

(9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

b. Alternatives

Not requesting State fiscal support for SPS Highly Capable Services is not recommended because there is no alternative funding to replace this revenue and the services it supports.

c. Research

The following materials were used in the development of the plan:

- Robinson, Ann, Shore, Bruce M., and Enersen, Donna L. Best Practices in Gifted Education: An Evidence-Based Guide, Prufrock Press, Inc. 2007.
- Sternberg, Robert E., and Davis, Janet E. Conceptions of Giftedness. Cambridge University Press, 2005.
- Rogers, Karen A., Reforming Gifted Education: Matching the Program to the Child. Great Potential Press. 2002.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of \$524,248.

The revenue source for this motion is State Highly Capable funds in the amount of \$524,248.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

This is an annual procedural action to access the state Highly Capable Program (HCP) allocation. The Advanced Learning office has regular formal engagement with the Highly Capable Services Advisory Committee and with the broader community when procedural changes are under consideration.

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

This action to access state HCP funds does not require use of the Racial Equity Analysis Tool. The Advanced Learning office has a close working relationship with the Department of Equity

and Race Relations, as well as community based equity groups, when revising policy, procedures, and practices. This action makes no changes to the current plan.

8. STUDENT BENEFIT

Approximately 5,000 students are referred by parents/guardians each year for Advanced Learning eligibility testing. Eligible students are offered the opportunity to receive services designed to address their academic needs.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 6100, Revenues from Local, State and Federal Sources, provides the Board shall approve this item.
- Other: WAC 392-170-025, Special Service Program – Highly Capable Students, Board approval

10. POLICY IMPLICATION

Policy No. 2190, Highly Capable Services & Advanced Learning Programs, requires the submission of this Plan.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the C&I Committee meeting on February 13, 2017. The Committee reviewed this item and moved it forward to the full Board with a recommendation for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the HCP allocation of \$524,248 will be formally authorized for SPS.

13. ATTACHMENTS

- Highly Capable Students Program Annual Plan (for approval)

217 Highly Capable Students Program Annual Plan
Fiscal Year: 16-17
Milestone: Final Approval Issued (Printed 10/21/2016)

District: Seattle School District #1
Organization Code: 17001
ESD: Puget Sound Educational Service District 121

Page 1

Assurances

Complete this iGrants Form Package 217 to create your HCP Annual Plan for the 2015-16 school year.

Your school board must approve the information and data you enter in this form package [WAC 392-170-025](#). We recommend you print all pages of this completed form package and submit to your school board for approval every year. In iGrants form Package 217, click **Print All**, to the right of Save.

Program Monitoring and Review

All sections of [WAC 392-170](#) are monitored during the annual Consolidated Program Review cycle.

Assurances: Comply with State Law and Regulation

[RCW 28A.150.220\(3\)\(g\)\(3\)](#)

The instructional program of basic education provided by each school district shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

[RCW 28A.185.020](#)

The Legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

[WAC 392-170-012](#)

For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

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

Name of Authorized Representative: Dr. Larry Nyland

Position/Title of Authorized Representative: Superintendent

Date (MM/DD/YY): 06/11/15

Highly Capable Program Coordinator

Contact Name: Stephen B. Martin

| | |
|----------------------|-----------------------------|
| Organization: | Seattle Public Schools |
| Email: | sbmartin@seattleschools.org |
| Phone: | 206-252-0882 |
| Contact Name: | |
| Organization: | |

| | |
|---|-----------------------------------|
| Highly Capable Program Parent Organization | |
| Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Contact Name: | Jeanne Thompson |
| Organization: | Highly Capable Advisory Committee |
| Email: | Jeanne Thompson |
| Phone: | |

| |
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| Page 2 |
|--------|

District's Highly Capable Student Definition and Learning Characteristics

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

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
WACs 392-170 | [042](#) | [045](#) | [047](#) | [055](#) | [060](#) | [070](#) | [075](#)**Instructions**

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's highly capable students 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 permission to test and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

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

Every assurance in the table below is mandatory.

| Written Permission to Test Includes | | Written 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 first **NEW** button and complete the tables to document the type of screener by grade level (please ignore the second NEW button).

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.

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.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

| Cognitive | Assessment Measure By Grade Level | | | | | | | | | | | | | |
|--|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | K12 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CogAt 7-Screening Form | <input 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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CogAt 7-Full Battery | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Naglieri Nonverbal Aptitude Test (NNAT2) | <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"/> |
| Stanford Binet Intelligence Scales (SB5) | <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"/> |
| Stanford Binet Intelligence Scales for Early Childhood (Early SB5) | <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"/> |
| Wechsler Intelligence Scale for Children, 4th Edition (WISC IV) | <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"/> |
| Woodcock-Johnson IV (WJ IV) | <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"/> |
| Otis-Lennon School Ability Test, 8 Edition (OLSAT 8) | <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"/> |

| Academic Achievement | Assessment Measure By Grade Level | | | | | | | | | | | | | |
|-------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | K12 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| State Assessment(s) | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Measures of Academic Progress (MPG) | <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"/> |
| Measures of Academic Progress (MAP) | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | | | | | | | |
|---|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Iowa Test of Basic Skills (ITBS) | <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"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iowa Test of Educational Development (ITED) | <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"/> |
| Stanford Achievement Test Series, 10th Edition (SAT 10) | <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"/> |
| Woodcock-Johnson IV (WJIV) | <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"/> |

| Creativity | Assessment Measure by Grade Level | | | | | | | | | | | | | |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | K12 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Torrance Test of Creative Thinking | <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) Creativity questions imbedded in Teacher and Parent Rating Scales | <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"/> |

| Research-Based Rating Scale | Assessment Measure by Grade Level | | | | | | | | | | | | | |
|---|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | K12 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Gifted Rating Scales, 2003 (GRS) | <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 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"/> |
| 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 | Assessment Measure 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Portfolio-Work Samples | <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"/> |
| Other: Name(s) Student Essay, GPA, SAT, PSAT | <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"/> |

F. Selection[WAC 392-170-075](#)**MSC Considers Screening and Assessment Data**

If you screen, 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

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.”

Assurances

- District has documented procedure and board-approved policy that govern selection of the most highly capable students by the multidisciplinary selection committee. 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
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 operate 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 type="checkbox"/> Enrichment |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Independent projects |
| <input checked="" type="checkbox"/> Pacing | <input checked="" type="checkbox"/> Content acceleration |
| <input type="checkbox"/> Supplemental instruction in area of interest | <input 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 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"/> | <input checked="" 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 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 type="checkbox"/> Flexible grouping | <input checked="" type="checkbox"/> Enrichment |
| <input type="checkbox"/> Independent study | <input checked="" type="checkbox"/> Independent projects |
| <input checked="" type="checkbox"/> Pacing | <input checked="" type="checkbox"/> Content acceleration |
| <input type="checkbox"/> Supplemental instruction in area of interest | <input 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 checked="" 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"/> |
| 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 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade level advancement | <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"/> |
| Honors/Advanced | <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"/> |
| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 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 type="checkbox"/> Curriculum Compacting |
| <input type="checkbox"/> Flexible grouping | <input type="checkbox"/> Enrichment |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Independent projects |
| <input type="checkbox"/> Pacing | <input checked="" type="checkbox"/> Content acceleration |
| <input type="checkbox"/> Supplemental instruction in area of interest | <input type="checkbox"/> Supplemental materials in area of interest |
| <input 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 checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 programs | <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 type="checkbox"/> Differentiation | <input type="checkbox"/> Curriculum Compacting |
| <input type="checkbox"/> Flexible grouping | <input type="checkbox"/> Enrichment |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Independent projects |
| <input type="checkbox"/> Pacing | <input type="checkbox"/> Content acceleration |
| <input type="checkbox"/> Supplemental instruction in area of interest | <input type="checkbox"/> Supplemental materials in area of interest |
| <input type="checkbox"/> Cluster grouping | <input type="checkbox"/> Other Name(s) |

Program Goals, Monitoring and Evaluation[WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)**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 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.

| | | Timeframe by Month(s) example September, December, April |
|--|-------------------------------------|---|
| Program Administration / Operations | Reviewed | Review and Analysis |
| Program Administration/Operation | | |
| District Policy | <input checked="" type="checkbox"/> | Policy No. 2190 was adopted On December 3, 2014. It is reviewed annually. |
| Program Expenditures | <input checked="" type="checkbox"/> | Advanced Learning Budget Analyst reviews HCP expenditures monthly. |
| Compliance to WAC 392-170 | <input checked="" type="checkbox"/> | Ongoing, with in-depth review and analysis at the annual CPR in February-March and the HCP End-of-Year Report in June-July. |
| District Procedures | <input checked="" type="checkbox"/> | Superintendent Procedure 2190SP was approved on June 1, 2015, and is subject to review and revision annually. |
| Goals for District Program | <input checked="" type="checkbox"/> | HCP Goals/Objectives are included in Policy and Procedures, and are periodically reviewed. |
| Academic Goals for HCP Students | <input checked="" type="checkbox"/> | Academic Goals for HCP students will be established in September and reviewed in December and April. Data will be analyzed in June to evaluate the effectiveness of the HCP. |
| Communications | <input checked="" type="checkbox"/> | The Advanced Learning website is renovated each summer for the upcoming school year. It is updated at least monthly, more often during testing season. All forms and announcements are coordinated with the SPS Communications Office to ensure accuracy and optimum publicity. |
| Variety of Services at Grade Levels | <input checked="" type="checkbox"/> | Identified HC students may choose a self-contained program in grades 1-8 or remain at their attendance area school and receive appropriate acceleration and/or enrichment. |
| Continuum of Services | <input checked="" type="checkbox"/> | The Student Record System tracks every HC student from the time of identification through graduation. |
| Other: Name(s)Initiatives to Increase Diversity | <input checked="" type="checkbox"/> | Outreach to increase HCP diversity through the referral and identification process, as well as talent development initiatives. Review and analysis in June. |

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.

| | | 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 | May | August |
| Cambridge AICE Tests | <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary | | |
| Classroom-based Assessments | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | ongoing ongoing | June June |
| District Assessments | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | | June June |
| IB Tests | <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | May | August |
| 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 <input checked="" type="checkbox"/> Secondary | various various | When available, typically August When available, typically |

| | | | |
|--|---|--|--------|
| | | | August |
| Other: Name(s) | <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary | | |
| Qualitative Data | | | |
| Staff Anecdotal Observation | <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary | | |
| 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 <input checked="" type="checkbox"/> Secondary | | |
| Parent | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | | |
| Student | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | | |
| Teacher | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary | | |
| 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 | <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary | | |

| | | | |
|-----------------------|-------------------------------------|--|--|
| Program Participation | <input type="checkbox"/> Elementary | | |
| Other: Name(s) | <input type="checkbox"/> Elementary | | |
| | <input type="checkbox"/> Secondary | | |
| | <input type="checkbox"/> Secondary | | |

Professional Learning
WAC 391-170-030

Instructions

Check the professional learning opportunities your district will make available for staff that address HCP **administration/operation**, and training focused on the **instructional/curricular** needs of highly capable students.

Alert: Keep a **record of all the training** district staff attend – planned, listed below, and other opportunities that arise through the year. In your district’s end-of-year report for this school year, report the number of staff – HCP teachers, general education staff and administrators – who participated in HCP professional learning opportunities.

| Categories | HCP Teachers | General Ed. Staff | Administrators |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| AP | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| CEC-TAG Conference/Webinars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Edufest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESD Training sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IB | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NAGC Conference/Webinars | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NWGCA Conference | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| OSPI Webinars | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| SENG Conference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| UW College of Education Gifted Education Trainings/Courses | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| WAETAG Conference | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| WERA Conference | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| WERA HCP SIG | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| WU Center for Gifted Education Institutes/Courses | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Other Name(s) District based PD "Trends and Issues in Gifted Education", PD for staff and parents in "Meeting the Academic and Social Needs of Gifted Adolescents", SENG Parent Groups, etc. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

| Abbreviation Key | | | |
|-------------------------|--|---------------------|--|
| AP | Advanced Placement | CEC TAG | Council for Exceptional Children - Talented and Gifted |
| ESD | Educational Service District | IB | International Baccalaureate |
| NAGC | National Association for Gifted Children | NWGCA | Northwest Gifted Child Association |
| SENG | Supporting Emotional Needs of the Gifted | UW | University of Washington |
| WAETAG | Washington Association of Educators of the Talented and Gifted | WU | Whitworth University |
| WERA | Washington Educational Research Association | WERA HCP SIG | WERA Highly Capable Program Special Interest Group |

A. Fiscal ReportWAC 392-170-030**Instructions**

Districts must expend state HCP funds for the implementation of the district's state-approved annual plan. Expenditures must be allocable to the activities documented in the district's approved HCP Annual Plan.

- Do not use these funds for student or teacher incentives, such as food at events or meetings.
- Any funds earmarked for technology must enhance the learning activities of highly capable students.

Check the **activities on which your district anticipates expending funds** — HCP formula, basic education and other funding sources.

Alert: You will provide a detailed financial report in **iGrants Fiscal Report 733** — a requirement of HCP year-end reporting.

| YES | Anticipated Expenditures |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Communication |
| <input checked="" type="checkbox"/> | Identification process |
| <input checked="" type="checkbox"/> | Instructional services |
| <input checked="" type="checkbox"/> | Materials and supplies for learning activities |
| <input checked="" type="checkbox"/> | Professional learning |
| <input checked="" type="checkbox"/> | Staffing FTE |
| <input checked="" type="checkbox"/> | Program administration, which could include limited student advocacy and coordination of services |
| <input checked="" type="checkbox"/> | Technology |
| <input type="checkbox"/> | Other name(s): |

School Board Approval of District Annual Plan: iGrants 217[WAC 392-170-020](#) | [025](#) | [030](#)**A. Estimate of Students Expected to Serve**[WAC 392-170-030](#)**Instruction**

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 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|
| 150 | 159 | 378 | 453 | 398 | 458 | 549 | 505 | 381 | 381 | 321 | 221 | 148 | 4,502 |

B. iGrants 217 Highly Capable Program Annual Plan: School Board Approval[WAC 392-170-020](#) | [025](#)**Instruction**

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

1. Complete, print out all pages and take it to your school board for review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this annual plan, iGrants 217, for 2015-16.
3. Upload the board meeting minutes that document approval.

Date of Board Approval: 9/23/2015

Upload meeting minutes that show **board approval of iGrants FP 217** for the 2015-16 school year.

File names: do not use symbols or special characters.

| Uploaded Files | Uploaded By | Uploaded At |
|----------------------|-------------|--------------------|
| 20150923_Minutes.pdf | Min Yee | 10/12/2015 2:55 PM |