

HIGHLY CAPABLE PROGRAM HANDBOOK

Updated September 2024



800 Second Street
Woodland, WA 98674
(360) 841-2700

Highly Capable Program Timeline for 2024 – 2025 School Year

Highly Capable Program referral window open for student in grades K – 12th	January 6 – January 17
CogAt screener	February 3 – 14 (Excluding February 17)
CogAt test permission forms due	February 24
CogAt testing	March 3 - 14
CogAt testing makeups	March 17 - 21
Multidisciplinary Selection Committee (MDSC) meets to review data and testing results	April 14
Send notifications to parents of all Highly Capable nominated students	April 25
Appeal Window	May 12 – 23
Multidisciplinary Selection Committee meeting – review of appeals	May 28
Results of appeals process communicated to families	May 29
Schools notified of all newly qualified Highly Capable students	June 2

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A Primer on the Washington Administrative Codes (WACS)

Chapter 392-170

Code	Description
005 - Authority	The authority for this chapter is RCW 28A.150.290 , 28A.185.030, and 28A.185.050, which authorize the superintendent of public instruction to adopt rules and regulations for the administration of a program for highly capable students in kindergarten through twelfth grade, including the nomination, assessment, and selection of such students.
010 - Purpose	The purpose of this chapter is to establish policies and procedures for administration of programs for the education of K-12 students who are highly capable.
012 - Funds	For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs.
020 – District plans for the district’s highly capable program.	Each district shall submit an annual plan for the district’s highly capable program on forms provided by the superintendent of public instruction for approval.
025 – Board Approval	The district’s plan for students who are highly capable shall be annually approved by formal action of the district’s board of directors.
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.

<p>035 - Definition—Students who are highly capable.</p>	<p>As used in this chapter, 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.</p>
<p>036 - Definition—Learning characteristics.</p>	<p>As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:</p> <ol style="list-style-type: none"> (1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations; (2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers; (3) Creative ability to make unusual connections among ideas and concepts; (4) Ability to learn quickly in their area(s) of intellectual strength; and (5) Capacity for intense concentration and/or focus.
<p>038 - Definition—Special teacher</p>	<p>As used in this chapter, a special teacher is a teacher who has training, experience, advanced skills, and knowledge in the education of highly capable students. Areas of competence should include knowledge of the following: Identification procedures, academic, social and emotional characteristics, program design and delivery, instructional practices, student assessment, and program evaluation.</p>
<p>042 - Annual notification</p>	<p>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 in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district.</p>
<p>045 - Nomination process for highly capable students.</p>	<p>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.</p>
<p>047 - Parental/legal guardian permission.</p>	<p>Parental permission shall be obtained in writing before:</p> <ol style="list-style-type: none"> (1) Conducting assessment(s) to determine eligibility for participation in programs for highly capable students; (2) Placement in the district's highly capable program before any special services and programs are started for an identified highly capable student; <p>Parental permission notice shall include:</p> <ol style="list-style-type: none"> (a) A full explanation of the procedures for identification of a student for entrance into the highly capable program; (b) An explanation of the appeal's process; (c) An explanation of the procedures to exit a student from the program; and (d) Information on the district's program and the options that will be available to identified students.
<p>055 - Assessment process for selection as highly capable student.</p>	<ol style="list-style-type: none"> 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.
060 - Nondiscrimination in the use of tests.	All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement. This professional judgment shall be documented in writing.
070 - Multidisciplinary selection committee	The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the district's program for highly capable students shall consist of the following professionals: (1) A special teacher: Provided, that if a special teacher is not available, a classroom teacher shall be appointed; (2) A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; (3) A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students; and (4) Such additional professionals, if any, the district deems desirable.
075 – Selection of 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.
076 - Process for appeal.	Each district shall adopt a procedure for appealing the multidisciplinary selection committee's decision and disseminate this procedure to the public.
078 - Program services	Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.
080 - Educational program for highly capable students.	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.
087 - Program review and monitoring	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;

	<p>(2) Assessment data and other indicators to determine the degree to which districts are meeting the academic needs of identified students; and</p> <p>(3) Highly capable program expenditures.</p>
090 - End of year report	<p>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:</p> <p>(1) Number of students served by grade level (K-12);</p> <p>(2) Student demographic information;</p> <p>(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;</p> <p>(4) Number and content of professional development activities provided for special teachers and general education staff;</p> <p>(5) Program evaluation data and, if needed, program changes that will be made based upon this information; and</p> <p>(6) Final fiscal report that reports on activities and staff funded by this program.</p>
095 - District records	<p>Districts shall keep such records as are necessary to demonstrate compliance with this chapter and shall make such records available to authorized state personnel.</p>

Identification Process

Woodland School District

Notification

The notification of the referral process for highly capable services as well as the referral packet is available in Spanish as well as English. Notification is published in school newsletters and on the district website. Anyone may refer a child for assessment.

Nomination Process

Nomination

Referrals are accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominators will use the district's nomination form to refer a student to be considered for admission in the program.

Referrals for the Highly Capable Program must be received in the Woodland Public Schools during the referral timeline.

Assessment Process

Assessment process or selection as highly capable student

- (1) Students nominated for selection as a highly capable student shall be assessed by qualified district personnel;
- (2) Schools 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) The District shall have a clearly defined and written assessment process.

Nondiscrimination in the Use of Tests Process

Nondiscrimination in the use of tests

All tests and other evaluation materials used in the assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of students' cognitive abilities and/or academic achievement. This professional judgment shall be documented in writing.

Selection Process

Highly Capable Program is designed for students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Students identified as highly capable are often independent learners who thrive on progressively challenging opportunities and utilize advanced problem-solving in-depth study and presentation of curriculum matched to their demonstrated skills and capabilities.

Students in the Highly Capable Program shall receive appropriate curriculum and instruction to meet their academic needs.

The Multidisciplinary Selection Committee (MDSC) reviews the performance data for referrals and identifies students who require highly capable services beyond the general classroom to be successful. The Committee is assisted by the District Assessment Office to compile and interpret the student's assessment profile. Students' academic achievement data, district assessment records, nomination and referral information, report cards, plus any other pertinent information available will be reviewed in the process. No single criteria may be used for placement or non-placement into the program.

Notification Process

Decision letters will be mailed to notify parents as to whether their student qualifies for the Highly Capable Program. Signed parent permission is required for student placement into the Highly Capable Program.

Appeal Process

Students, families and staff may appeal the MDSC decision if the student did not qualify for Highly Capable Services. An appeal form is to be submitted to the student's school. The MDSC will review the appeal and make a final decision.

Program Services (WAC 392-170-078)

Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.

WAC 392-170-055, 070, 075, 076, 078, 080

The Multidisciplinary Selection Committee

The Multidisciplinary Selection Committee

The Multidisciplinary Selection Committee (MDSC) for the designation of highly capable students for participation in the district's program for highly capable students shall consist of the following professionals:

- (1) A special teacher: Provided, that if a special teacher is not available, a classroom teacher shall be appointed;
- (2) A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results;
- (3) A certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students; and
- (4) Such additional professionals, if any, the district deems desirable.

Programs and Services

HCP Services/Programs, Grades K-12 Continuum From OSPI Highly Capable Program Plan

Regular Classroom-Based Services/Programs (CEDARS Gifted Value 32)
Curriculum Compacting
Differentiated Instruction
Enrichment
Flexible or Cluster Grouping
Independent Projects
Supplemental Instruction in Area of Interest
Other
Specify Other:

Unique HCP Services/Programs (CEDARS Gifted Value 33)
Self-Contained Classroom
Pull-Out Program
Specialty Online Course(s)
Other
Specify Other:

Acceleration Services/Programs (CEDARS Gifted Value 34)
Advanced Placement (AP)
Cambridge AICE
Concurrent/Dual Enrollment
Credit by Examination
Early Entrance Middle School, High School, or College
Grade Level Advancement
Honors
International Baccalaureate (IB)
Online Course(s) for subject acceleration
Running Start Subject Acceleration
Other
Specify Other:

Non-Traditional Services/Programs (CEDARS Gifted Value 34)
Mentorship
Collaborative Partnership with Industry
Cooperative Arrangement with ESD
Cooperative Arrangement with Other District(s)
Academic Competitions
Summer Enrichment/Acceleration
Before/After School Services/Program
Other

Program Evaluation

Program Review and Monitoring Process

Program Evaluation

Annually:

- Surveys are sent to parents, staff, and students. Results are tallied, and comparisons made in terms of trends, areas needing focus, etc. This information is shared with staff and with the HCP Advisory Committee, which is made up of parents, and staff. It is kept on file.
- State testing data is reviewed by the HCP Manager, compiled and shared with staff and the HCP Advisory.
- Individual student data is monitored, documented, and preserved as indicators of growth.

Identification Forms

Annual Notification Form

Annual Notification of Referral for Highly Capable Services

Referrals for testing for participation in all Woodland Public Schools Highly Capable Services for the current school year are currently being accepted. Anyone may refer a student including parents, teachers, other staff, students, and members of the community.

Highly Capable Services are designed to address the needs of highly capable students in grades K-12. Your school has brochures explaining the program options, curriculum, identification process, and the schedule for testing. Additional information can also be obtained through your school's Highly Capable Services Liaison.

All New students, including kindergarten will be assessed in the Fall for possible placement for the following school year. Once your student has been scheduled, the date will not be re-scheduled except for a true family emergency or illness.

Referrals must be returned to your Building Principal by the deadline listed on our website.

Nomination Form

HIGHLY CAPABLE SERVICES

800 Second Street, Woodland, WA 98674

Nomination for Highly Capable Services

Please complete a separate form for each nominated student.

Student Name: _____ Grade: _____
First *Last*

Current School: _____ Teacher Name: _____

I am nominating this student to be considered for Highly Capable Services.

Nominator's Name (please print): _____

Signature of Nominator: _____ **Date:** _____

- | | |
|--|---|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent/Guardian |
| <input type="checkbox"/> Other Staff _____ | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Peer | |

In the space below, provide a written statement giving examples of how this student has exhibited traits, attitudes, or behaviors that are evidence of needing highly capable services.

Please return this form to:

Your child's school building.

Nomination Form

Woodland School District Highly Capable Services

Nomination Form

Highly capable students generally possess the following learning characteristics [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;
- Ability to make unusual connections among ideas and concepts;
- Ability to learn very quickly in their area(s) of intellectual strength;
- Capacity for intense concentration and/or focus.

Nominated Student Name: _____
First Last Middle Initial

I believe that this student may possess the characteristics as outlined above.

Nominator Signature: _____ **Date:** _____

Relationship to student: _____

If you have any questions, please contact your child's school building.

Referral for Assessment Form Teacher, Parent/Guardian, & Student Input

Highly Capable Program Referral Packet

General Directions –

- The **Highly Capable** assessments measure general reasoning ability and performance.
- Referrals are encouraged from parents, teachers, friends, etc., and are accepted from any source.
- Parents and teacher need to complete the Referral Packet. (Please forward appropriate pages).
- Referrals are due to the school Principal by **the last day of the referral window**.
- Refer to the Highly Capable Services brochure for additional information/timelines.

STUDENT INFORMATION

PLEASE PRINT

Student Name: _____

First

Last

Middle

Date of Birth: _____ Age: _____ Current Grade: _____

Current School: _____ Teacher Name: _____

Future Middle School: _____ Male Female

Parent/Guardian Name: _____

First

Last

Parent/Guardian Signature: _____ Date: _____

Address: _____

City

State

Zip

Home Phone: _____ Work Phone: _____

E-mail address: _____

To request accommodation due to the presence of a physical, sensory or mental disability, please contact the ADA Coordinator at least forty-eight (48) hours in advance of the event. The ADA Coordinator, may be contacted at: (360) 841-2700.

WAC 392-170-045, 047

Please include any classroom and school wide assessments with the referral that would assist in the referral process.

Teacher Signature: _____ Date: _____

Additional Comments:

Please return to your Building Principal.

Your signature below gives the school district permission to assess your student for eligibility for the district's highly capable services. You will receive a letter in the mail informing you of test dates. If your student is ineligible, you may appeal the decision. A description of the appeal process will be included in your test outcomes letter. It is also described on the HCP web site and in the program brochure available at your student's school

Parent/Guardian Signature: _____ **Date:** _____

COMMENTS:

This form is due to your child's school Principal by the last day of the referral window.

Professional Development Resources

Professional Development Resources

PROFESSIONAL DEVELOPMENT RESOURCES

Professional Organizations

- National Association of Gifted Children (NAGC)
<http://www.nagc.org/>
- Supporting Emotional Needs of the Gifted (SENG)
<http://www.sengifted.org/>
- Washington Association of Educators of the Talented and Gifted (WAETAG)
<http://www.waetag.net/>
- University of Washington Robinson Center for Young Scholars
<https://robinsoncenter.uw.edu/>
- Whitworth University – Center for Gifted Education
<http://www.whitworth.edu/Academic/Department/Education/CenterForGiftedEducation/home.html>
- Washington Educational Research Association (WERA)
<http://www.wera-web.org/>
- Edufest
<http://www.edufest.org/>

Professional Journals

Research Journals

- Gifted Child Quarterly
<http://www.nagc.org/index.aspx?id=979#>
- Roeper Review
<http://www.roeper.org/page.aspx?pid=1222>
- Teaching for High Potential
<http://www.nagc.org/thp.aspx>
- Journal for Education of the Gifted
<http://www.sagepub.com/journals/Journal202068>
- Journal of Advanced Academics
<http://joa.sagepub.com/>

Practitioner Journals

- Parenting for High Potential
<http://www.nagc.org/index.aspx?id=1180>
- Gifted Child Today
<http://gct.sagepub.com/>
- Understanding our Gifted
<http://www.ourgifted.com/>

Selection Process

Multidisciplinary Selection Committee (MDSC) Process

The decision for highly capable designation is made using multiple factors including, but not limited to, state and classroom assessments, Parent/Teacher recommendation(s), and Cognitive Abilities Test (CogAT), screener and full test.

The Multidisciplinary Selection Committee (MDSC) is comprised of the Program Manager, one building administrator, one psychologist, and at least one **Highly Capable Program** teacher. It may include a Professional Development Specialist or other certificated staff. Names of MDSC members are not published.

The MDSC designates students at highly capable using a portfolio of assessment data including classroom-based assessments, district and state assessments, parent nominations, teacher recommendations, and other educational evidence. The MDSC uses professional judgment in placing students considering each student's individual educational portfolio. The MDSC looks for best fit for individual students.

Students may voluntarily become inactive from the Highly Capable Program at any time.

The MDSC considers appeals for referred students who did not receive Highly Capable designation through the assessment and MDSC process. Appeals may be generated by the teacher, the parents, or the MDSC using the appeal form. When considering appeals, the MDSC is looking for compelling evidence that the student needs highly capable services.

The MDSC advises the program manager on program decisions particularly where placement, transportation, boundaries and other interrelated issues arise.

Conclusion:

The MDSC, operating within the constraints of the Washington Administrative Code, strives to consider the learning needs of every student who applies for the Highly Capable Program, reviewing both objective and subjective data to get as complete a profile as possible for selection and placement. No decision about selection or placement in programming is made unilaterally, but by a team of professionals who strive to ensure to the greatest extent possible fair and equitable consideration of all students applying to, eligible for, and participating in the Highly Capable Program.

Appeal Process

Appeal Process

If the Multidisciplinary Selection Committee does not see an indication of need for highly capable services, the parent(s)/guardian(s) may appeal the decision by submitting documentation (including any available state tests, district assessments, and progress reports) supporting one of the conditions below:

- A condition or circumstance believed to have caused a misinterpretation of the testing results
- An inequitable application of the identification procedures
- An extraordinary and temporary circumstance that negatively affected the validity of the test results.

Letters of appeal must accompany the documentation and contain the student's name, date of birth, school and parent's name and sent to the student's school office by the deadline stated on the score report/letter they receive. School staff may also submit appeals for students.

The Multidisciplinary Selection Committee (MDSC) will review each appeal and may recommend another assessment or an interview before making a decision. Teachers are welcome to write a letter on the student's behalf supporting the appeal but are not obligated to do so.

Parents will be informed of the Highly Capable Program Appeals Committee's decision in writing.

Appeal Packet

Woodland School District
Highly Capable Program
Appeal Packet

Directions:

- Any student may pursue an appeal.
- An appeal may be initiated by any interested person on a student’s behalf.
- An appeal may be submitted only once annually. Students may also be re-evaluated annually.

STUDENT INFORMATION

Name of Student: _____

Address: _____ Zip Code _____

Home Phone: _____

Parent/Guardian’s Work Phone: _____

Current School: _____ Current Grade: _____ Teacher: _____

Appeal Initiated by: _____
(Name) (Relationship)

STUDENT DOCUMENTATION – PARENT/GUARDIAN

Student Name: _____ School: _____ Current Grade: _____

1. Describe the characteristics/behaviors/needs of a highly capable learner that you have observed with your child: _____

2. Describe your child’s academic progress, interaction with classmates, and special interest areas.

3. Describe how the regular curriculum has been modified to meet your child’s special needs: _____

4. My child’s test performance may have been influenced by: _____

6. Comments: _____

NOTE: Please attach copies of any supporting documentation that may be helpful to the Multidistrict Selection Committee in determining eligibility.

Parent/Guardian Name: _____
First Last

Parent/Guardian Signature: _____ **Date:** _____

STUDENT DOCUMENTATION – TEACHER

Student Name: _____ School: _____ Current Grade: _____

1. Describe the characteristics/behaviors/needs of a highly capable learner that you have observed with this student: _____

2. Describe this student’s academic progress, interaction with classmates, and special interest areas:

3. Describe the general education curriculum has been modified to meet this student’s special needs within the regular classroom: _____

4. Please describe which services of the highly capable program you would recommend for this student and why: _____

5. Test performance may have been influenced by: _____

6. Additional Comments: _____

NOTE: Feel free to attach copies of the most recent report cards, ORI/DRP/ITBS, etc. test data, and any other supporting documentation.

Teacher Signature: _____ **Date:** _____

Appeal Denied Form

Woodland Public Schools

800 Second Street

Woodland, WA 98674

[DATE]

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

The Highly Capable Programs' Multidisciplinary Selection Committee (MDSC) met on [DATE] to determine placement and services in the Highly Capable Program classes. The Washington Administrative Code requires selection of students who are most highly capable based upon assessment data. Placements for the requested services and classrooms were based upon student data.

In determining the eligibility of students being appealed, the MDSC based its decision upon the following:

- Evidence of complex thinking
- Evidence of accelerated learning
- Evidence of the need for accelerated pacing, complexity in the curriculum, and interaction with intellectual peers
- Probability of success
- Evidence of the characteristics and behaviors of giftedness
- Achievement data
- Classroom performance
- Potential benefits to the student

After a thorough review of all data submitted through the appeal process, the MDSC determined that at this time your child is not needing services for highly capable. Therefore, the appeal was not granted for this year; however, your child may be referred for highly capable designation during the referral window in the next school year.

Please feel free to call my office at should you have any questions/concerns.

Sincerely,
Highly Capable Program Supervisor

WAC 392-170-047(2), 076

Permission to Place in Highly Capable Program

Highly Capable Services AGREEMENT FOR PARTICIPATION

In order to enroll _____ in the Highly Capable Program for the next school year, the attached form must be signed, dated, and either emailed or returned to your child’s school.

I agree to student placement:

Parent/Guardian Signature

Student Signature

Address

Student PRINTED Name

Phone

School/Grade