

## **Snoqualmie Valley School District Highly Capable Services**

### **Program Description**

The Snoqualmie Valley School District Highly Capable Program provides a continuum of services to eligible students in grades K-12. Highly Capable Program Services are different at various grades; the continuum of services is fluid and responsive to student needs as well as district capacity. Options for service may include: accelerated learning opportunities, academic grouping of highly capable students through teacher support, peer interaction, and by fostering a sense of community.

As per Policy 2190 the Snoqualmie Valley School District Highly Capable Program is designed to address the social, intellectual and emotional needs of our highly capable 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. The framework for such services shall encompass, but not be limited to, the following objectives:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence, and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.
- To prepare students for future contributions to society and to encourage life-long learning.

### **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.

### **Screening and Referrals**

#### **Universal Screening**

Snoqualmie Valley School District has implemented universal screening at two grade levels. The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Snoqualmie Valley School District

reviews a body of evidence for all students considered for highly capable services. The Multidisciplinary Identification and Placement Committee (MIPC), whose function is to review multiple data points, determines each student's need for highly capable services.

- Universal screening of all 1st and 3rd graders occurs during the school day in their classrooms.
  - Referrals are not necessary as a body of evidence is reviewed for all students in 1st and 3rd grades. See the Identification Assessments for more information about a student's body of evidence.
  - Families have the ability to opt out of universal screening through our [online form](#).
  - Students in STREAM classrooms do not participate in the Screener as they already receive high capable services.
  - Students in cluster groups will participate in the Screener for additional data review in the domain they do not receive highly capable services. The Screener score does not impact current services.
- The kindergarten referral process consists of reviewing a body of evidence for all students, using data we already collect, and does not include an additional assessment. It is unnecessary to refer students in kindergarten. Students whose body of evidence shows high ability in Kindergarten and in 1st grade, before the screening, are placed on watch, and instruction is differentiated within their classroom. Additionally, students identified in kindergarten as possibly exhibiting highly capable tendencies may qualify for placement in a cluster classroom for first grade. First grade cluster teachers provide differentiated instruction by modifying the content, depth, or pace of a lesson. For students who screen as part of the first grade cluster group, differentiated instruction is designed to enrich academic instruction. Teachers plan and facilitate lessons using grade-level curriculum. Teachers may construct lessons and materials to meet the needs of a diverse learning community, including cluster students.

### **Referral Process**

Students may be referred for highly capable assessment by a parent, teacher, community member, or themselves, annually. Referrals are used for those students who did not meet screening requirements or are new to the school district. All referrals will be reviewed by the district's MIPC to determine eligibility for further testing. Not all referrals will qualify for further assessment. A body of evidence will be used to determine qualification for all referrals. Data reviewed by the committee to determine eligibility may include CogAT, STAR Math and Reading, Acadience Reading, WAKids (kindergarten) Inventory of Developing Skills, ELPA/WIDA Multilingual assessments, SBA state assessments, and Scales for Identifying Highly Capable Students (SIGs) rating scales.

Students are referred for Highly Capable services by parents, staff or community members by filling out an application form. Applications must be completed and submitted within the open referral window for a student to be considered for highly capable testing. For the 2025 - 2026 school year, referral applications must be received between November 24, 2025 and January 7, 2026 by 4:00 p.m. Applications will not be

accepted after this deadline. Paper applications will be available by contacting the Teaching and Learning Department at 425-831-8018 or [rogersb@svsd410.org](mailto:rogersb@svsd410.org).

## Identification and Qualification

### Eligibility Phase 1

- **Kindergarten:** WA Kids and other district assessments will be used to screen all kindergarten students, who may potentially qualify for highly capable services. Qualifying students will automatically be assigned a cluster group for 1st grade. The district does not provide self-contained, highly capable classes in the 1st grade.
- **1st and 3rd Grades:** All 1st and 3rd grade students will be screened using the Cognitive Abilities Test (CogAT) screener. These screenings take place during the school year in class. In addition to the screener results, a body of evidence is used to determine students who are automatically invited to participate in the second criteria of the identification process. Families of students automatically referred will be notified upon receipt of their student's score report.
- **Grades 6-8:** Students are identified for participation in advanced level coursework in math through CogAT and SBA testing completed in 5th grade.
- **Referrals:** Students may be referred for highly capable assessment by a parent, teacher, community member, or themselves, annually. Referrals are used for those students who did not meet screening requirements or are new to the school district. All referrals will be reviewed by the district's MIPC to determine eligibility for further testing. **Not all referrals will qualify for further assessment.** A body of evidence will be used to determine qualification for all referrals. Data reviewed by the committee to determine eligibility may include CogAT, STAR Math and Reading, Acadience Reading, WAKids (kindergarten) Inventory of Developing Skills, ELPA/ WIDA Multilingual assessments, SBA state assessments, and Scales for Identifying Highly Capable Students (SIGs) rating scales.

### Eligibility Phase 2

Students who meet screening requirements or have a referral approved by the MIPC will continue to the second criteria of the identification process. The staff may conduct additional assessments as needed to determine eligibility for highly capable services. Students who meet all criteria will be placed in the Cluster Model or self-contained STREAM program.

### Qualification

Snoqualmie Valley School District's Highly Capable program is designed to serve the needs of students who demonstrate an ability to perform or show potential to perform at significantly advanced cognitive and academic levels when compared with others of their age, experience or environment.

In accordance with WAC 392-170-055, the Snoqualmie Valley School District uses multiple objective criteria for identification of students who are highly capable. No single criterion may disqualify a student from identification. A body of evidence and local norms are used in the identification procedures of highly capable students. 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 Highly Capable Advisory Committee (HCAC) determined the body of evidence for all students in the Snoqualmie Valley School District includes multiple objective criteria covering a range of cognitive abilities, as well as academic performance in various subjects. **There are no weights/percentages assigned to various data points.** The use of local norms allows us to determine those who qualify for highly capable services based on a comparison of student's abilities relative to their peers. Based on SVSD local norms, students exhibiting performance ability at significantly advanced levels, including those successful in our STREAM program, typically demonstrate consistent assessment scores in the mid to upper 90th percentile both cognitively and academically.

Students who qualify for highly capable services do not need to retest to continue services from year to year.

## Identification Assessments

Within each student's body of evidence are both cognitive and academic assessments. While both assessments serve distinct purposes, in the context of evaluating students for highly capable services, cognitive and academic assessments complement each other to provide a comprehensive picture of a child's abilities and learning needs.

Cognitive assessments aim to understand how a child processes information, solves problems, and thinks critically. They primarily measure a child's thinking skills, including verbal and non-verbal reasoning, working memory, processing speed, and perceptual reasoning, providing insights into a child's intellectual potential and strengths.

Academic assessments, on the other hand, evaluate a child's performance in specific subjects such as mathematics, reading, writing, science, and social studies. They measure a child's knowledge, skills, and proficiency in academic content areas based on established curriculum standards and their ability to apply them in different contexts.

Below, you will find information regarding the assessments that will compose a student's body of evidence to identify students who may need highly capable services. 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.

## Appeal Process

The Snoqualmie Valley School District, in compliance with WA 392-170-076, has a process for families to review and/or appeal highly capable placement decisions. Families may submit an appeal or request a body of evidence review within ten working days following the notification results letter for highly capable services, by completing the Highly Capable Appeal Form. Appeals and review requests are

typically processed by the SVSD Multidisciplinary Identification and Placement Committee (MIPC) within 30 days.

If it was determined your student is not in need of highly capable services, you may submit an appeal based on one or more of the following criteria:

1. A condition or circumstance believed to have caused a misinterpretation of the testing results (ex: an incorrect birth date or grade level used in calculating assessment score).
2. 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).
3. Suspicion of an error in the administration of the assessment.
4. A misapplication or miscalculation of scores, within the Body of Evidence, by the MIPC.

If it was determined your student is not in need of highly capable services and you do not agree with the decision, you may request a reexamination of the body of evidence by the MIPC.

The SVSD Multidisciplinary Identification and Placement Committee (MIPC) will review all appeals and body of evidence requests, to consider individual circumstances, based on the criteria above, which may have impacted the student's evaluation data. Families will be notified of the decision in writing, typically within 45 days of the submission window. Decisions of the MIPC review are final and cannot be appealed.

### **Change of Service/Intervention/Exit Procedures**

When considering exiting a student from the Highly Capable Program, the emphasis will be 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 their potential a recommendation for exit should be made. If for any reason, a student requires additional support in regard to the appropriateness of highly capable placement, the following procedures will be implemented.

- **Step 1:** A conference will be held between the parent and teacher (and student if appropriate). The purpose of this meeting will be to:
  - Discuss measurable goals with a timeline of four weeks.
  - The school principal will be notified of goals and timeline. If the concerns remain after the designated timeline, a follow-up meeting will be held to revise the goals or go on to step 2.
- **Step 2:** A conference will be scheduled with the parent, teacher, building principal, district administrator and other MIPC members as appropriate. The purpose of this meeting will be to:
  - Discuss concerns.

- Set measurable goals with a four week timeline or make a decision to exit the student from the current Highly Capable Program placement
- If concerns remain after the designated timeline, go on to step 3.

- **Step 3:**

- Student exits the program (preferably at end of the school year).
- Should the student wish to re-enter the program in the future, the request will be considered by the district's MIPC to determine what identification procedures are appropriate.

Highly Capable Intervention/Exit Procedure Form

## **Highly Capable Service Options**

### **Elementary**

#### **Grade 1 Highly Capable Learners**

Students identified in kindergarten as potentially exhibiting highly capable tendencies may qualify for placement in a cluster classroom for first grade. First grade cluster teachers provide differentiated instruction by modifying the content, depth, or pace of a lesson. For students who screen as part of the first grade cluster group, differentiated instruction is designed to accelerate and enrich academic instruction. Teachers plan and facilitate lessons using grade-level curriculum. Teachers may construct lessons and materials to meet the needs of a diverse learning community, including cluster students.

#### **Grade 2 - 5 Cluster Services**

The SVSD Cluster Classroom Program is an inclusive model that provides enrichment opportunities to students in second through fifth grade who have been identified as Highly Capable in either language arts or math. Students who qualify for the Cluster Service Model are served in their respective general education classrooms, at their home school, with their classroom teacher providing enrichment opportunities through differentiation in the core and supplementary curriculums. Once students have demonstrated mastery of grade level standards they are provided enrichment through:

- Math: Eureka/EngageNY - Beast Academy
- English Language Arts : ReadyGen Extensions, Leveled Readers/Novels

#### **STREAM Highly Capable (Grades 2-5)**

The Science, Technology, Reading, Engineering, Arts and Math (STREAM) Program is offered to second through fifth grade students who qualify for Highly Capable services in both language arts and math.

The STREAM program is a self-contained, magnet program located at Snoqualmie Elementary and is designed to provide our most highly capable students the opportunity to engage in rigorous, challenging, integrated, and enriched curriculum with their academic peers. The program is designed to meet the needs of students who have been identified as having exceptional cognitive and academic ability by accelerating and enriching the district curriculum. The learning pace is faster than in the regular education program; students are expected to perform work that exceeds grade level standards by one grade level. In addition to the accelerated district curriculum, the STREAM program emphasizes advanced academic thinking skills and

strategies, strong communication and collaboration skills, and an increased awareness of local and global citizenship.

### **Middle School Highly Capable Services**

Students who qualify for the Cluster Service Model in middle school are served at their home school. Students may be offered services including, but not limited to:

- Multiple pathways for math, with an informed self-select model which offers options for mathematics acceleration. For more information about Math Pathways, click [HERE](#).
- Clustered ELA classes which offer enrichment, independent projects, curriculum compacting, and/or acceleration.
- Clustered advisory program that provides social/emotional support
- Clustered classes when possible in other subject areas
- Opportunities for competency-based crediting of high school courses beginning in 8th grade

### **High School Highly Capable Services**

We continue to provide services to our highly capable students in high school through Honors and Advanced Placement (AP) courses, College in High School, and Running Start.

High school counselors work with students to advise them of opportunities for advanced learning. If you are considering taking AP courses, College in High School, and/or Running Start, the Washington Student Achievement Council has additional information that may be helpful to you:

- [WSAC Dual Credit Programs](#)
- [Dual Credit Programs Handout](#) (Link opens a PDF)

Additionally, the Snoqualmie Valley School District has an academic acceleration policy that prompts the automatic placement of students in the highest available high school course at each grade level upon successful passage of state assessments and/or qualification for highly capable services. To the greatest degree possible, high school students who qualify for highly capable services are clustered in English Language Arts and Math classes, and have the opportunity to engage in differentiated learning experiences aligned with their needs in those classes. Furthermore, students may pursue competency-based crediting options in each subject area if they wish to demonstrate mastery of a subject, receive credit, and enroll in a higher-level course.

### **Advanced Placement (AP)**

Advanced Placement classes prepare high school students for higher education with college-level curriculum and exams. For more information, visit [Mount Si High School's AP page](#).

CollegeBoard has online resources for students interested in AP courses:

- [What Is AP?](#)
- [AP Courses and Exams](#) (Note: MSHS does not offer all of these courses. Talk to your counselor about the AP courses that are available to you.)

### College in the High School

College in the High School is an opportunity for sophomores, juniors, and seniors to take college-level courses on their high school campus. Please visit MSHS's [College in High School page](#) for more information.

### Running Start

The Running Start program allows high school juniors and seniors to enroll in courses at a community college. Courses successfully completed during Running Start may count towards your high school diploma and college credit.

Visit MSHS's [Running Start page](#) to learn more.

### Timeline for Highly Capable Screener, Assessments, and Referrals

#### Important dates

What	Who	When
WA Kids Assessment	Kindergarten	September
CogAT Screener	Grades 1 & 3	October
Referral Window Open	Grades 2, 4-7	November 24, 2025 - January 7, 2026
CogAT Math Assessment	Grade 5	January
CogAT Assessments	Qualifying Students	March

Cognitive and academic screeners and assessments will take place annually between September and March for SVSD students. Assessments occur during the school day at your child's assigned school. Private/home school students will follow the same timeline, and assessments will take place at the assigned SVSD school or SVSD District Office.

Students who meet the screening criteria will receive communication from the Teaching and Learning Department about next steps in the eligibility process. Visit [Washington Administrative Code Chapter 392-170](#) and [Revised Code of Washington Chapter 28A.185](#) for information on Washington state regulations for highly capable services.



# **Highly Capable Program Review 2024/2025**

**STREAM and Cluster Services**

# 2024-2025 Highly Capable Program Evaluation

June 3, 2025 The SVSD Highly Capable Advisory Committee (HCAC) met to:

- Evaluate the information around highly capable goals and student achievement outcomes
- Revise, edit and approve the Highly Capable Program Plan for 2025/2026
- This presentation will share the:
  - Ongoing professional development for educators
  - Number of K-12 students tested and expected to serve

August 14, 2025 The SVSD School Board shall approve the Highly Capable Plan based on this presentation and the work of the HCAC



## HIGHLY CAPABLE ADVISORY COMMITTEE MEETING AGENDA

June 3, 2025  
4-5 p.m.  
SVSD Board Room

Item	Notes
HCAC Goals	<ul style="list-style-type: none"><li>• To facilitate communication related to highly capable programming in the SVSD</li><li>• Provide appropriate feedback regarding current practices and next steps</li><li>• Understand SVSD Highly Capable programming to support model systems</li></ul>
HCAC Norms and Agreements	<ul style="list-style-type: none"><li>• Positive presuppositions</li><li>• Active listening and sharing</li><li>• Support committee agreements</li><li>• Start and end on time</li></ul>
2025-26 Highly Capable Comprehensive Plan Review	<ul style="list-style-type: none"><li>• Review key factors of the 2025-26 program plan</li></ul>
Highly Capable Numbers Review- Connections to the Comprehensive Plan	<ul style="list-style-type: none"><li>• 2024-25 Screening and Referrals</li><li>• Percentage Qualifying for Services</li><li>• Accepted Services for Qualified Students</li><li>• Highly Capable Trends in Grades 2-5</li><li>• 2025-26 Highly Capable Projections</li></ul>
Updates	<ul style="list-style-type: none"><li>• 2024-25 Professional Development</li><li>• Celebrations</li></ul>
2025-26 Highly Capable Comprehensive Plan Review	<ul style="list-style-type: none"><li>• Feedback and approval of the 2025-26 program plan</li></ul>
What's Next?	<ul style="list-style-type: none"><li>• 2025-26 calendar</li><li>• Salina Fassler, 2025-26 Highly Capable Coordinator</li></ul>

# 2024-2025 Screening and Referrals

Current Grade	Screened	Referred	Tested	% Tested of Screened	% Tested of Referred
1st*	515	-	108	21.0%	-
2nd	-	45	25	-	55.6%
3rd*	527	-	67	12.7%	-
4th	-	36	27	-	75.0%
5th	-	29	23	-	79.3%
6th	-	10	4	-	40.0%
7th	-	2	2	-	100.0%

# Percentage Qualifying for Services

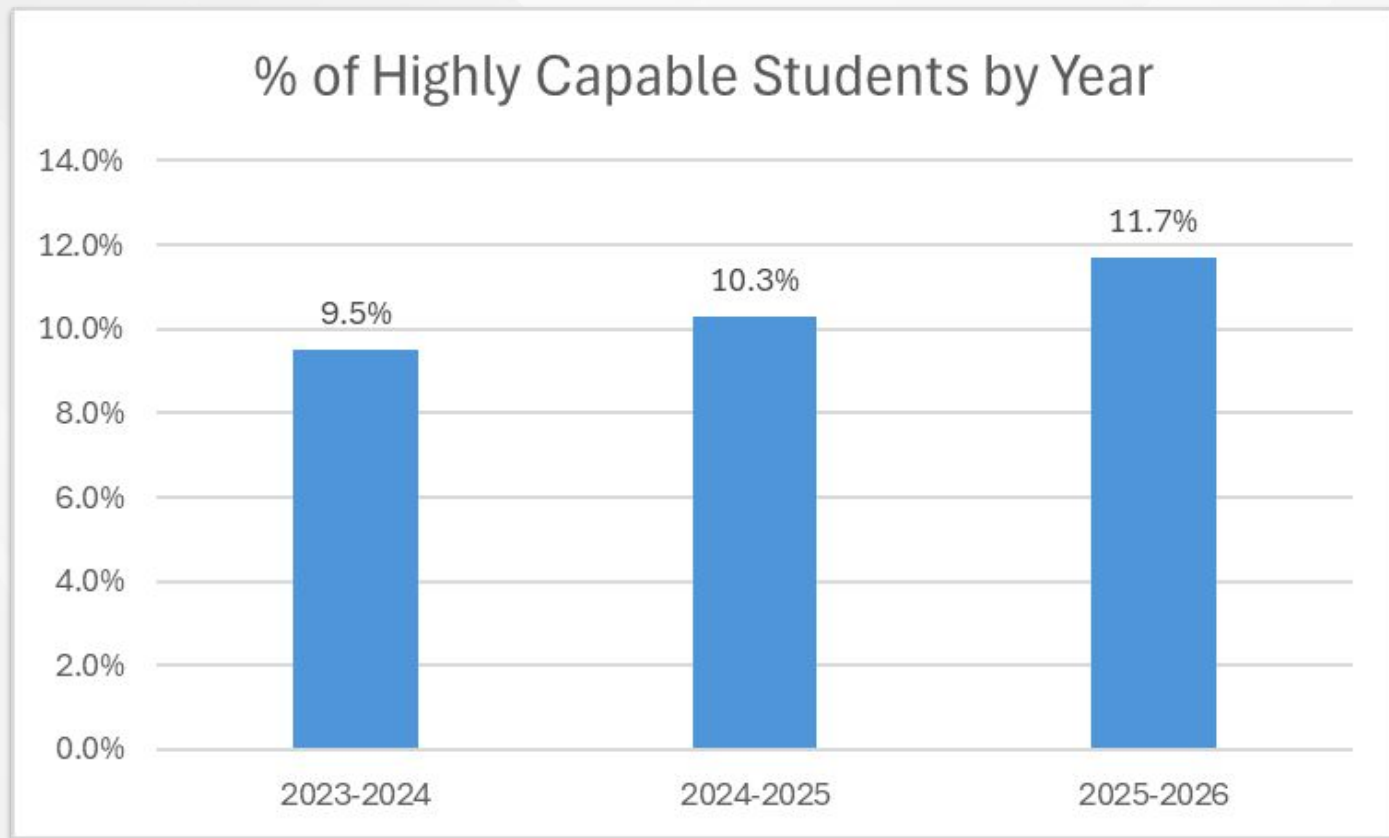
Current Grade	Referred	Tested	Qualified for Services	% Qualified of Students Tested
1st*	108*	108	48	44.4%
2nd	45	25	7	28.0%
3rd*	67*	67	38	56.7%
4th	36	27	17	63.0%
5th	29	23	13	56.5%
6th	10	4	0	0.0%
7th	2	2	0	0.0%

\* "Referred" through universal screening

# Accepted Services for Qualified Students

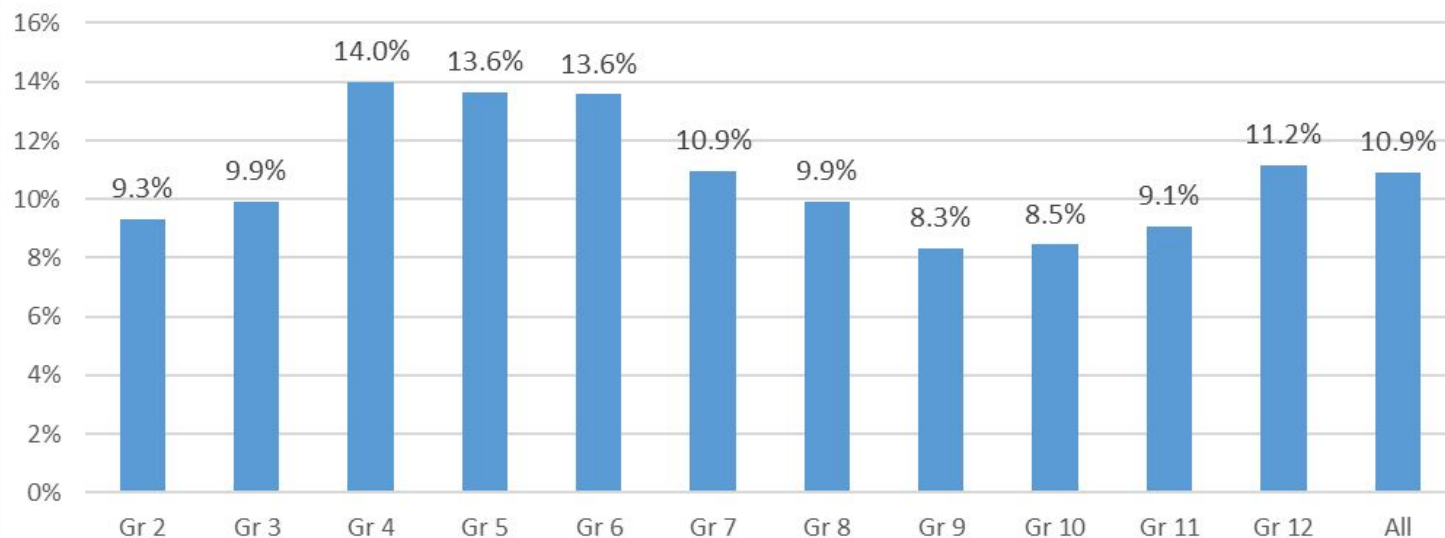
Next Year Grade	Cluster	ELA Cluster	Math Cluster	STREAM	STREAM Refusals (served @ home schools)
1	29				
2		11	18	13	6
3		-	4	2	1
4		9	14	10	5
5		1	5	10	1
6		13	-	-	-
7		-	-	-	-
8		-	-	-	-

## Highly Capable Services Trend in Grades 2-5



# 2025-2026 Highly Capable Projections

% of Highly Capable Students by Grade  
2025-26



# 2024-2025 Highlights

- National Association for Gifted Children Annual Conference
- Washington Association of Educators of the Talented and Gifted (WAETAG) Spring Conference
- Whitworth University's Gifted Education Summer Institute
- WAETAG Monthly Webinars
- WAETAG Highly Capable Coordinator Webinars
- Elementary STREAM teacher release days
- Elementary STREAM teacher bi-monthly meetings
- Secondary coaches provided professional development on Universal Design for Learning (UDL) for middle school cluster teachers
- Revised scope and sequences for literacy, social studies and science for STREAM program in collaboration with district specialists.
- Additional hands-on science experiments and projects with funds from SVSF grant.

