

Highly Capable Services

The following procedures will be employed to nominate, assess and select students for Highly Capable Services.

Nomination Process

The Nomination Process is the first step in the process of identification, qualification, and selection of students to receive Highly Capable services.

All kindergarten and grade one students are automatically screened for services based on district assessments.

All first grade students will be screened by the District for possible selection to receive PAT services in the following year (second grade). Parents may choose to exclude their student from screening for PAT services by completing an Opt-Out form.

Students in Grades 2-11 may be nominated by individuals (including students, staff, parents, guardians, and community members) for Highly Capable services for the following year.

Nominations from individuals will be accepted between yearly dates determined after Fall Conferences and Winter Break.

The District's nomination procedure for determining students for Highly Capable services may include screening procedures as allowed under the state statute.

Individuals making a nomination must use the District provided nomination form. The following exceptions will apply:

1. Nominations for first grade students will not be accepted as screening and testing will occur mid-year. There is no need to nominate, as all first grade students will be screened for additional assessments.
2. Nominations for students new to the district who enroll after September 15 will be accepted for ten (10) school days from the enrollment date. Students new to the district enrolling after the Highly Capable testing window who meet screening criteria will be assessed no later than March 15.

Identification Process

Kindergarten and First Grade students are identified through district administered assessment tools (Smart Start and AimsWeb) and are served through differentiated instruction within the classroom or grade level.

In January of the First Grade year, the Cognitive Abilities (CogAT) Screener is administered to all First Grade students. Information gained from the screener, combined with information gained from AimsWeb, will determine the students who will move on to further assessments.

Students who do move on will be given the full Cognitive Abilities Test (CogAT) and the Renzulli Behavioral Scales. All of the information gained through the screening and assessment processes will be used to determine eligibility for PAT services. ***There is no need to refer First Grade students, as all students will be screened.***

In grades 2-12, students, parents, guardians, teachers, and community members can refer students for PAT (elementary) or Highly Capable (secondary) services for the following year within the referral timeline.

In grades 2-5, nominated students whose AimsWeb or MAP scores are at or near the top (typically the top 2 percent) will be eligible for the CogAT Screener and, if qualified for further assessment, the CogAT 7 and Renzulli Behavioral Scales assessments.

In grades 6-12, nominated students must have a MAP score at or above the 98th percentile for math or reading. In addition, students must have a Smarter Balanced cut score equivalent to the 98%.

A Teacher Rating Scale (Renzulli Behavioral Scales) will be given to teacher(s) of students who meet the requirements. Students with scores of 95 % or better in the areas of Learning Characteristics, Motivation Characteristics, Planning Characteristics, Mathematics Characteristics and/or Reading Characteristics will be considered for Highly Capable services.

Qualification for Highly Capable Continuum of Services

Students are screened for services in Grades K and 1 through district assessments, which qualifies them for services at these grade levels. Mid-year in Grade 1, all students are screened using district assessments and the Cognitive Abilities Test (CogAT) Screener in their classrooms. Students who score high enough (typically the top 2 percent) are assessed with the full CogAT assessment tool and the Renzulli Behavioral Scales outside of the classroom to determine qualification for PAT services.

Once students are identified for Highly Capable services in Grade 2, they remain Highly Capable identified through Grade 12 unless they are exited from the program. Students who move into the district can be nominated for Highly Capable services (within 10 days of enrollment). At that point, records will be reviewed to determine need for additional assessment(s) and/or Highly Capable services. If the 10 day timeline requirement is not met, students can be nominated the following year.

Highly Capable Services Selection

The Riverview School District utilizes a multidisciplinary team, as defined by WAC 392-170-170, to review assessment data/results, approve selection of students for services, and review appeals. The multidisciplinary team follows the guidelines as set forth by WAC 392-170 in considering multiple assessment measures and learning needs of students to get as complete a profile as possible in determining selection and placement of students for services.

Appeal Process

The Riverview School District, in compliance with WAC 392-170-176, has an appeal process. **Note: Screening and/or placement decisions, as allowed under state statute, and not subject to appeal.** An appeal of the selection decision may be filed when based on the one of the following criteria:

- A condition or circumstance believed to have caused a misinterpretation of the testing results (ex: an incorrect birthdate or grade level used in calculating an assessment score).
- An **extraordinary** circumstance occurred **during the testing period** that may negatively affect the validity of the test results (ex: death in the family or extreme physical ailment). This must be communicated to the PAT Program Assistant in writing **within two weeks of the end of the district assessment window**.
- Suspicion of an error in the administration of the assessment.
- A misapplication or miscalculation of scores by the multidisciplinary selection committee.
- **Appeals submitted for reasons other than above will be denied without further consideration and outside assessment will not be considered.**

The Selection Decision Appeal Form must be used to file an appeal. Forms can be requested from Mary Jacobson, PAT Program Assistant. The form must be completed and returned to the PAT Program Assistant within ten (10) work days following the notification of score results.

All appeals will go before a multidisciplinary review team and the notification of the appeal decision will be made by mail. The purpose of the appeal process is to consider individual circumstances based on the criteria in the bulleted areas above, that may have impacted an individual's assessment results. **The decision of the review team is final.**

Exit Procedures

The Riverview School District recognizes the need for both entry and exit criteria in providing a continuum of services highly capable students. As such, the district has established the following exit procedures, in compliance with WAC 392-170-047.

- Students may be exited from the PAT/Highly Capable program when parents/guardians request that the student no longer receive services. Parents/guardians complete the exit request form and send it to the PAT Program Assistant. The form will be placed in the student's file.
- For students who no longer demonstrate a need for highly capable program services or students demonstrating continued academic and/or social/emotional difficulty, a teacher or an administrator may initiate the exit process. A Multi-Disciplinary Committee will meet to review the student's profile to determine if student needs are best met with gifted program services based on assessment data and classroom performance. The Multi-Disciplinary Committee may request additional evidence of student capabilities (updated cognitive and/or academic testing) and/or willingness to participate in the program. If the Committee determines that gifted services are no longer appropriate to fit the student's needs, it may recommend that the student be exited from the program. The parent will be notified in writing of the committee's decision and of the appeals process.

The Riverview School District provides a continuum of services to students who qualify as Highly Capable in grades K-12. The continuum of services is fluid and dynamic as we work to be responsive to identified student needs and state funding for the program services. Options in our service may include the following: accelerated learning in content areas; curriculum compacting; differentiated instruction; academic content area grouping arrangements to serve identified needs; self-contained classrooms; Honors courses; AP courses; and Independent Study opportunities.

Program Objectives

Highly Capable services are designed to identify and meet the needs of students who possess the:

- 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 earlier than their chronological peers;
- Ability to make unusual connections among ideas and concepts;
- Ability to learn quickly in their area(s) of intellectual strength; and
- Capacity for intense concentration and/or focus.

Highly Capable Services

Elementary Continuum of Services—Differentiation and Program for Academically Talented (PAT)

- K-1 Students identified in Grades K and 1 receive differentiation and/or accelerated content within the classroom. Instruction is delivered in the classroom by the classroom teacher.
- 2-5 Students identified for PAT services in Grades 2-5 receive services in either the Building Based Program at each elementary school or in the Full Day Program which is housed at Carnation Elementary.

The Building Based Program (BBP) hosts PAT identified students in one or two (if appropriate) classrooms along same aged peers. The grouping of the PAT students provides students cognitive peer interactions and allows the teacher to group students for instruction. Students receive differentiated instruction in the domain areas in which they qualify (ELA and/or Math). BBP Program teachers receive job-embedded professional development in the instruction of PAT students. The focus of the professional development is in the content areas of English Language Arts and Math. Critical thinking, curriculum enhancements, and enrichment are included in the professional development training.

The Full Day Program hosts PAT identified students daily in classrooms housed at Carnation Elementary. The full day class provides curriculum acceleration, opportunities to study concepts in greater depth and cognitive interaction for second through fifth grade PAT students. Critical thinking skills, the arts and technology are infused across the curriculum. Students, in essence, become part of Carnation Elementary.

Once selected for this class, students continue from year to year, unless parents and/or staff determine the class is no longer appropriate for the child. In this instance, the student would receive PAT services in the BBP.

Teachers providing PAT services are supported through job embedded professional development in English Language Arts (ELA) and Math at the elementary level and consultation services regarding instructional strategies for Highly Capable students is available for individual teachers at all levels.

Secondary Continuum of Services—Academic Acceleration, Rigor and Course Selection (PAT ends at Grade 5)

- 6-8 Qualifying sixth, seventh and eighth grader students will have access to Honors and Advanced courses. Courses provide curriculum academic acceleration and rigor for students.

- 9-12 Students qualifying in grades 9-12 have the following program options: Honors Classes, Advanced Placement, Independent Study, and online courses. Courses provide curriculum acceleration and rigor for students.

Reporting

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI).

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