive vocabulary; early or avid reader (Clark, 2002; Silverman, 1997-2004; Terman & Oden, 1947; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Gross, 1993).
- Have an unusual capacity for processing information (Clark, 2002).
- Ability to think and process information quickly; learns rapidly (Clark, 2002; Silverman, 1997-2004).
- Comprehensively synthesizes problems; reasons well (Clark, 2002; Silverman, 1997-2004; Sternberg, 1986).
- Heightened capacity to recognize diverse relationships and integrate ideas across disciplines; reasons things out, comprehends meanings, and makes logical associations. (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Early use of differential patterns in thought processing (Clark, 2002).
- Is a keen observer; alert (Silverman 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Rogers, 1986; Witty, 1958).

Specific Academic Ability

- Capable of absorbing an extraordinary quantity of information with unusual retentiveness; has an excellent memory (Clark, 2002; Silverman, 1997-2004).
- Able to comprehend subject matter at advanced levels (Clark, 2002).
- Has facility with numbers (Silverman 1997-2004; Gottfried, Gottfried, Bathurst, & Guerin, 1994; Hildreth, 1966; Hollingworth, 1931; Robinson, Roedell, & Jackson, 1979; Rogers, 1986)
- Has quick mastery and recall of factual information; rapid learning ability (Bloom, 1982; Hollingworth, 1942; Terman & Oden, 1947 ; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Unusual intensity; persistent and goal directed; perseverant in their interests (Clark, 2002; Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Rogers, 1986; Witty, 1958).
- Has a long attention span; perseverant when interested (Feldhusen, 1986; Rogers, 1986; Witty, 1958).

Creative Ability

- Flexible thought processes in solving problems (Clark, 2002).
- Early ability to delay closure (Clark, 2002). Can generate original ideas and solutions; is highly creative; offers unusual, unique, or clever answers; originality in written, oral, or artistic expression; independent thinker (Clark, 2002; Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Lovecky, 1993; Rogers, 1986).
- Has a vivid imagination; fantasizes (Silverman 1997-2004; J. Gallagher, 1966; S. Gallagher, 1985; Piechowski & Colangelo, 1984; Piechowski, Silverman, & Falk, 1985; Terman & Oden, 1959; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Has a keen sense of humor; comical (Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002; Hollingworth, 1926; Terman, 1925; Kanevsky, Maker, Nielsen, & Rogers, 1994).
- Is a risk-taker; adventurous and speculative (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Involvement with the metaneeds of society (beauty, justice, truth); is sensitive to beauty (Clark, 2002; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Nonconforming; individualistic (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Uses previously learned things in new contexts (Smutney, 1998).
- Leadership Ability
- Have an evaluative approach towards self and others (Clark, 2002).
- Heightened expectations of self and others; perfectionistic; is self-critical (Clark, 2002; Silverman, 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002; Adderholdt-Elliott, 1987; J. Gallagher, 1990; Kerr, 1991; Robinson & Noble, 1991; Whitmore, 1980).
- Advanced cognitive and affective capacity for conceptualizing societal problems (Clark, 2002).
- Are self-confident with children their own age as well as with adults (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Responsible; can be counted on (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Is cooperative with teacher and classmates (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Tends to dominate others; directs activities (Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Often has solutions to social and environmental problems (Clark, 2002).
- Tends to question authority; is uninhibited in giving opinions (Silverman 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002; Hollingworth, 1940; Meckstroth, 1991; Whitmore, 1979).

What does Hi-Cap/Honors/AP Course Teaching & Learning Look Like?

| | Teacher provides learning experience.... | Students will learn... |
|-------------------------------------|--|---|
| Vocabulary | Providing opportunities for students to dig deeper and communicate their learning | Accurately knowing and purposefully applying both required and student-discovered vocabulary |
| Leadership | Managing a learner-centered classroom, with multiple opportunities for students to “step up” to leading | Initiate, create and utilize opportunities for learning leadership and self-directed learning |
| Depth of Knowledge | Asking questions that promote deeper thinking and involve students in framing their own Depth Of Knowledge 4 questions. | Consistently live Depth Of Knowledge 4 |
| Content | Understanding and engaging with the “Why?”, “How does this connect?”, and “So What?” | Engage in study through more than one disciplinary lens and from multiple perspectives |
| Motivation | Providing and encouraging independent Inquiry opportunities, where students research, investigate, inquire, create, invent, publish, and reflect | Exhibits intrinsic motivation and curiosity by extending understanding/learning |
| Questioning & Discussion | Modeling and creating class time for student-centered dialogues, including critiques & reflection | Consistently poses questions that move thinking to a higher depth of knowledge |
| Responding | Encourages and enables student-centered discussions & reflection about complex, abstract ideas | Responds to teacher and peer questions with elaboration for the purpose of sharing new insights |
| Application | Challenging students to identify and share “real world” content connections and engages with strong, contemporary driving problems or questions | Apply and make connections for the purpose of <i>solving</i> “real world” problems |
| Resources | Creating a classroom environment where everyone is a learner and teacher | Identify and share learning resources that supplement and compliment teacher provided information |

APPENDIX C APPLICATION PACKET



**Hockinson School District
Highly Capable Services
Nomination Form**

Please complete a separate form for each nominated student.

Student Name: _____

Grade: _____

Current School: _____

Teacher Name: _____

I am nominating this student to be considered for Highly Capable Services.

Nominator's Name (please print): _____

Signature of Nominator: _____

Date: _____

- | | |
|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent/Guardian |
| <input type="checkbox"/> Other Staff _____ | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Peer | |

In the space below, provide a written statement giving examples of how this student has exhibited traits, attitudes, or behaviors that are evidence of needing highly capable services.

**HOCKINSON SCHOOL DISTRICT
HIGHLY CAPABLE SERVICES
APPLICATION AND PERMISSION FOR ASSESSMENT**

Please print clearly or type.

| | | | | |
|----------------------------------|-------------|---------------------|------|--------|
| Student's First Name Middle | | Last Name | | |
| Current School | School Year | Current Grade Level | Male | Female |
| Current Teacher | | Date of Birth M/D/Y | | |

| | | |
|---|--|--------------------|
| I give consent for my child to be tested by the Highly Capable Services Program in order to determine eligibility and/or possible placement in highly capable services. | | |
| Parent/Guardian Signature _____ | | Date _____ |
| Parent/Guardian Name (Please Print) | | Today's Date M/D/Y |
| Street Address | City | Zip code |
| Phone 1: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work | Phone 2: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work | |
| Email Address | | |
| Are there any factors which might affect your child's ability to take tests? If yes, please explain. | | Y or N |
| Does your child need special testing accommodations as specified in a 504 or IEP? | | Y or N |
| Has your child been tested for highly capable services in the past year? | | Y or N |

Hockinson 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.



HOCKINSON SCHOOL DISTRICT
***PARENT RATING SCALE**
“Preparing All Students for Lifelong Success”

Name of Student: _____ Grade _____

Parent or Guardian Name: _____

Teacher _____

School _____ Date _____

Directions: Please fill out and return to school office.

| Characteristic | Not True | Uncertain | True | Very True |
|---|----------|-----------|------|-----------|
| Reasons well; is a good thinker | | | | |
| Learns rapidly | | | | |
| Has extensive vocabulary | | | | |
| When interested, stays with a task for long periods of time | | | | |
| Sensitive; feelings easily hurt | | | | |
| Shows compassion | | | | |
| Seeks perfection | | | | |
| Intense | | | | |
| Demonstrates curiosity; exhibits a need to know | | | | |
| Has high degree of energy | | | | |
| Prefers older companions/adults | | | | |
| Has a unique sense of humor | | | | |
| Early or avid reader or is intensely interested in books | | | | |
| Concerned with justice, fairness | | | | |
| At times, his/her judgment is mature for age | | | | |

| Characteristic | Not True | Uncertain | True | Very True |
|---|----------|-----------|------|-----------|
| Has a vivid imagination | | | | |
| Is a keen observer | | | | |
| Enjoys intellectual activity | | | | |
| Is highly creative; comes up with unusual or clever responses | | | | |
| Tends to question authority | | | | |
| Shows ability with numbers | | | | |
| Good at jigsaw puzzles | | | | |
| Displays a nonconforming attitude; does not fear being different | | | | |
| Can move quickly from understanding the simple to the more complex and from the concrete to the more abstract | | | | |
| Likes to make associations and apply learning | | | | |
| Self-confident in his/her own thinking | | | | |
| Is good at games of strategy; likes to anticipate participant moves | | | | |
| If you would like, please tell the Selection Committee more about your child. | | | | |
| | | | | |

*The HHES Parent Permission to Test for hi-cap questionnaire was adapted by HHES teachers from the work of:
1. Joseph Renzulli, Ph.D., U. of Connecticut NEAG Center for Creativity, Gifted Education and Talent Development
2. Bertie Kingore, Ph.D. past President of Texas Association of Gifted and Talented
3. Linda Kreger Silverman, Ph.D. Gifted Development Center, Colorado



HOCKINSON SCHOOL DISTRICT
***TEACHER RATING SCALE**
“Preparing All Students for Lifelong Success”

Name of Student: _____ Date: _____

Grade _____ Teacher _____

Directions: Please fill out and return to school office.

| Characteristic | Not True | Uncertain | True | Very True |
|---|----------|-----------|------|-----------|
| Reasons well; is a good thinker | | | | |
| Learns rapidly | | | | |
| Has extensive vocabulary | | | | |
| When interested, stays with a task for long periods of time | | | | |
| Sensitive; feelings easily hurt | | | | |
| Shows compassion | | | | |
| Seeks perfection | | | | |
| Intense | | | | |
| Demonstrates curiosity; exhibits a need to know | | | | |
| Has high degree of energy | | | | |
| Prefers older companions/adults | | | | |

| | | | | |
|---|--|--|--|--|
| Has a unique sense of humor | | | | |
| | | | | |
| Early or avid reader or is intensely interested in books | | | | |
| | | | | |
| Concerned with justice, fairness | | | | |
| | | | | |
| At times, his/her judgment is mature for age | | | | |
| | | | | |
| Has a vivid imagination | | | | |
| | | | | |
| Is a keen observer | | | | |
| | | | | |
| Enjoys intellectual activity | | | | |
| | | | | |
| Is highly creative; comes up with unusual or clever responses | | | | |
| | | | | |
| Tends to question authority | | | | |
| | | | | |
| Shows ability with numbers | | | | |
| | | | | |
| Good at jigsaw puzzles | | | | |
| | | | | |
| Displays a nonconforming attitude; does not fear being different | | | | |
| | | | | |
| Can move quickly from understanding the simple to the more complex and from the concrete to the more abstract | | | | |
| | | | | |
| Likes to make associations and apply learning | | | | |
| | | | | |
| Self-confident in his/her own thinking | | | | |
| | | | | |
| Is good at games of strategy; likes to anticipate participant moves | | | | |

| |
|---|
| |
| If you would like, please tell the Selection Committee more about your student. |
| |
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*The HHES Parent Permission to Test for hi-cap questionnaire was adapted by HHES teachers from the work of:
1. Joseph Renzulli, Ph.D., U. of Connecticut NEAG Center for Creativity, Gifted Education and Talent Development
2. Bertie Kingore, Ph.D. past President of Texas Association of Gifted and Talented
3. Linda Kreger Silverman, Ph.D. Gifted Development Center, Colorado

APPENDIX D ELIGIBLE

**HOCKINSON SCHOOL DISTRICT
HIGHLY CAPABLE SERVICES
IS ELIGIBLE**

[DATE]

To the Parent(s) or Guardian(s) of **[STUDENT NAME]**:

After reviewing the multiple objective criteria for **[STUDENT NAME]**, the Multidisciplinary Selection Committee has determined your child *is* eligible for highly capable services at this time.

For your review **[STUDENT NAME]** CogAT score is attached and the Permission to Place form.

Hockinson School District Highly Capable Services allow for parental appeals of placement decisions.

If you wish to appeal this program placement decision, please refer to the appeal process outlined in the HSD Highly Capable handbook.

Sincerely,

Colleen Anders
Director of Teaching and Learning
Hockinson School District

APPENDIX E PERMISSION TO PLACE

**HOCKINSON SCHOOL DISTRICT
HIGHLY CAPABLE SERVICES
PERMISSION TO PLACE**

Please complete this form.

| | | |
|----------------------|---------------------|-----------|
| Student's First Name | Middle | Last Name |
| Current School | Current Grade Level | |

Parent/Guardian Consent for Highly Capable Services

_____ I have reviewed the curriculum overview for HSD High Cap Program.

_____ I give permission for my child, _____, to participate.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN PRINTED NAME: _____

Parent/Guardian Request to Decline Highly Capable Services

_____ I do **NOT** want my child to participate.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN PRINTED NAME: _____

APPENDIX F NOT ELIGIBLE

**HOCKINSON SCHOOL DISTRICT
HIGHLY CAPABLE SERVICES
NOT ELIGIBLE**

[DATE]

To the Parent(s) or Guardian(s) of **[STUDENT NAME]**:

After reviewing the multiple objective criteria for **[STUDENT NAME]**, the Multidisciplinary Selection Committee has determined your child is *not* eligible for highly capable services at this time.

For your review **[STUDENT NAME]** CogAT score is attached.

Hockinson School District Highly Capable Services allow for parental appeals of placement decisions.

If you wish to appeal this program placement decision, please refer to the appeal process outlined in the HSD Highly Capable handbook.

Sincerely,

Colleen Anders
Director of Teaching and Learning
Hockinson School District