



RIDGEFIELD
SCHOOL DISTRICT
unlimited possibilities

K-12 Highly Capable Program Overview

Program Description

The Ridgefield School District Highly Capable program is designed to address the social, intellectual and emotional needs of our gifted students. The program is currently implemented across all grade levels in an effort to develop 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. 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 Ridgefield 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.

Ridgefield Highly Capable Program Goals

- To identify students who have high intellectual, academic and/or creative thinking abilities.
- 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 provide an intellectual peer group.
- To provide a quality program for eligible students at each school.

Ridgefield School District Program:

Screening Process:

- **Kindergarten:** All kindergarten students are given the NNAT² assessment in the spring. Scores are recorded on individual student portfolio cards. Those that score at the 97th percentile move forward with the identification process.
 - Staff complete SIG teacher scales for all students in the 97th percentile. Score recorded on student portfolio card.
 - Parents complete SIG parent scales for all students in the 97th percentile. Score recorded on student portfolio card.
 - iReady scores recorded on student portfolio card.
 - District multidisciplinary team reviews portfolio card for final determination.
- **2nd Grade:** All students in 2nd grade are given the OLSAT in the spring. Those that score at the 97th percentile move forward with the identification process.
 - Staff complete SIG teacher scales for all students in the 97th percentile. Score recorded on student portfolio card.
 - Parents complete SIG parent scales for all students in the 97th percentile. Score recorded on student portfolio card.
 - iReady scores recorded on student portfolio card.
 - District multidisciplinary team reviews portfolio card for final determination.
- **3-6 Grade:** Parents and teachers may request for their student to be tested for placement.
 - All nominations will complete the application process:
 - Staff will record SBAC scores on student portfolio card.
 - Staff complete SIG teacher scales for all students nominated. Score recorded on student portfolio card.
 - Parents complete SIG parent scales for all students nominated. Score recorded on student portfolio card.
 - iReady scores recorded on student portfolio card.
 - District multidisciplinary team reviews portfolio card for final determination and placement.
- **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.

Service Model:

Grades K-6

- Highly capable students in grades K-6 are placed within the general education peers in core classrooms. Our K-6 teachers that are assigned highly capable clusters will have access to a district highly capable coordinator to assist them with meeting the needs of our highly capable learners by accelerating learning and enhancing instruction through differentiation of content, process, and products. Students are eligible for advanced placement in mathematics at both 5th and 6th grade. Advanced placement allows for students to be placed in a math class one or two years above their peer grade placement. Teachers design and/or implement a continuum of instructional options that meet the specific learning needs of our identified highly capable students.

Grades 7-8

- Highly capable students in grades 7-8 are placed within the general education peers in core classrooms. Our 7-8 teachers that are assigned highly capable clusters will have access to a district highly capable coordinator to assist them with meeting the needs of our highly capable learners by accelerating learning and enhancing instruction through differentiation of content, process, and products. Students are eligible for advanced placement in mathematics at both 7th and 8th grade. Advanced placement allows for students to be placed in a math class one or two years above their peer grade placement. Teachers design and/or implement a continuum of instructional options that meet the specific learning needs of our identified highly capable students.

Grades 9-12

- At Ridgefield High School, highly capable 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. Teachers that are assigned highly capable students will have access to a district highly capable coordinator to assist them. Accelerated learning is provided through Advanced Placement (AP) classes, and Running Start. Additionally, there are many leadership opportunities, through clubs and activity involvement. With all of these avenues, we encourage all Highly Capable students to choose and embrace opportunities to meet their academic needs and interests.

Assessments and Selection:

Parent permission is required to assess students who have moved through the nomination or screening process.

Grades K-2

Students will be assessed using multiple assessments, identified below:

- 1) Academic Achievement/Performance
 - a) iReady
 - b) Report card
- 2) Standardized Test of Mental Abilities
 - a) NNAT² (Naglieri Nonverbal Ability Test Second Edition) – Universal screener given in Kindergarten
 - b) OLSAT (Otis Lennon School Aptitude Test) – Universal screener given in 2nd grade
- 3) Rating Scales
 - a) Teacher SIGS (Scales for Identifying Gifted Students)
 - b) Parent SIGS (Scales for Identifying Gifted Students)

**** To qualify for program and be identified as Highly Capable, the student in grades K-2 must: score at or above the 97th percentile on a nationally standardized test of mental ability.**

**** To qualify for program and be identified as Highly Capable, the student in grades 3-12 must meet one of the following criteria:**

- 1) score at or above the 97th percentile on a nationally standardized test of mental ability **or**
- 2) score in two areas at or above the 95th percentile on a nationally standardized achievement test (math or reading) **or**
- 3) score at or above the 95th percentile on a nationally recognized standardized test of mental abilities **and** score at the 95th percentile in at least one area (math or reading) on a nationally standardized achievement test.

The NNAT² and OLSAT tests will be administered during the school day to ensure that all students have an equal opportunity to participate in the assessment process. Data and information gathered will be used to help identify the most highly qualified students for inclusion in the Highly Capable Program.

The MDST is composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. They will select those students who would receive the most benefit from participating in the program.

The district will:

- 1) Notify parents of screening and identification process. For grades 9-12, teachers, counselors, and parents participate in the forecasting process to ensure that students are aware of, and encouraged to enroll in advanced courses.
- 2) Obtain parental permission to provide services and programs;
- 3) Schedule a meeting of all such parents; and
- 4) Conduct an annual parent meeting to review each student's educational plan.

Appeal Process

Parents wishing to appeal a placement decision must submit a written request for an appeal to the Highly Capable Program Coordinator within 10 days of receiving notice that the student has been determined not eligible. The Appeals Form parents complete, as well as other district records, will be reviewed by a Multidisciplinary Review Team, including two principals, the Highly Capable Program coordinator, a school psychologist and at least one classroom teacher trained to work with Highly Capable Students. Students may also be interviewed as part of the Appeals process. The review team will determine eligibility for placement and provide a final decision to the parent(s) within 30 days of receiving the Appeals Form.

Parents can access an [Appeals Form](#) here or by calling the district office at 360-619-1301 to request a form.

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 the student is exhibiting evidence of unsatisfactory class work, demonstrated lack of motivation or lack of task commitment, and/or documentation that the student is not working to his/her potential a recommendation for exit should be made.

Step 1:

- Meeting between teacher and parents (student may be involved if appropriate).
- Discuss concerns
- Set measureable goals with a timeline.

Step 2 (if goals from Step 1 were not met):

- Meeting between building administration, district curriculum director, teacher, parent and student (if appropriate).
- Discuss concerns
- Set measureable goals with timeline, or make decision to exit student from the highly capable program.

Step 3 (if goals from Step 2 were not met):

- Student is exited from program.
- Student finished the year out (if they wish) with current placement.
- May request re-entry in future years.