

Highly Capable Referral/Consent Form

School Based Program Grades 1-8

Dear Parent(s)/Guardian(s):

The referral window for next school year's HI-CAP program for grades 1-8 is open through January 15th. For more information on this program please follow this link:

<http://www.rsd.edu/resources/highly-capable-programs.html>

Students who are referred and have a signed consent form on file with the Richland School District administration building by **January 15th** will be screened in February using:

- Winter DIBELS assessment (grades K and 1)
- Winter AIMS M-Comp assessment (grades K and 1)
- Winter MAP (reading and math) assessment (grades 2-7)

Only students performing at or above the 90th percentile in reading and/or math will be considered for the qualifying round of HI-CAP identification in the subject area(s) in which they qualify.

Students who meet the screening requirements noted above will qualify for access to additional assessments for the Highly Capable Program.

Steps:

1. MAP for Primary Grades (MPG) for K-1, MI/RI (Math and/or Reading Inventories, depending on screener results) for 2-7.
2. The Cognitive Abilities Test (CogAT)
3. The McCarney School Version Rating Form (MSVRF) (Teacher Checklist)

Students must score at or above the 90th percentile on the MPG-MI math assessment to be considered for HI-CAP Math AND/OR at or above the 90th percentile on the MPG/RI reading assessment to be considered for HI-CAP reading. Students who score at or above in at least one content area move on to step 3, CogAT. Students must score at or above the 90th percentile on the CogAT Assessment. Students may qualify in one or both content areas and a continuum of services will be provided.

Your signature below authorizes the Richland School District to pursue additional assessments as indicated above for the purposes of qualifying for the Highly Capable School Based Program. Please complete all sections below:

Student's Name

Current Grade and School

Parent/Guardian Signature

Student gender

Student's date of birth

Parent Name: printed clearly

Today's date

Phone number

Mailing address (street, city, zip code)

Email address

**Completed forms must be received by Toni Vonderhulls at 615 Snow
Avenue, Richland WA 99352 no later than January 15th
Forms submitted to individual schools or school staff will not be considered.**

Process for Appeal

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 appeal form (F-4) requesting review of selection/placement decision. Grounds for appeal include but are not limited to errors in scoring, testing bias against students who are members of a protected class, and special circumstances including unique, untestable characteristics evident in student performances or products. The written appeal request must include reasons for the appeal and any supporting documentation.

The appeal request and supporting evidence must be submitted to the Superintendent or designee within ten school days of receiving the Committee's decision. The Superintendent or designee will review the student's file, assessment data, and additional evidence provided in the request for appeal.

A decision will be made by the Superintendent or designee within ten school days after receipt of the written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the Superintendent or designee is final.

Exit Process

The exit process from the program involves the teacher, student, parents, the certificated coordinator and/or administrator with responsibility for the supervision of the District's highly capable program.

Parents may remove their students from the program by contacting their student's teacher, the certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program.

All placements in the program are provisional and may undergo periodic review including assessment data, test scores, etc. to ensure that each student is demonstrating consistent academic progress. Should the determination be made that a student is not demonstrating consistent academic progress; a conference to discuss alternatives will be scheduled with parents, teacher, and the certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program. This may result in a change of placement.

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