

WAC 392-170-075 Placement of highly capable students for service. Each school district's board of directors shall adopt an identification and placement policy, and shall establish written procedures to be used by the multidisciplinary placement committee for the placement of students who need accelerated learning and enhanced instruction. Such policy and placement procedures:

(1) Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW;

(2) Shall place students into appropriate services in academic subjects based on the student's domain(s) of strength, to ensure that identification is aligned with services;

(3) Shall identify students based on consideration of multiple data points to determine which students require accelerated learning and enhanced instruction, per WAC 392-170-055. At a minimum, districts must identify students in the domains of language arts and math; districts may identify in additional domains if they desire. No student may be excluded without at least two objective data points demonstrating that the student would not benefit from accelerated learning and enhanced instruction in a domain (i.e., language arts and/or math). Districts must collect adequate data for every student, and students must not be disqualified or otherwise penalized for missing data;

(4) Shall facilitate students receiving needed services as soon as possible after data is collected. For incoming transfer students with prior placement in accelerated services, the multidisciplinary placement committee must consider any recent, applicable student data, as well as records from the sending school to enable prompt, appropriate placement in the receiving school;

(5) Shall be based on the professional judgment of the multidisciplinary placement committee to determine which students require service, and include a written record of identification and services for students who are placed; and

(6) Consistent with RCW 28A.185.020, district practices for identifying students who need accelerated learning and enhanced instruction must prioritize equitable identification of low-income students.

[Statutory Authority: 2023 c 265, RCW 28A.185.010, and 28A.185.030. WSR 26-10-094, s 392-170-075, filed 5/6/26, effective 6/6/26. Statutory Authority: RCW 28A.185.050. WSR 18-03-012, § 392-170-075, filed 1/5/18, effective 2/5/18. Statutory Authority: Chapter 28A.185 RCW. WSR 15-14-034, § 392-170-075, filed 6/23/15, effective 7/24/15; WSR 13-07-020, § 392-170-075, filed 3/12/13, effective 4/12/13. Statutory Authority: Chapter 28A.16 RCW. WSR 84-14-037 (Order 84-20), § 392-170-075, filed 6/28/84.]