

Orting School District

HIGHLY CAPABLE STUDENTS PROGRAM PLAN

2024-2025

ORTING SCHOOL DISTRICT HIGHLY CAPABLE PLAN 2024-2025

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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.

This document is Orting School District's Annual District Plan (WAC 392-170-030)

ORTING SCHOOL DISTRICT HIGHLY CAPABLE PLAN 2024-2025

DISTRICT MISSION, VISION and CORE VALUES:

Mission Statement:

In strong partnership with our families and community members, Orting School District will engage and develop the unique interests and talents of every learner as they apply their education in creative and inventive ways. Through high expectations and relevant opportunities to learn and grow in a caring, supportive environment, we will ensure each of our children feels connected, inspired, and empowered to create a better present and future!

Vision Statement:

In an environment of high expectations with high levels of support, we desire to have each student:

- Make personal meaning through creation, exploration and invention.
- Engage in meaningful, relevant learning, leading to deeper understanding.
- Believe their success makes a difference and their goals matter.
- Connect through meaningful relationships where they are heard, known, seen and loved by others.

Core Values: • We foster high expectations, continuous growth and high achievement. • We understand and cultivate the unique needs and interests of learners through relationships and personalization. • We commit to removing barriers to learning to ensure our schools are inclusive and equitable. • We believe ongoing communication, collaboration and community engagement are essential.

STATEMENT OF PURPOSE, GOALS AND DEFINITION:

Highly Capable Program Purpose

Our purpose is to establish policies and procedures for the administration of services for students who are highly capable (**WAC 392-170-010**). As part of a multi-tiered system of support, Orting School District will provide appropriate programs and services to create educational opportunities for highly capable students which will maximize their individual potential.

Program Goals

The Orting School District seeks to recognize and develop talents in our highly capable learners. The following goal provides the vision for our K-12 program:

The Orting School district will offer highly capable services for third through twelfth grade students who are identified in need of such services with access to basic education programs that accelerate learning, enhance instruction and provide opportunities for students to interact with intellectual peers. Kindergarten and 1st grade students who are referred for Highly Capable testing will be monitored and supported as needed until such time they participate in the 2nd grade screening/assessment process.

Definition of Highly Capable (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 productivity with a specific domain. These students are present not only in the general populace but are present within all protected classes (**RCW 28A.640 and 28A.642).**

Learning characteristics of highly capable students are defined as (**WAC 392-170-036**):

- 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
- 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

IDENTIFICATION of HIGHLY CAPABLE STUDENTS:

Annual Notification (WAC 392-170-042)

Annual public notification of parents and students shall be made before any major identification activity. The notice shall be published or announced in multiple ways through school and district publications to adequately notify parents and students throughout the district.

Equity

As a key component of its Highly Capable Program Identification and Selection Process, Orting School District will make it a priority to qualify students from various racial, ethnic, and socio-economic groups.

Permission and Notification (WAC 392-170-047)

Outside of grades 2 and 5, where full testing occurs annually, the district will obtain written parental permission prior to conducting assessments to determine need for highly capable students and providing services to identified highly capable students. Multiple forms of communication include:

- Letters home
- Permission to test forms sent home
- Newsletters
- District reader board
- School Newsletters
- Emails to families
- Website announcements

Referral and Screening (WAC 392-170-045)

A student referral to the highly capable program may be made by anyone with direct knowledge of a student's academic capabilities. The referral must indicate the area(s) in which the student demonstrates a need for highly capable services.

The Orting School District annually screens all 2nd and 5th graders to help ensure equity in the characteristics of the students served. The Naglieri 3 non-verbal tests are used to make this determination. This assessment is used to help eliminate misidentification that can occur for some students due to language barriers. The Information from this assessment is combined with other identified data points to make the determination for needing services.

Assessment Process and Selection (WAC 392-170-055 and RCW 28A.185.020)
The Orting School District utilizes multiple criteria to identify those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program. Other measures may include:

- Referral information (K-11)
- Report cards (K-11)
- Bookworms Literacy Level Data
- Naglieri 3 (all 2nd & 5th)
- Naglieri 3 (non- 2nd and 5th who are referred for testing)
- Scales for Identifying Gifted Students (SIGS) (K-11)
- AimsWEB+ data (K-8)
- Smarter Balanced Assessments (3-11)
- iReady Diagnostic (K-12)
- PSAT/PACT data (9-12)

A Multi-Disciplinary Placement Committee reviews the body of evidence that has been collected for each of the referred students. The Multi-Disciplinary Placement Committee determines the final identification of students needing services.

While a single assessment score or indicator alone may not eliminate a student's eligibility for highly capable services, the collective strength of individual pieces of evidence can indicate whether the student would benefit from these services. Measures are taken to ensure traditionally marginalized students are identified and considered for services as appropriate.

The district will:

A. Notify parents of students who have been identified. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from services, the information on the district's program and the options that are available to identified students.
B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

TIMELINE for IDENTIFYING HIGHLY CAPABLE STUDENTS:

The timeline for identifying Highly Capable students includes:

First phase of identification- Annual Assessment:

- 2nd & 5th grade screening assessment occurs each school year.
    - Naglieri 3 is given to 2nd and 5th grade students in classrooms typically in late winter-early spring
    - Teachers of students who score in the 90th percentile in any area will complete a SIGS (Scales for Identifying Gifted Students) assessment.
    - The Multi-Disciplinary Placement Committee examines additional data points for students who scored between 80-90 to determine possible need.
    - 2nd and 5th grade students who demonstrate need for services at this point will take the Naglieri: Verbal and Quantitative assessments to identify more specific needs

- The assessment process for non-screened grade levels includes:
  - Family/Teacher/District referrals are accepted in January
  - Permission to test letters are mailed home
  - Teachers of referred students will complete a SIGS assessment. Teachers must complete the SIGS assessment and submit to the District Assessment Coordinator
  - Naglieri General Ability Tests: Verbal, Nonverbal and Quantitative assessments for referred students is administered sometime between late February and late March
  - The Multi-Disciplinary Placement Committee meets to review results after testing is complete
  - Note: Referrals for Kindergarten and First grade students will be accepted, but these students will not be screened or tested until the 2nd grade screening. We will monitor these students during their K-1 schooling and provide additional support as needed up to the screening process.

Second phase: Notification of eligibility:

- Results letters to families are mailed no later than mid-May; both Permission to Place forms as well as "not identified" forms.
- The appeal process for students not identified is included in the "not identified" form.

HIGHLY CAPABLE SELECTION COMMITTEE (WAC 392-170-070):

Multi-Disciplinary Placement Committee

The Multi-Disciplinary Placement Committee will determine a student's need for services based on the comprehensive body of evidence. Qualifying decisions and determination of services are based upon whether the body of evidence indicates a need for services beyond the scope of the general education classroom. The Multi-Disciplinary Placement Committee shall consist of the following professionals:

- A special teacher: if a special teacher is not available, a classroom teacher shall be appointed **(WAC 392-170-038)**
- Classroom teacher and/or Highly Capable Building Coordinators
- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- A district representative who serves as the coordinator of the district's program for highly capable students such as the District Assessment Coordinator
- Such additional professionals, if any, the district deems desirable

INSTRUCTIONAL PROGRAM

Each Building now has a dedicated Highly Capable Services Coordinator who will oversee service implementation and student growth. Funding for the building coordinators comes from the OSPI Highly Capable grant.

CONTINUUM OF SERVICES FOR 3-12 (WAC 392-170-078):

Consistent with its commitment to effectively meeting the needs of our highly capable students, Orting School District will make a variety of appropriate services for identified students. Once services are started, a continuum of services will be provided to the student from 3-12. The Orting School District will periodically review services for each student to ensure that the services are appropriate.

The Orting School District Continuum of K–12 Services Includes:

K-1 Elementary School

- Services include differentiated instruction and support as needed and determined by the classroom teacher

3-5 Elementary School

- Services offered during intervention/enrichment period
- Specific focus will be on addressing the academic learning needs of the selected highly capable students through classroom clustering where appropriate
- Differentiation of instruction/assignment where appropriate

6-8 Middle School

- Services offered during intervention/enrichment period
- Specific focus will be on addressing the academic learning needs of the selected highly capable students through classroom clustering where appropriate
- Acceleration/early entrance to high school where appropriate
- Differentiation of instruction/assignment where appropriate

9-12 High School

- Advanced Placement or College in the High School Courses
- Concurrent/dual enrollment
- Early entrance to college
- Grade level advancement
- Running Start

PROGRAM SERVICES MANAGEMENT AND PROGRAM EVALUATION (WAC 392-170-078 and 392-170-080)

Student growth data will be progress monitored and analyzed to determine the effectiveness of highly capable services. This includes district benchmark assessments, common formative assessments, state assessments and other local assessments. The Building Highly Capable Services Coordinators will meet annually to review the overall process, assess effectiveness of individual parts, and engage in continuous improvement of the process and program.

PROFESSIONAL DEVELOPMENT:

On-going job-embedded professional development will focus on the specific needs of highly capable students. Classroom teachers who provide enrichment for identified highly capable students or have a cluster of highly capable students in class will be offered professional development in differentiation as related to the specialized needs of highly capable students.

APPEALS PROCESS (WAC 392-170-076):

Parents/legal guardians have the right to appeal the Multi-Disciplinary Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of identification decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or

academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the Executive Director for Teaching, Learning and Assessment at the Orting School District office within 10 school days of the Multi-Disciplinary Placement Committee's decision notification.

The district will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. An appeals committee composed of the Multi-Disciplinary Selection Committee and at least one additional professional who was not part of the decision being appealed will conduct the review.

A decision will be made by the Appeals Committee within 35 school days after receipt of a written request for reconsideration. The parent/legal guardian will be notified of the decision in writing and a copy of the appeal and summary of findings will be included in the student's cumulative file.

EXIT PROCEDURE:

The exit process for the program involves the teacher, student, family, and the school principal. Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form.

All placements in the program are provisional and may undergo periodic review including assessment data to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is no longer in need of services, a conference to discuss alternatives will be scheduled with parents, the teacher, and the principal. This may result in a change of placement.

POLICY & PROCEDURES:

District plans for the highly capable program (WAC 392-170-020)

- The Orting School District shall submit an annual highly capable plan to OSPI
- The Orting School District shall submit a yearly financial report to OSPI (WAC 392-170-090). The report shall include:
    - The number of students served by grade level (K-12)
    - Student demographic information
    - Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students
    - Number and content of professional development activities provided for special teachers
    - Program evaluation data and, if needed, program changes that will be made based upon this information
    - Final fiscal report that reports on activities and staff funded by this program

Anticipated expenditures include:

- Communication
- Identification process
- Instructional services

- Materials for use with students during services
- Professional development
- Program administration
- Technology

APPENDICES:

Examples of:

- Referral Form
- Permission to Test Form
- Permission to Place Form
- Not Eligible Form
- Appeal Form
- Exit Form
- Back side of all forms

Referral Form

OSD Highly Capable Program

WAC 392-170-045

ORTING SCHOOL DISTRICT
HIGHLY CAPABLE LEARNERS
PARENT/TEACHER/COMMUNITY
TESTING REFERRAL CHECKLIST

~ALL STUDENTS MUST BE REGISTERED~

Please complete all student information

Student Name	School
Address	Teacher
Grade	Gender
Telephone #	Birthdate

ORTING SCHOOL DISTRICT

HIGHLY CAPABLE TRAITS

PARENT/TEACHER/COMMUNITY TESTING REFERRAL CHECKLIST

Please check the following characteristics that you observe in the child.

- ☐ High **activity** level, or loud
- ☐ Imaginative, **creative**, innovative, inventor, artist
- ☐ **Friends are older; viewpoints, values and language differ from other folks; doesn't fit in**
- ☐ **Independent**, values own judgment
- ☐ **Learns** anything **quickly**, **curious**, interested, questioning
- ☐ Has one or more well-developed **special talents** or hobbies
- ☐ **Takes risks**, even inappropriate ones
- ☐ **Knows the answer** before the question is asked
- ☐ Starts **lots of projects**
- ☐ Not **satisfied** with the simple or the obvious
- ☐ **Shares learning** with others
- ☐ Advanced sense of **humor**
- ☐ **Asks** penetrating, bizarre or embarrassing questions
- ☐ Clear **expression**; uses language fluently and colorfully and ahead of age-mates (not blabbermouth)
- ☐ **Perfectionist at times**
- ☐ Has a **wide** range of **interests**/broad knowledge base/ trivia
- ☐ Hates **repetition**, deplores routine
- ☐ Has high **standards**, concerned with right and wrong
- ☐ Daydreams, **wonders**, tries "what ifs?"
- ☐ **Loses track of time**
- ☐ Likes to **organize** and structure things and people
- ☐ **Self-confident**
- ☐ **Unpredictable**

☐ I would like to have my child tested to determine eligibility for Highly Capable Services.

Parent Signature _____ Date _____

Return to your school office by January 31, 2025

121 Whitesell Street NE
Orting, WA 98360-8410
(360) 893-6500
www.ortingschools.org

Carrie Thibodeaux, Board President
Melissa Kinzler, Board Vice President
Kathy Madigan, Board Director
Michael Melot, Board Director
JoAnn Tracy, Board Director

Permission to Assess Form

OSD Highly Capable Services

WAC 392-170-047

To the Parent(s)/Guardian(s) of:

Your student has been referred or screened for the Orting School District's Highly Capable Services. Before we can move forward in the testing process, we need your consent. With your permission, your child will take a series of cognitive general abilities tests called The Naglieri General Ability Test. The Naglieri tests are intended to measure students nonverbal reasoning and problem-solving abilities through nonverbal test items. The test has three 30-minute subtests. Testing will occur at school during school hours. In addition, your student's teacher will complete a rating scale for gifted students called SIGS.

After testing is completed, a multi-disciplinary Placement Committee including, but not limited to, a counselor or psychologist, principal, special teacher, and district representative will meet to review the data. The team will determine whether or not your student is among the most highly capable, and if there is evidence of clear need for Highly Capable Services. If your student qualifies, placement for grades 3 through 12 will be for the following school year.

Student Last Name: _____ Student First Name: _____

D.O.B: ___/___/_____ Gender: _____ Current Grade: ____ School: _____

Please check any services that your student is currently receiving:

☐ IEP List Case Manager:_____ ☐ 504 Plan

☐ ELL List Language: _____Testing translation needed? **Y / N**

I give my consent for my child to be tested by the Orting School District in order to determine eligibility and possible placement into the Highly Capable Program in the 2024-2025 school year.

Parent / Guardian Name (Printed): _____

Parent / Guardian Signature: _____

Contact Email: _____

Please return this form via email to: mendenhalls@orting.wednet.edu or to your student's school by March 14, 2025

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Carrie Thibodeaux, Board President
Melissa Kinzler, Board Vice President
Kathy Madigan, Board Director
Michael Melot, Board Director
JoAnn Tracy, Board Director

May 1, 2025

Dear Parent(s)/Guardian(s) of:

I am pleased to inform you that your child has been identified for Highly Capable Services in the Orting School District for the 2025-2026 school year. Enclosed with this letter is your child's Naglieri General Ability Test data.

If you would like your child to participate in these services, please sign below and return this form to your child's school by June 6, 2025. If you have any questions, please feel free to contact your child's principal.

Sincerely,

Steve Rabb
Director Teaching and Learning
Orting School District

I give my permission for my child, _____, to participate in Orting School District Services for the highly capable students starting in the 2025-2026 school year.

_____
Parent/Guardian Name

_____ _____
Parent/Guardian Signature Date

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May 1, 2025

Dear Parent(s) Guardian(s) of:

After reviewing test information for, the Orting School District Multi-Disciplinary Placement Committee has determined that your child is not eligible for highly capable services in Math and Language Arts at this time.

The committee reviewed several criteria for eligibility including, but not limited to:

- Naglieri General Ability Test
- Smarter Balanced assessment scores
- AimsWeb+ assessment data
- i-Ready Diagnostic

Your Child's results are reported in the following chart:

ASSESSMENT NAME	ASSESSMENT RESULTS
Naglieri Sub Tests	
Smarter Balanced ELA / Math (3rd grade and up)	ELA: Math:
I-Ready Reading and Math Scores	
AimsWeb+ Reading and Math scores (k-8th grade)	Fall: ELA: , Math: Winter: ELA: , Math:

Testing for the 2025-2026 school year will take place in the Spring of 2026, you are encouraged to refer your child to retest at that time.

Sincerely,

Steve Rabb
Director Teaching and Learning
Orting School District

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Appeal Form

OSD Highly Capable Services

WAC 392-170-076

Student: _____ Grade: _____

School: _____ _____

Parents: _____

Address: _____

Phone (H) _____(C) _____

Reason(s) for Appeal:

_____

(Parent/Guardian Signature) DATE

The appeal request and supporting evidence must be submitted to **[BUILDING]** within ten school days of receiving the committee's decision. Review of the student's file, assessment data, and additional evidence provided in the request for appeal will take place at that time.

A decision will be made within 35 school days after receipt of the written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The committee's decision is final.

Exit Form

OSD Highly Capable Services

WAC 392-170-047

PARENT REQUEST FOR WITHDRAWAL FROM
Orting School District Highly Capable Program

STUDENT'S NAME		**DATE OF BIRTH M/D/Y**		
SCHOOL NAME		**GRADE LEVEL**	**Male**	**Female**
TEACHER				

Please withdraw my child from the highly capable program

Parent/Guardian Signature: _____ Date: _____

Effective Date: _____

Reason for Withdrawal:

(The back side of all preceding forms)

Procedures for identification include:

- Screening: Naglieri General Ability - Non-Verbal - NNAT3
- Assessment: Naglieri General Ability - Verbal & Quantitative , SIGS Assessment, other state and local data
- Selection by a committee

Process for appealing the selection decision includes:

- Complete an Appeal Form within 10 days of receiving notification (Available on OSD website)
- Include supporting evidence
- The appeal committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

Exit procedure:

The exit process may be initiated due to data concerns regarding assignment completion, attendance, social/emotional wellness, academic achievement, etc.

- The exit process for the program involves the teacher, student, parents, and the school principal.
- Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form. Email forms to: mendenhalls@orting.wednet.edu
- All placements in the program are provisional and may undergo periodic review including assessment date to ensure that each student is demonstrating consistent academic progress. Should the determination be made that the student is not demonstrating consistent academic progress, a conference to discuss alternatives will be scheduled with parents, the teacher, and the principal. This may result in a change of placement.

A menu of 3-12 services includes:

3-5 Elementary

- Services offered during intervention / enrichment period
- Specific focus will be on addressing the academic learning needs of the selected highly capable students through clustering where appropriate.

6-8 Middle School

- Services offered during intervention / enrichment period
- Acceleration
- Specific focus will be on addressing the academic learning needs of the selected highly capable students through clustering where appropriate.

9-12 High School

- **Acceleration**
- **Advanced Placement**
- **Advanced STEM courses**
- **Advanced World Languages**
- **Running Start**