

Hi-Cap Overview– Odessa School District Programs for the Highly Capable

What is Hi-Cap?

Hi-Cap is Odessa District's program for meeting the unique academic, social and emotional needs of highly capable students in grades K-12. Qualified students are placed in the program, with customized options designed for their unique needs.

Program Goals

Students who demonstrate characteristics of being highly capable need a faster pace and greater depth and complexity of material than is offered through the standard curriculum. These students also need interaction with their intellectual peers. With this in mind, the goals of the Hi-Cap Program are:

- To identify students who have high intellectual, academic, and creative thinking ability.
- To provide differentiated instruction appropriate to the needs of gifted learners.
- To place students among their intellectual peer group.
- To develop in students a sense of self, life-long learning, quality production, and critical/creative thinking abilities.
- To engage in ongoing evaluation of students' progress and placement.
- To provide appropriate staff development opportunities to maximize teaching effectiveness in providing for the academic and social/emotional needs of gifted learners.
- To engage in ongoing program evaluation and revision.

Program Options

Program options include, but are not limited to: Accelerated learning opportunities; Academic grouping; Arrangements that provide intellectual and interest peer group interactions; Cooperative agreements between K-12 and institutions of higher education; Mentorships and career exploration. Each individual student or group of students with similar needs will have a program plan. Services will be made available based on that plan and include a continuum of services.

Identification and Selection Process

This is a three-month process, during which anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may refer a student for testing. The process is twofold, including 1) eligibility (nomination & further testing), and 2) program placement.

Selection and placement is made by the Multi-Disciplinary Selection Committee (MDSC). The MDSC, which is made up of administrators, teachers, and program staff, reviews testing and nomination data and then makes a recommendation for further Hi-Cap specific testing. Upon obtaining written parent permission to proceed with testing, the test is then administered during the school day, at the student's school. The MDSC then reviews the new data and determines eligibility and program placement.

Retesting for eligibility purposes is available. The criteria for retesting are: 1) at least 6 months between testing sessions; and 2) testing at the next higher grade level. Currently identified students will not need to be retested annually to maintain eligibility.

Appeals

Students may also be placed through the Appeal Process in which the MDSC examines documentation for students whose test scores did not meet the criteria but for whom other evidence exists of high ability, a need for program placement, and a high probability of success. Appeals are considered annually by the Multi-Disciplinary Selection Committee and are based upon a review of the documentation received. Private testing results as well as testing information from other school districts are accepted for review. Appeals may be made to the MDSC within two weeks of ineligibility. Contact the Highly Capable Program Teacher for forms and information.

2021-2022 Schedule

IDENTIFICATION & PLACEMENTS

Fall Referrals are open to students currently in grades K-12, for program placement the *current* school year. Further testing is only for those recommended by the MDSC.

Nomination Opens	November 29, 2021
Nomination Closes	December 17, 2021
Review Applicants (MDSC)	week of January 3, 2022
Letters / Testing Permission	week of January 10, 2022
Testing	week of January 17, 2022
Review Testing - eligibility and placement (MDSC) and Notification to parents	week of January 24, 2022

Highly Capable Services begin in September for students already eligible. New students will begin receiving services when testing is complete and permission is obtained from parents/guardians.

Exit Process

To exit the program, parents must complete and sign a Program Withdrawal Form and submit it to the Highly Capable Teacher. Services will cease upon receipt of the form. The MDSC will further review the student's withdrawal for program effectiveness and general evaluation.

Further information:

For questions regarding nomination procedures, test scores, placement options, referral for testing, etc., please contact Highly Capable Coordinator, Dan Read, 509-982-2668

Bright Child vs Highly Capable Child

If you ask the teacher who the highly capable kids are, they are likely to point out the ones that are *bright*. Bright kids are a joy to teach. They listen well, don't question the teacher, work hard and answer questions. They don't challenge the teacher's competence or stray off the curriculum.

Bright kids enjoy school and get challenged with the work that they are asked to do. They find the work neither too hard nor too easy.

The highly capable child on the other hand may be spending almost all of the school day thinking or doing something other than what the teacher wants. They find the constant repetition so boring that they often don't shine in the classroom. You might find the highly capable child daydreaming, looking out of the window, or reading a book instead of listening.

Highly Capable children often hate school and are not challenged at all by the work presented to them, and the concepts and ideas being taught are far below their intellectual prowess. The problems created are many and varied. Some may go underground and not perform, some may bully other kids, and some might annoy the teacher with wild and silly sounding ideas and suggestions and further annoy the teacher by doing very little work but demonstrating mastery of a subject when it comes to test time.

In general...

A Bright Child...

Knows the answer
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information.
Technician
Good memorizer
Is alert
Is pleased with own learning
Enjoys straight-forward and/or sequential presentation

A Highly Capable Child...

Asks the questions -- sometimes deep probing questions of an abstract nature
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults or older children or seeks out other very bright or gifted peers
Draws inferences and opens up new questions.
Initiates projects
Is intense
Creates a new design
Enjoys learning - but may hate school
Manipulates information
Inventor - loves construction toys
Good guesser - draws on vast information store
Is keenly observant - seems to remember fine details
Is highly self-critical - can be perfectionistic to the point of tantrums when young
Thrives on complexity - needs the whole picture - requires a gestalt approach

So, is your child highly capable or bright? If many of the statements in the above table ring true for your child - and as a parent you will know, then you may want to find out the child's behavior in school and see if it is what you expect.

**Odessa School District
HIGHLY CAPABLE PROGRAM
PARENT/STUDENT/COMMUNITY NOMINATION FORM**

Student's Name: _____ Grade: _____ Date: _____

Name of Person Completing This Form: _____

Relationship to Student: _____

DIRECTIONS: *Circle the answer which best describes the student. These include a broad range of possible characteristics; therefore, he/she is not expected to receive a high rating on all of them. Please be as objective as possible.*

SCALE:

1 = Never 2 = Seldom 3 = Often 4 = Considerable Degree 5 = Almost Always

1 2 3 4 5	Has unusually advanced vocabulary for age.
1 2 3 4 5	Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his age).
1 2 3 4 5	Has quick mastery and recall of factual information.
1 2 3 4 5	Tries to discover the how and why of things; wants to know what makes things or people "tick."
1 2 3 4 5	Looks for similarities and differences in events, people, and things.
1 2 3 4 5	Is a keen observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
1 2 3 4 5	Reads a great deal on his/her own; usually prefers higher level books; does not avoid difficult material.
1 2 3 4 5	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.
1 2 3 4 5	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)
1 2 3 4 5	Is easily bored with routine tasks.
1 2 3 4 5	Needs little outside encouragement to follow through in work that excites him/her.
1 2 3 4 5	Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.

1 2 3 4 5	Prefers to work independently; requires little direction from parents or other adult.
1 2 3 4 5	Is interested in many "adult" problems such as religion, politics, sex, and race—more than usual for age level.
1 2 3 4 5	Often is self-assertive (sometimes aggressive); stubborn in his/her beliefs.
1 2 3 4 5	Likes to organize and bring structure to things, people, and situations.
1 2 3 4 5	Is quite concerned with right and wrong, or good and bad; often evaluates and passes judgment on events, people, and things.
1 2 3 4 5	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
1 2 3 4 5	Generates a large number of ideas or solutions to problems and questions; often offers unusual "Ways out" or unique and clever responses.
1 2 3 4 5	Is unafraid to express opinion; is sometimes radical and spirited in disagreement.
1 2 3 4 5	Is a high-risk taker; is adventurous and speculative.
1 2 3 4 5	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.
1 2 3 4 5	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
1 2 3 4 5	Is usually aware of his/her impulses and more open to the irrational in himself/herself; shows emotional sensitivity.
1 2 3 4 5	Is sensitive to beauty.
1 2 3 4 5	Doesn't always follow the crowd; accepts disorder; is not interested in details; is individualistic; does not fear being different.
1 2 3 4 5	Criticizes constructively; does not accept correction without question.
1 2 3 4 5	Carries responsibility well; can be counted on to do what he/she promised and usually does it well.
1 2 3 4 5	Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show his/her work to others.
1 2 3 4 5	Can express himself/herself well; is usually well understood.
1 2 3 4 5	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
1 2 3 4 5	Tends to dominate others when they are around; generally directs the activity in which he/she is involved.

Other comments: _____
