

TWIN CITY ELEMENTARY SCHOOL

JENNIFER ALLEN, PRINCIPAL



DATE: October 6, 2020

TO: Stanwood-Camano School Board Members

FROM: Jennifer Allen, Principal

RE: iGrant 217 Highly Capable Program Plan

Attached for your review is iGrant 217 for the Highly Capable Program Plan for the 2020-21 school year.

Recommendation: That the Board approves iGrant 217 for the Highly Capable Program Plan for the 2020-21 school year.

District: Stanwood-Camano School District
Organization Code: 31401
ESD: Northwest Educational Service District 189

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

Updated Pages

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by

each LEA shall include programs for Highly Capable students. Consistent with OSPI’s approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See RCW 28A.185.020 (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:

- a. RCW 28A.150.220(3)(g)(3)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. RCW 28A.185.020
Highly Capable program requirements provided in state law.
- c. WAC 392-170-012
Highly Capable program requirements provided under OSPI rules. WAC 392-170
- d. *Annually report the students served in the LEA’s Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow RCW 28A.300.770 Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with RCW 28A.150.220(3)(g). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district’s Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow RCW 28A.300.770 Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

District officials have read, and the district complies with, the laws and regulations above.

Authorized Representative Name:

Dr. Lloy Schaaf

Authorized Representative Title:

Assistant Superintendent

Date: (MM/DD/YY)	08/05/2019
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Highly Capable Program Coordinator	
Contact Name:	Jennifer Allen
Organization:	Stanwood-Camano School District
Email:	jallen@stanwood.wednet.edu
Phone:	360-629-1270
Contact Name:	Jennifer Allen
Organization:	Stanwood-Camano School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Kim Hildenbrand
Organization:	Stanwood-Camano Highly Capable Families Facebook Group
Email:	kimwhildenbrand@gmail.com
Phone:	360-395-8665

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170.035 036

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

Yes No

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification [WAC 392-170-042](#)

Assurances

- Public notification for parents and students before any major identification activity.

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures OPTIONAL [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes No

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E**.

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented screening process.
- All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(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."

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) Parent and Teacher SIGS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Capable as defined under WAC 392-170-055, and other data collected in the assessment process.”

Assurances

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170-070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district’s MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
 RCW 28A-185-030, WAC 392-170-030

A. Program Services Management WAC 392-170-078 | **080**

Assurances

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | **080**

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							
<input checked="" type="checkbox"/> Independent study							<input checked="" type="checkbox"/> Independent projects							

<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade level advancement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
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<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s) False

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
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<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input checked="" type="checkbox"/> Other Name(s)

A. District Program Goals WAC 392-170-030

Assurance

- District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 |
RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

- District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	February 2020
Program Expenditures	<input checked="" type="checkbox"/>	September 2020
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	February 2020
District Procedures	<input checked="" type="checkbox"/>	September 2020
Goals for District Program	<input checked="" type="checkbox"/>	September 2020
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	February 2020
Communications	<input checked="" type="checkbox"/>	September 2020
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	September 2020
Continuum of Services	<input checked="" type="checkbox"/>	September 2020
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary		

	<input checked="" type="checkbox"/> Secondary	Lloy Schaaf	May 2016
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary	Dan Johnston	June 2019
	<input checked="" type="checkbox"/> Secondary	Dan Johnston	June 2019
Student Growth Percentiles (SGP) comparing academic peers	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Dan Johnston	January 2019
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary	Lynn Devora McNabb Lindsey Jacoby	February 2020
	<input checked="" type="checkbox"/> Secondary	Cherae Almanza Chelsea Hanson	February 2020
Student Reflection	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Surveys

Administrator	<input checked="" type="checkbox"/> Elementary	Jennifer Allen	September 2019
	<input checked="" type="checkbox"/> Secondary	Jennifer Allen	September 2019
Parent	<input checked="" type="checkbox"/> Elementary	Jennifer Allen	September 2019
	<input checked="" type="checkbox"/> Secondary	Jennifer Allen	September 2019
Student	<input checked="" type="checkbox"/> Elementary	Jennifer Allen	September 2019
	<input checked="" type="checkbox"/> Secondary	Jennifer Allen	September 2019
Teacher	<input checked="" type="checkbox"/> Elementary	Jennifer Allen	September 2019
	<input checked="" type="checkbox"/> Secondary	Jennifer Allen	September 2019
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217

WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district’s total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	5	2	12	10	10	18	17	9	21	16	19	139

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval

WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/6/2020

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Jennifer Allen will be in charge of developing the equitable identification plan.

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

Our district selection process will and has included screening of all students using SBA, ELPA21, MAP, and AIMSWeb data at various grade levels. We will continue to test students during the day so there are no barriers to participation in testing and will review with special ed. educators appropriate IEPs as we look for twice exceptional students. Our experience has been that staff and parents are the best source for our twice exceptional identification as we have had several students in past year in this category. We will continue to inform staff regarding identification equity and look for during the identification process.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive

▼
criterion than national norms.

- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

We will review our policies and procedures to verify that we are using multiple objective criteria to identify students who are among the most highly capable. Highly capable decisions will be based on local norms as they have been in the past. Subjective measures such as teacher recommendations or report card grades will not in themselves be used to screen out students for identification. Finally, assessments will be given in the native language if possible otherwise the nonverbal portion of the Cogat will be administered.

- 4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

We have moved our timeline to conduct CoGAT assessments for identification for the program to Fall 2020. We are partnering with Riverside Insights to conduct the CoGAT remotely. Once assessments are complete our Highly Capable Selection committee will meet to review data and make final selections for program.