

## HIGHLY CAPABLE PROGRAM (HCP) QUESTIONS AND ANSWERS

1. What is the time line?

All timelines are posted on the district's Highly Capable website. The overview of district, school and classroom offerings are also located at this link:  
<http://www.rsd.edu/resources/highly-capable-programs.html>

2. What resources are going to be available?

At a minimum resources currently accessed by teachers are available and appropriate (this is a long list and includes but is not limited to CIA, Alex, extension materials in current adoptions, teacher created materials, online options, etc.... Think DOK here versus reading a book at a higher level (although that may be an option).

3. Does the district plan on hiring additional staff to coordinate the program?

Not at this time.

4. Does the district plan on hiring additional staff to deliver the program?

Not at this time.

5. What types of services will be available through the hi-cap program?

Information on district, building and classroom based services can be found at the link below.

6. How will the program be evaluated?

Annually we provide a program evaluation as part of the report to OSPI. This will include a variety of student growth and other performance data.

7. What materials or models are being used to develop the program in each school?

All schools have access to district curriculum materials and supplemental curriculum materials. A partial list of what is available can be found on the Hi-Cap website below.

8. How can parents be involved?

There are many ways that parents can be involved both at home and as parent volunteers. These opportunities vary by locations and the best way to find out how to help will be to contact your child's teacher, the counselor, or the principal at your school.

9. How will funding be distributed? Will the funding be included in the prototypical schools formula (basic education funding) or separately as categorical grant funding?

Districts will receive categorical funding upon approval of HCP Annual Plan (iGrants form package 217).

Funding for the HCP is based on the prototypical schools formula (basic education funding). As by the legislature, the formula uses the 2.314% of the district's total basic education enrollment for calculating each district's grant amount only.

In addition to HCP grant funds, districts MAY access prototypical schools formula (basic education funding) for serving HCP students. Districts are encouraged to examine

existing systems to determine if there is the possibility for capitalizing on prototypical schools formula (basic education funding). The legislature did NOT include additional funding for HCP in the prototypical schools formula (basic education funding) in the current budget cycle. The Richland School District does provide 3.000 FTE teachers from the prototypical schools formula (basic education funding) at Lewis & Clark Elementary.

10. What can the HCP categorical grant be spent on?

The grant is spend on supplies, travel, conferences, teacher training, testing materials, extra hours for staff, stipends for staff, .200 FTE teacher for each of the middle schools and field trips. Capital Outlay is not allowable under the grant. All other expenditures listed above must be included in the district's approved HCP Annual Plan which is outlined in iGrants form package 217.

11. How do students qualify for Hi-Cap?

The link below will take you to the screening and qualifying criteria for all levels.  
<http://www.rsd.edu/media/screeningandqualifyingcriteria.pdf>

12. Who is in charge of selecting and implementing from the district "menu" at the classroom and building levels?

Building principals along with their teams at each site are responsible for developing the schedule and specific supports that will be provided for identified Hi-Cap students.

13. How will consistency be created to avoid unequal delivery of services?

The uniqueness of each school as well as the numbers of students qualifying as Hi-Cap in math, reading or both at any given grade level will require flexibility within structure. The Richland School District (RSD) has provided a menu for schools to draw from as they develop the schedules and supports for identified Hi-Cap students. There will be differences at the varying sites (example: some schools may choose to offer Destination Imagination as an after school program while others may not due to number of students that volunteer to participate, staff willingness to facilitate, availability of coaches, etc...). However, all schools will offer supports for Hi-Cap students within the context of the school day and the menu will provide options.

14. What teacher training will be given? Will there be a specially trained teacher?

The RSD has provided support to teachers requesting to attend workshops provided through Whitworth University and plans are to continue this support into the 2014-15 school year. In addition, the RSD has contracted with Whitworth to provide training at the annual Rtl/PLC Institute offered in August. RSD is also working with Whitworth to provide cohort training to interested teachers who wish to become certified as Hi-Cap teachers.

15. Will hi-cap students be given individual student learning plans?

No, there is no provision in the legislation that speaks to individual learning plans. However, parents are always encouraged to be advocates for their children and work directly with the school staff to provide appropriate support and challenges for students.

16. Will highly capable students have equal access to curriculum?

The RSD has both adopted and supplemental curricula that can be accessed by teachers. Specific curricula to be used is at the discretion of the professional staff and should be part of a thoughtful review of the needs of the students. On-line as well as hard copy versions of support material should be considered.

17. Will vertical walking between grades be allowed if that is the most appropriate extension for student?

Walking up a grade is an option that buildings can consider as they design specific supports for the Hi-Cap population. As stated in #13 above this will be part of what a building team might consider.

18. Will the Hi-Cap program offerings allow for teacher interaction (i.e. guided reading, teacher instruction etc...) or will extensions be mainly technological on computers and iPads?

Instruction will be included in any and all academic offerings provided to students whether they are Hi-Cap qualified or not. Students may access technology as part of a comprehensive program offering and ALEKS is an example of one such application that buildings are exploring and there is an instructional component attached.

19. Is the district considering reviewing the screeners and qualifiers for the highly capable selection process?

This is always up for review. Currently the qualifying criteria is identifying rather high numbers for Hi-Cap consideration (7% of 1<sup>st</sup> – 5<sup>th</sup> grade students and 38% of the population of students that were nominated). Any adjustments to the criteria for qualifying would be based in a review by the Hi-Cap Committee.

20. How has the appeals process changed in new of the expansion of the program:

As part of the new legislation the appeals process has been better defined and communicated. Timelines are published on the webpage as well as any pertinent information regarding the appeals process. For additional information please access the Hi-Cap Website (link included below).

Highly Capable Website:

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