



SCHOOL BOARD ACTION REPORT

DATE: May 15, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Stephen Martin/Supervisor, Highly Capable/sbmartin@seattleschools.org;
Wyeth Jessee/Chief of Student Support Services/
rwjessee@seattleschools.org

For Introduction: May 23, 2018
For Action: June 6, 2018

1. TITLE

Approval of Annual Highly Capable Program Plan

2. PURPOSE

This Board Action approves the District’s Highly Capable Program Plan, which must be approved every year per WAC 392-170-25. Plan approval is necessary for accessing funds allocated by the Office of the Superintendent of Public Instruction (OSPI) for highly capable services.

3. RECOMMENDED MOTION

I move that the Board approve the Highly Capable Program Plan, as attached to the Board Action Report, for submission to OSPI for school year 2017-2018 to support Highly Capable Services and the District’s gifted eligibility identification process, and that the School Board authorize the Superintendent to apply for the allocation of funds from OSPI.

4. BACKGROUND INFORMATION

- a. **Background** Per WAC 392-170-025, the district’s plan for students who are highly capable shall be annually approved by formal action of the district’s board of directors. The submission of this plan is a technical step necessary to receive state funding. The plan follows a format prescribed by OSPI and is not intended as a document to communicate the work of Advanced Learning to the broader public. Per the adopted Board Resolution 2017/18-10, the District has undertaken multiple streams of work related to highly capable programming and advanced learning as a whole, including establishing more equitable identification practices.
- 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.
- Formal survey of school leaders during April 2018 to determine current services to highly capable students in schools.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of \$1.2 million dollars.

The revenue source for this motion is State Highly Capable funds in the amount of \$1.2 million dollars.

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

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The Highly Capable Services Advisory Committee reviewed and provided input to the survey that was sent to school leaders. The purpose of the survey was to formally determine the practices currently in place to serve highly capable students in schools. The survey questions reflect the language used in the Program Plan to describe such services.

7. EQUITY ANALYSIS

The Advanced Learning (AL) office has a close working relationship with the Department of Racial Equity Advancement, as well as with community based equity groups. All decisions made by the AL office are looked at through an equity lens per Policy No. 0030, Ensuring Educational and Racial Equity. All identification and referral processes have been adapted to fully comply with the language (WAC 392-170-055) to “prioritize equitable identification of low-income students”. In accordance with the Racial Equity Analysis Tool, there has been consistent stakeholder engagement regarding impact to special student demographic groups. The AL office is focused on reducing disproportionality in highly capable programs.

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 May 15, 2018. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the HCP allocation of \$1.2 million dollars will be formally authorized for SPS.

13. ATTACHMENTS

- Highly Capable Program Plan (for approval)



Highly Capable Program Plan

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Stephen B. Martin
Supervisor, Highly Capable
sbmartin@seattleschools.org

This is a report that is required to be submitted to OSPI each year to access state funds to support Highly Capable Services and the District's gifted eligibility identification process.

217 Highly Capable Program Plan

Fiscal Year: 17-18

Milestone: Final Approval Issued (Printed 4/20/2018)

District: Seattle School District #1

Organization Code: 17001

ESD: Puget Sound Educational Service District 121

Page 1

Directions

All LEAs must complete pages 1 and 7.

EHB 2242, signed into law on July 6, 2017, made changes to the Highly Capable funding formula and equitable identification priorities.

The Highly Capable funding formula increases from 2.314 percent to 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.**

The new law makes equitable identification of low-income students a priority for LEAs. To assist LEAs, OSPI will provide a webinar, technical assistance, FAQs and other professional learning opportunities.

The assurance page from last year's Form Package 778 is merged into page 1 of this Comprehensive Plan Form Package 217. These include a **new assurance** regarding the LEA's action plan for equitable identification of low-income students. LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. You will only update pages 2 - 6 if you made major changes in your program identification or services.

Finally, a new page 7 will ask you to explain how you will address equitable identification of low-income students. Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

LEAs must also turn in the 2016-17 end-of-year report, iGrant Form Package 250, before receiving funding for the 2017-18 school year.

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2017-18), click **Print All**, to the right of Save.

Program Monitoring and Review

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).

NEW 2017-18 Update

Updates have been made to the following pages:

- Page 1 (required)**
- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7 (required)**

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 school 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 2017-18 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.

- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

- e. *Update the Comprehensive Plan (iGrants Form Package 217) on an as-needed basis when the district has made major program changes. (This does not need to be 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 [EHB 2242 Sec. 412](#) District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.*

LEA DOES NOT accept Highly Capable allocation for the 2017-18 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. *Update the Comprehensive Plan (iGrants Form Package 217) on an as needed basis when the district has made major program changes. (This does not need to be annually.) LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [EHB 2242 Sec. 412](#) District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.*

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):	05/15/18

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:	

Page 2

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, **WAC 392-170**

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.

It is the policy of the Seattle School Board that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. As such, all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services. The Board also recognizes, consistent with the definition of basic education under state law, that students capable of performing at significantly advanced academic levels require specialized services in order to meet their basic educational needs.

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
RCW 28A-185-030, WACs 392-170 | | | | | |

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

Students, 2004 (SIGS)														
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 type="checkbox"/>	<input type="checkbox"/>	<input 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

imbedded in Teacher and Parent Rating Scales. For high school referrals the portfolio includes a creative essay prompt.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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"/>
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	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
RCW 28A-185-030,

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 type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input checked="" 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 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
	<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"/>
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) The IBX program at Ingraham High School offers an accelerated IB curriculum in grades 10 and 11 with intensive prep classes in grade 9.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" 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 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 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) 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 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

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 and revised as directed by the Board.
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 Consolidated Program Review as determined by OSPI.

District Procedures	<input checked="" type="checkbox"/>	Superintendent Procedure 2190SP is revised as needed, most recently on 8/24/16.
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 are established at the beginning of each school year. Data are 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 via electronic, print, and social media. Forms and information are available in nine world languages.
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 differentiation.
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. Our office works with the Department of Race and Equity and community groups focused on addressing disproportionality in Highly Capable Programs.

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	Fall
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 checked="" type="checkbox"/> Secondary	May	Fall
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		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

School Board Approval of District Comprehensive Plan: iGrants 217

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
93	121	256	421	464	528	510	546	528	457	354	332	296	4,906

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board 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 review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217.
3. Upload the board meeting minutes that document approval.

Date of Board Approval:

Upload meeting minutes that show **board approval of iGrants FP 217** for major updates.

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](#)

Explain how you will address equitable identification of low-income students as required by the new law.

Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

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

Stephen B. Martin sbmartin@seattleschools.org
Matthew J. Okun mjokun@seattleschools.org
Diann Sanusi dsanusi@seattleschools.org

2. LEAs may find system 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.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s), look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS, 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 explain what actions your LEA will take to prioritize equitable identification of low-income students, and the LEA’s timeline to implement

during 2017-18 identification cycle.

The Advanced Learning Office continues to implement an array of strategies to increase access to Advanced Learning (AL) programs. The focus of these efforts was to enhance equitable access to underrepresented populations, most especially low income, ELL, and students of color. Three of the strategies have been especially fruitful:

1. Targeted universal testing of 2nd graders at all 32 Title I schools. We have adopted the Naglieri Nonverbal Aptitude Test to help ensure identification of low income and ELL students.
2. Collaboration between the Advanced Learning Office and the Rainier Scholars (RS) Program. Data sharing has resulted in significant eligibility increases among students of color.
3. Achievement-Focused Recruiting of underrepresented students. Students of color in grades 1-8 who have high achievement scores but have not been referred for Advanced Learning are sent individual invitations to participate in eligibility testing.

The Advanced Learning Office is committed to addressing disproportionality in AL programs. We will continue to use these and other creative methods to increase participation of historically underrepresented students in the months ahead.