

**NASELLE-GRAYS RIVER VALLEY SCHOOL DISTRICT**  
**NO. 155**  
**HIGHLY CAPABLE PLAN**

**Chapter 28A.185.020 RCW**

The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

**STATEMENT OF PHILOSOPHY, PURPOSE, AND RATIONALE**

The NGRVSD is committed to identifying and providing for the unique intellectual, social, and emotional development of all students and prepares them for college and career readiness.

Our objective is to provide appropriate educational programs and services through instructional, curricular, and administrative modifications that create educational opportunities for Highly Capable students, which will maximize their individual potential.

**RATIONALE**

In a complete educational program, the needs of all children are provided for in accordance with their unique aptitudes, abilities, and performance levels. Children with exceptional abilities are capable of outstanding performance and warrant opportunities that meet their needs. Highly capable students require an accelerated and varied curriculum as well as an opportunity to share interests and experiences with children who have similar abilities.

The Highly Capable Program is designed to place greater emphasis on more advanced levels of learning and abstract concepts, while recognizing the unique and diverse needs which brought them to this program.

**DEFINITION**

Highly capable students in the NGRVSD perform or demonstrate potential for performing at significantly higher academic levels when compared with other students of their age, background, or developmental level. Recognizing that highly capable students have the ability to acquire knowledge and advance significantly beyond grade level standards, the NGRVSD provides a differentiated curriculum for those students, which is designed to develop learning opportunities that require higher levels of critical thinking and analysis. These learning experiences will meet the individual cognitive, artistic, and socioemotional needs of the most highly capable students. (see WAC 392-170-035, WAC 392- 170-036, Title IX, Part A, Definition 22. (2002))

## **IDENTIFICATION, NOTIFICATION, AND ASSESSMENT**

### **Annual notification**

Annual public notification of parents and students shall be made before any major identification or screening activity.

The notice shall be published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district. (WAC 392-170-042)

As a key component of its Highly Capable Program Identification and Selection Process, NGRVSD will make it a priority to identify and qualify students from various racial, ethnic, and socioeconomic groups.

### **Definition of 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 earlier than their same age peers;
- Creative ability to make unusual connections among ideas and concepts; Ability to learn quickly in their area(s) of intellectual strength
- Capacity for intense concentration and/or focus. (WAC 392-170-036)

### **Step 1: Initial Screening/Referral (WAC 392-170-045)**

- Kindergarten & 1st Grade students will be screened using the CogAT 7 if referred by a teacher or parent
- All 2nd and 5th grade students will be screened using the CogAT 7
- Students in Grades 3-4 and 6-12 will be screened using the CogAT 7 if they are referred by a teacher or parent.

### **Teacher Referrals** are based on:

- Assessment data from classroom-based, state, and other standardized assessments,
- Students are screened using empirically based characteristics of gifted students (Renzulli) and a checklist of creativity, motivation, and learning.
- Classroom observations,
- Classroom teachers, parents, community members, or students may refer a student (K-12) to the HiCap Coordinator.

### **Step 2: Data Review**

- When a student has been referred, the Multidisciplinary Committee collects and reviews applicable data. In addition to standardized test scores, this data must include at least three other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms. The Multidisciplinary Committee then decides whether the student meets criteria for identification as stated below:

Grade	Criteria
K -1	<p>If teacher/parent/community member referred: Give CogAT 7 screener</p> <p>Criteria for placement:</p> <ul style="list-style-type: none"> <li>● 9th stanine on CogAT 7 screening is an automatic qualifier.</li> <li>● 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), and a parent/guardian completes referral form and permission form.</li> <li>● If below the 7<sup>th</sup> stanine, but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li> <li>● Multidisciplinary committee reviews data and makes placement decisions.</li> </ul>
2 & 5	<p>All students are screened with CogAT 7 in the Fall</p> <p>Criteria for placement:</p> <ul style="list-style-type: none"> <li>● 9th stanine on CogAT 7 screening is an automatic qualifier.</li> <li>● 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), and a parent/guardian completes referral form and permission form.</li> <li>● If below the 7<sup>th</sup> stanine, but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li> <li>● Multidisciplinary committee reviews data and makes placement decisions.</li> </ul>
3 -12	<p>New students who are nominated will be screened using CogAT 7 or if teacher/parent/community/student referred:</p> <p>Criteria for placement:</p> <ul style="list-style-type: none"> <li>● 9th stanine on CogAT 7 screening is an automatic qualifier</li> <li>● 7th/8th stanine on CogAT screening—teacher must fill out the 3 scales (motivation, creativity, leadership), a parent/guardian completes referral form and permission form.</li> <li>● If below the 7<sup>th</sup> stanine, but teacher/parent/community member advocates for placement, other data/information/work samples will be collected.</li> <li>● Multidisciplinary committee reviews data and makes placement decisions.</li> </ul>

Most services are delivered within their regular classes/school day and/or the after school program if one is provided. Some subject area and class acceleration will be provided per Highly Capable Program Plan. Online courses and other enrichment activities are also provided when possible.

### Step 3: Testing

- When additional information is requested by the committee for qualification, the full CogAT 7 will be administered. Parent/guardian permission is required for individual testing. Test results will be shared with the parents and the committee and become part of the student's permanent record.

#### **Step 4: Communication**

- Parents/guardians and the student's teacher(s) will be notified of the identification decision. Parents/guardians have the right to appeal the decision if they disagree and should contact the HiCap Coordinator within 3 weeks of notification. If it is not resolved at this level, the parent/guardian may file a formal appeal.

Questions regarding the identification process should be directed to the HiCap Coordinator for Identification/Special Needs.

#### **HIGHLY CAPABLE SELECTION COMMITTEE**

The multidisciplinary selection committee for the final selection of students who qualify for participation in the NGRVSD HiCap Program shall consist of the following professionals:

A specialized teacher provided, that if a specialized teacher is not available, a classroom teacher shall be appointed.

At least one core academic teacher from any of the core content areas: i.e., ELA, social studies, math, or science.

A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students.

Such additional professionals, if any, that the district deems desirable. (WAC 392-170-070).

#### **HIGHLY CAPABLE PROGRAM COMPONENTS AND GOALS**

##### **Student Program Component:**

Through the use of accelerated curriculum and differentiated instruction, each Highly Capable Student will advance at least 1 grade level or more above peers in each of their areas of strength completed in the regular classroom(s).

By learning about and developing the use of critical and creative thinking skills, each Highly Capable Student will advance in their abilities to effectively use such skills as demonstrated through their performance in group discussions, special projects, and individual or group investigations.

##### **1. Curriculum and Instruction Component:**

The goal of the HiCap Program Curriculum and Instruction Component is to assure a planned continuum of appropriately challenging and accelerated learning opportunities in grades K-12 are provided to each highly capable student using research-based curriculum and instructional models, methodologies, and resources.

##### **2. Professional Development Component:**

The goal of the Highly Capable Program Professional Development Component is to provide ongoing professional development experiences for staff and administrators which will expand their level of knowledge in serving the district's highly capable students both in the regular school setting as well as through special programs in grades K-12.

### **3. Program Evaluation Component:**

The goal of the Highly Capable Program Evaluation Component is to assure that the effectiveness of program services is being evaluated on the basis of both formative and summative data and that modifications to individual student learning plans and/or to the program prototype are made in a timely manner. The program will be evaluated on a yearly basis in multiple ways. Parents will be given opportunities to provide feedback on their child's experiences and opportunities. Student assessment results will be reviewed and analyzed. The multidisciplinary team will meet yearly to provide recommendations and make modifications to the highly capable program plan.

### **4. Parent and Community Involvement:**

The goal of the Highly Capable Program Parent and Community Involvement Component is to provide each parent of highly capable student(s) and members of the community with opportunities to be informed of and involved in the learning experiences provided for highly capable students.

## **CONTINUUM OF SERVICES K-12 & SERVICE DELIVERY**

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, NGRVSD will make differentiated program options available to students who participate in the district's program for such qualified students. Once services are started, a continuum of services will be provided to the student from K-12. NGRVSD will periodically review services for each student to ensure that the services are appropriate. **(WAC 392-170-078)**.

**\*Service delivery may vary by grade, developmental, and school level.**

#### **K-2**

- Advanced Walk to Read and Math Acceleration
- Differentiated instruction within the classroom
- Grade level cluster grouping for reading and math
- Utilization of technology for accelerated curriculum
- STEM based activities specific to student interests

#### **3-5**

- Advanced Walk to Read and Math Acceleration
- Differentiated instruction within the classroom
- Grade-level cluster grouping for reading and math
- Utilization of technology for accelerated curriculum
- STEM based activities specific to student interests

#### **6-8**

- Acceleration and/or grade level advancement in core subject areas as possible
- Utilization of technology for accelerated curriculum
- Differentiated instruction within the classroom
- Inquiry and project based learning
- Access to online courses and/or co-curricular activities in areas of interest

#### **9-12**

- Differentiated instruction within the classroom
- Running Start will be supported for eligible 11th and 12th grade students
- AP and other online courses made available as requested and needed
- Access to opportunities for college admissions and placement testing
- College and career-based placements and mentorships as available
- Counselor, teacher, or mentor will be assigned to qualifying students to provide academic,

college, and career guidance.

## **STUDENT GOALS**

### **NGRVSD Highly Capable Student Goals**

- Students will demonstrate academic growth by using critical-thinking skills to advance their depth of understanding of specific interests and topics of inquiry.
- Students will use problem-solving models in areas of their gifts and talents to demonstrate continuous academic growth.
- Students will use inquiry models to demonstrate continuous academic growth in the areas of their gifts and talents.
- Students will demonstrate growth in creative thinking by employing creative-thinking strategies to advance their areas of aptitude and ability.

## **INSTRUCTIONAL PROGRAM**

The NGRVSD Highly Capable Program will use curriculum and differentiated instruction in the classroom to address the individual academic learning needs of the highly capable students. Critical and creative thinking skills will be developed through the use of various strategies, methods, and programs.

## **ROLES**

### **Parent/Guardian's Role**

- Can initiate the HiCap identification and screening process on behalf of their child
- Provide information about their child's aptitudes, abilities, and performance levels
- Give input into the selection of appropriate services for their child
- Communicate with the teacher or district coordinator as needed
- Support school efforts at home

### **Principal's Role**

- Maintain communication with parents
- Plan and develop services that result in educational growth in all curricular areas across all grade levels
- Hold teachers accountable for the implementation of differentiated instruction in the regular classroom
- Encourage and support the general education teacher in meeting HiCap student needs
- Provide ongoing professional development in differentiation of curriculum and instruction.

### **Teacher's Role**

- After a student is referred, initiate the HiCap identification process on behalf of a student (NOTE - anyone can refer a student and that option needs to be encouraged)
- Assess and monitor the rate of growth in different content areas
- Differentiate curriculum and instruction
- Advance level of understanding with Common Core & New Generation Science Standards

## **Professional Development**

The NGRVSD recognizes that a teacher of highly capable students is one who has advanced training, experience, skills, and knowledge in the education and support of highly capable students. Therefore, it is essential that as a school district and professional learning community, we have a clear commitment to ensuring that each of our teachers who serve(s) highly capable students has access to the training necessary to appropriately enhance the learning opportunities for each highly capable student. In order to meet this need, the district will provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for HiCap students, which will maximize their individual potential.

(WAC 392-170-038).

### **For the 2023-24 school year, this will be achieved by:**

- Having Professional Development funds available for staff to utilize for workshops about supporting Highly Capable Students in the regular classroom/content areas.
- Attempt to bring professionals into the district who have experience in the area of highly capable education for guidance and direction—with some emphasis on STEM, Robotics, and CTE.
- Utilize all available online resources and digital platforms to accelerate and advance student learning.
- Identify and encourage at least one staff person in the elementary and one in the middle-high school to provide special attention, guidance, and support to our highly capable students.

## **Establish Policy and Procedures on File**

### **WAC 392-170-042 Annual notification**

Annual public notification of parents and students shall be made before any major identification activity.

### **WAC 392-170-020 District plans for the highly capable program**

Submit an annual plan to OSPI.

### **WAC 392-170-075 Selection of most highly capable.**

Each school district's board of directors shall adopt policies and procedures for the selection of the most highly capable students by the multidisciplinary selection committee. Such policies and selection procedures:

Shall not violate federal and state civil rights laws, including, without limitation, RCW 28A.640 and 28A.642

Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and shall be based on a selection system that determines which students are the most highly capable as defined under the Washington Administrative Code.

**Anticipated Number of Highly Capable Students To Be Served  
During the 2023-24 School Year**

<b>Grade Level</b>	<b>Number To Be Served</b>
Kindergarten	1
1st Grade	1
2nd Grade	2
3rd Grade	3
4th Grade	3
5th Grade	3
6th Grade	3
7th Grade	2
8th Grade	1
9th Grade	5
10th Grade	2
11th Grade	1
12th Grade	3



