

# Highly Capable Program Basic Education in Washington State

## Administer — Document, Plan, Report, Evaluate, Monitor

---

### Board Policy

Each district's board of directors must adopt a policy for the selection of the most highly capable students.

[WAC 392-170-075](#) *Selection of most highly capable* — must be **equitable and maintain a standard of professionalism**.

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:

- (1) Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW;
- (2) Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and
- (3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process.

### District Procedures in Writing

Districts must establish written procedures for these components of the identification process: nomination, assessment, selection and appeal.

[WAC 392-170-045](#) *Nomination process for highly capable students* — calls out the need for a clear basis for eligibility. If district screens students, then **the district needs to have written screening procedures**.

Each school district shall adopt **procedures** for the nomination of students to participate in programs for highly capable students. Such procedures shall permit referrals based on data or evidence from teachers, other staff, parents, students, and members of the community.

**A district's nomination procedure for students who are highly capable may include screening procedures** to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.

[WAC 392-170-055](#) *Assessment process for selection as highly capable student* — must use multiple objective criteria

- (1) Students nominated for selection as a highly capable student, unless eliminated through screening as provided in WAC [392-170-045](#), shall be assessed by qualified district personnel;
- (2) Districts shall use multiple objective criteria for identification of students who are among the most highly capable. There is no single prescribed method for identification of students among the most highly capable; and
- (3) Districts shall have a clearly defined and written assessment process.

[WAC 392-170-075](#) *Selection of most highly capable* — must be equitable and maintain a standard of professionalism to determine which students are the 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:

- (1) Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW;
- (2) Shall be based on professional judgment as to which students will benefit the most from inclusion in the district's program; and
- (3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process.

# Highly Capable Program Basic Education in Washington State

[WAC 392-170-076](#) *Process for appeal* — also directs districts to communicate the appeal process. WAC 392-170-047 requires this process be included in parent permission notices.

Each district shall adopt a procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.

## **Annual Plan**

*There are nine components related to your highly capable program that must be present in the district's annual plan. iGrants form packages (FP) 217 and 685 constitute the HCP Annual Plan. Districts classified as Class 1 complete FP 217. Districts classified as Class 2 complete FP 685. Find classification information here, [RCW 28A.300.065](#) Classification and numbering system of school districts.*

[WAC 392-170-030](#) *Substance of annual school district plan* — presents the full list and captures the key components of identification, programming, instructional evaluation, monitoring and reporting.

The school district's annual plan shall contain the following:

- (1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level;
- (2) A description of the district's plan to identify students;
- (3) A description of the highly capable program goals;
- (4) A description of the services the highly capable program will offer;
- (5) A description of the instructional program the highly capable program will provide;
- (6) A description of ongoing professional development for educators of students who are highly capable and general education staff;
- (7) A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured;
- (8) A fiscal report; and
- (9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

## **End-of-Year Report & CEDARS — Report Gifted Values**

Districts are required to submit an End-of-Year report for the highly capable program. Each district must complete iGrants form package 250.

[WAC 392-170-090](#) *End of year report* — captures student data plus the program essentials of outcomes, PD and how districts allocate money to their HCP.

Districts shall submit to the superintendent of public instruction at the close of each fiscal year an end of the year report on forms provided by the superintendent of public instruction which includes:

- (1) Number of students served by grade level (K-12) — *student information is prepopulated from district CEDARS submissions;*
- (2) Student demographic information — *student demographic information is prepopulated from district CEDARS submissions;*
- (3) 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;
- (4) Number and content of professional development activities provided for special teachers and general education staff;
- (5) Program evaluation data and, if needed, program changes that will be made based upon this information; and
- (6) Final fiscal report that reports on activities and staff funded by this program.

# Highly Capable Program Basic Education in Washington State

## **CEDARS – Gifted Value Assignment**

Assign gifted value(s) to HCP students based on the type of service they receive. Updates to the [CEDARS Data Manual](#) affect data reporting on File I – **Student Attributes and Programs** – for gifted students.

## **End-of-Year Report – Pre-populated Data**

- Update the records for identified student in your district’s student information system.
- Data is prepopulated for each district based on gifted value assignment in the student information system HCP students

## **New Gifted Values**

The new Gifted Values to be assigned to Identified HCP Students who received services/participated in a program at any point during the 2013–2014 school year include:

- 32—Gifted—services or programs provided in the regular classroom  
*Student receives services in the regular classroom through options such as cluster grouping, enrichment, differentiated instruction, etc.*
- 33—Gifted—services or programs provided in a unique highly capable program  
*Student receives services in a learning environment unique to the highly capable program such as self-contained classroom, multi-age classroom, pull-out services, or part-time grouping outside the regular classroom, etc.*
- 34—Gifted—services or programs provided through acceleration  
*Student receives services through access to accelerated curriculum or instruction such as advanced subject placement, grade level advancement, early entrance or access to college level coursework, etc.*
- 35—Gifted—services or programs provided outside the traditional school setting  
*Student receives services provided outside the regular classroom such as mentorships, collaborative partnerships with industry, cooperative arrangements with ESD/higher education/other districts, competitions, summer enrichment, etc.*

When students exit the program, make sure to **1)** enter the appropriate exit code and **2)** indicate the exit date — check the updated CEDARS manual.

**Exit code B** — Graduated

**Exit code C** — No longer enrolled

**Exit code D** — Opted out of program (student/parent/guardian withdrew from program)

**Exit code H** — End of school year transition

**Exit code I** — Student no longer qualifies for gifted program services based upon multiple objective assessment results

**Exit code K** — Parent/Guardian/Student declined services for this year only

More information on OSPI’s [Highly Capable Program](#) site here: [CEDARS Guidance – Report Gifted Values](#)

# Highly Capable Program Basic Education in Washington State

## Program Evaluation, Review & Monitoring

Districts are required to set program goals, establish a plan for how district wills evaluation the program goals and measure student achievement outcomes.

[WAC 392-170-030](#) Substance of annual school district plan -

The school district's annual plan shall contain the following:

- (1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level;
- (2) A description of the district's plan to identify students;
- (3) A description of the highly capable program goals;**
- (4) A description of the services the highly capable program will offer;
- (5) A description of the instructional program the highly capable program will provide;
- (6) A description of ongoing professional development for educators of students who are highly capable and general education staff;
- (7) A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured;**
- (8) A fiscal report; and
- (9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

## Monitor for Compliance

OSPI is directed to monitor highly capable programs for compliance no less than every 5 years.

[WAC 392-170-087](#) *Program review and monitoring* — places a priority on identification, assessment data and expenditures.

In order to ensure that school districts are meeting the requirements of this chapter, the superintendent of public instruction shall monitor district programs no less than once every five years. Monitoring under this section may be conducted concurrently with other program reviews. The reviews shall monitor program components including:

- (1) The **process used by the district to identify** highly capable students;
- (2) Assessment data and other indicators to **determine the degree to which districts are meeting the academic needs of identified students;** and
- (3) Highly capable program **expenditures.**

Districts are required to report on program evaluation conducted for monitoring the effectiveness of the program as well as report on changes made to the program based on program evaluation.

[WAC 392-170-090](#) End of year report

Districts shall submit to the superintendent of public instruction at the close of each fiscal year an end of the year report on forms provided by the superintendent of public instruction which includes:

- (1) Number of students served by grade level (K-12);
- (2) Student demographic information;
- (3) 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;
- (4) Number and content of professional development activities provided for special teachers and general education staff;
- (5) Program evaluation data and, if needed, program changes that will be made based upon this information; and**
- (6) Final fiscal report that reports on activities and staff funded by this program.

# Highly Capable Program Basic Education in Washington State

## **Recordkeeping**

Compliance is the end goal of this administrative law. This WAC connects directly to the regulations around [Program Review & Monitoring](#).

### [WAC 392-170-095](#) *District records*

Districts shall keep such records as are necessary to **demonstrate compliance** with this chapter and shall make such records available to authorized state personnel.

### [WAC 392-170-080](#) *Educational program for highly capable students* — directs districts to keep a **description of their highly capable programs** on file.

Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities. Such program shall recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected.