217 Highly Capable Program Plan
Fiscal Year: 20-21
Milestone: Draft (Printed 9/10/2020)

District: Woodland School District
Organization Code: 08404
ESD: Educational Service District 112

Page 1

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

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.

- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

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

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

    Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

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

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

Please check only one box below:

☑ **LEA <u>accepts</u> Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:**

    a. **RCW 28A.150.220(3)(g)(3)**
    The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

    b. **RCW 28A.185.020**
    Highly Capable program requirements provided in state law.

    c. **WAC 392-170-012**
    Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

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

    e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

    g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

    h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

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

    a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

    b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

    c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

    e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ **District officials have read, and the district complies with, the laws and regulations above.**	
Authorized Representative Name:	Jake Hall
Authorized Representative Title:	Executive Director of Learning Supports and Alternatives

Date: (MM/DD/YY)	09/10/20

Highly Capable Program Coordinator	
Contact Name:	Jake Hall
Organization:	Woodland School District
Email:	hallj@woodlandschools.org
Phone:	3608412720
Contact Name:	
Organization:	

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☐ Yes ☑ No	
Contact Name:	
Organization:	
Email:	
Phone:	

Page 2

**District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170** | 035 | 036

Instructions

1. Select one check box.

2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

☑ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.

☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

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

☐ Yes ☑ No

> **Page 3**

**Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, 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 should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.

2. Write your response where indicated.

A. Annual Notification   WAC 392-170-042

Assurances

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

Public Notification

☑   Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.

☑   Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process   WAC 392-170-045 | 055

Assurances

☑   District uses a specific process to refer students for the Highly Capable program

☑   Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission   WAC 392-170-047

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

Assurances

☑   District gets permission to assess.

☑   District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑
Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑	Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑
Explanation of the **procedures to exit a student** from the program.	☑	Explanation of the **procedures to exit a student** from the program.	☑
Information on the **district's program and the options** that will be available to identified students.	☑	Information on the district's **program and the options** that will be available to identified students.	☑

D. Screening Procedures OPTIONAL   **WAC 392-170-045** | **055** | **060** | **075**

Instructions

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

The district uses a screening process.   Yes ☑   No ☐

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

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

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

> **Screening Procedures**

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

☑   District has a clearly defined and documented screening process.

☑   All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

> **WAC 392-170-075 Selection of Most Highly Capable**
> [selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Classroom Based Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Screening Procedures

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

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

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

WAC 392-170-075 Selection of Most Highly Capable
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
State Assessment(s)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) iReady	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	Screener by Grade Level

	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Classroom Based Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

E. Assessment Process　　　**WAC 392-170-055** | **060**

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

☑　District has a clearly defined and documented assessment process.

☑ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

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

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	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 7-Full Battery	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) WISC - 5th edition	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kaufman Test of Educational Achievement (KTEA)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) iReady	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) Classroom Based Assessments	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

F. Selection   **WAC 392-170- 075**

Multidisciplinary Selection Committee (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 MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.

☑ Board Policy and Procedure Number **2190**

☐ If not, 2190: Board Policy and Procedure Name or Number

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

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

☑ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.

☑ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

<div style="border:1px solid black; display:inline-block; padding:4px 12px;">**Page 4**</div>

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

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

Assurances

☑ District provides educational opportunities that take into account each student's needs and capabilities.

☑ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

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

Instructions

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

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

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

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

Complete the Gifted Value Tables
For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	☐	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☐

Instructional Strategies and Curricula Modification	
☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects

☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ 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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental pull-out program	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☐ Independent study	☐ Independent projects
☐ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ 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)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
College in the High School	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade level advancement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Running Start	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☑ Enrichment
☑ Independent study	☐ Independent projects
☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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

Instructional Strategies and Curricula Modification

☐ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☐ Enrichment
☐ Independent study	☐ Independent projects
☐ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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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 sate Consolidated Program Review cycle and on request.

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

Program Administration / Operations	Reviewed	Timeframe by Month(s) example September, December, April
		Review and Analysis
Program Administration/Operation		
District Policy	☑	Reviewed yearly with Administration, staff and parents.
Program Expenditures	☑	Each year the district surveys the students, parents and teachers to determined the effectiveness of the Hi C program and effectiveness of use of funds. Adjustments are made based on feedback and student assessment data.
Compliance to WAC 392-170	☑	Reviewed Yearly with Administration, staff and parents.
District Procedures	☑	Reviewed Yearly with staff and parents
Goals for District Program	☑	All educators recognize the learning and developmental differences of highly capable students, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students to ensure specific outcomes. All assessments provide information about identification, learning progress and outcomes, and evaluation of programming for highly capable students. Educators assess the quantity, quality, and appropriateness of the programming and services provided for highly capable students by disaggregating assessment data and yearly progress data. We ensure the evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted programming: 1) identification 2) curriculum 3) instructional programming and services 4) ongoing assessment of student learning 5) counseling and guidance programs 6) programming resources 7) programming design, management, and delivery. The district professional development initiatives to all teachers that will support the academic learning needs of the highly capable students include differentiated instruction, questioning, and common core.
Academic Goals for HCP Students	☑	Highly Capable Program Goals ~ 2020/2021 Upon considering the impact of Covid on our learning experience last spring and this fall we have determined to extend the program goals from 2019/2020 into this year. Gifted learners need a faster pace and an opportunity to explore concepts at a deeper level than is offered through the standard curriculum. They also need interaction with their intellectual peers. With this in mind, the learner-focused goals of the Woodland School District Highly Capable Program are: To equitably identify students who have high intellectual, academic, and creative thinking potential based on district criteria; To provide differentiated instruction appropriate to the needs of gifted learners; To place students among their intellectual peer group; To provide a research-based, best practices program for eligible students at each school; To develop in students a sense of self, lifelong learning, quality

production; and critical/creative thinking abilities.
To provide the skills to enhance life readiness.
Additional goals to support an effective program include:
To engage in ongoing evaluation of students' progress and placement;
To provide professional learning opportunities in order to maximize teaching effectiveness in differentiating for the academic and social/emotional needs of gifted learners; and
To engage in ongoing collaboration and program evaluation and revision.
To engage students, family and community members
To celebrate and showcase student learning

Communications	☑	Parents are provided many opportunities to meet with teachers and highly capable staff during the year. Surveys are also provided at the end of the year in order to acquire feedback about programming.
Variety of Services at Grade Levels	☑	Program Option for grades K-4: At the elementary level students will be served through classroom opportunities and differentiated instruction provided by the classroom teacher. Differentiated instruction is a researched based method of teaching that addresses the individual needs of the student and includes special teaching strategies for modifying curriculum content, pace, process, products and learning environment. New state common core standards have set guidelines for instruction for all students in higher level thinking skills, including critical thinking, problem solving, interpretation, analysis and evaluation. Our primary effort is to support teachers in developing more varied and flexible approaches toward grouping, and instruction to better meet the needs of a wide range of learners in their classrooms. Consultation with the building learning coaches, gifted coordinator or building principal is provided to support teacher efforts at differentiating instruction for highly capable learners. Curriculum adaption is also considered, as well as compacting curriculum, clustering students of like academic ability, and other best practices. Exceptionally highly capable gifted and talented learners are viewed on individual need-based criteria and needs are met accordingly. Program Options for grades 5 & 6: 5th grade students will participate in Science Olympics and 6th grade students will participate in Lego Robotics activities. Students will learn how to design, build, and program robots using Lego Technix pieces. This is very open-ended as there is no one correct way to build or program the robots. There are multiple possible answers to the problems that will be posed. This work will be done in teams with no more than two members to a team. Program Options for Grades 7 & 8: Lego Robotics Classes: Students will learn how to build and program robots that are made out of Lego Technix pieces. This is a very open ended class, as there is no one correct way to build or program the robots, and there are thousands of correct answers to the problems that will be given. Many of the problems will come from either this year's Lego robotics competition or last year's Lego robotics competition. This work will be done in teams with no more than two members to a team. Some students may decide to try out for our Lego robotics team that competes at local and state competitions in the fall and winter. Science Olympiads-Grades 7 & 8 Algebra 7 & 8 Geometry 7 & 8 For Highly Capable Students in Grades 7-12: At the middle and high school levels, highly capable support services generally include differentiation in all classrooms, great elective offerings at each school, and adaptions to the general curriculum as

needed. In the middle and high school all teachers are encouraged to use their knowledge of highly capable characteristics and needs to best support their students. Teachers are encouraged to use an interdisciplinary curriculum developed around higher order reason, constructing meaning through inquiry, advanced content and concepts, and relevant issues and themes. Many cognitive learning models are employed, such as concept mapping with literature and vocabulary webs.

Program Options for grades 9-12:

Acceleration and counseling are available for highly capable students Grades 9-12. Advanced Subject Placement, Honors, Pre-AP/IB courses are offered and encouraged for students identified as highly capable.

In order for students to participate in the pull-out programs, they must be able to comply with and adhere to homeroom classroom expectations and be self-managers of their behavior. Students are required to attend all Hi C classes as outlined in the Highly Capable Program Guidelines. Unless some concern arises from the teachers or parents, continued participation in the Hi C Program will be automatic.

Continuum of Services	☑	See section: Variety of Services at Grade Levels-above
Other: Name(s)	☐	

C2. Evaluation   **WAC 392-170-030** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	**Grades**	**Collect or Administer**	**Review**
Grades and Tests			
AP Tests	☐ Elementary ☑ Secondary	January, June	June
Cambridge AICE Tests	☐ Elementary ☐ Secondary		
Classroom-based Assessments	☑ Elementary	October, January, May	October, January, May

	☐ Secondary		
District Assessments	☐ Elementary ☐ Secondary		
IB Tests	☐ Elementary ☐ Secondary		
Performance Assessment	☐ Elementary ☐ Secondary		
Progress Reports	☐ Elementary ☐ Secondary		
Report Cards	☐ Elementary ☐ Secondary		
State Assessments	☑ Elementary ☑ Secondary	April, May, June April, May, June	June June
Student Growth Percentiles (SGP) comparing academic peers	☑ Elementary ☑ Secondary	April, May, June April, May, June	June June
Other: Name(s)	☐ Elementary ☐ Secondary		
Qualitative Data			
Staff Anecdotal Observation	☑ Elementary ☑ Secondary	November November	May May
Student Reflection	☐ Elementary ☐ Secondary		
Student Interviews	☐ Elementary ☑ Secondary	June	June
Other: Name(s)	☐ Elementary ☐ Secondary		
Surveys			
Administrator	☑ Elementary ☑ Secondary	April April	April April
Parent	☑ Elementary ☑ Secondary	April April	April April

Student	☑ Elementary ☑ Secondary	April April	April April
Teacher	☑ Elementary ☑ Secondary	April April	April April
Other: Name(s)	☐ Elementary ☐ Secondary		

Other Data Sources			
Attendance	☑ Elementary ☑ Secondary	June June	June June
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	☐ Elementary ☐ Secondary		
Program Participation	☑ Elementary ☑ Secondary	June June	June June
Other: Name(s)	☐ Elementary ☐ Secondary		

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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
15	21	23	27	29	37	38	20	22	7	14	30	20	303

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

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

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.

2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.

3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval:

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

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

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

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

   Jake Hall, Executive Director of Learning Supports and Alternatives
   Phillip Pearson, Principal of Woodland High School
   James Johnston, Principal of Woodland Middle School
   Denise Pearl, Principal of Woodland Intermediate School
   David Starkey, Principal of Woodland Primary School

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

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

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

   During the 2019-20 school year we screened all Kindergarten and all new K-4 students for identification of Highly Capable with at least three measures considered in their portfolio: CoGat 7, Classroom Based Assessments, and State Assessments.

   We also defined and sent a team of staff and administrators from K-8 grades to attend the WAETAG conference in the Fall of 2019, met as a Multidisciplinary Selection Committee (MSC) in the Spring 2020, and will continue Professional Development and program alignment in August 2020.

   We are also sending a team to the annual WAETAG conference in 2020. This team will continue to implement and monitor programs in the schools/classrooms for students identified as Highly Capable.

Criteria for Identification RCW 28A.300.770

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

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

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

a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

This school year the Woodland School District will continue to have multiple objective criteria for identification of Highly Capable including staff and parent reports, state assessments, classroom based assessments and achievement and ability assessments. We will use benchmarked local norms for standardized assessments but we will also consider teacher and parent reports and/or direct observation of the student by a school psychologist and/or IEP case manager. To the extent practicable we will have all Highly Capable assessment in students' native language.

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

The district will conduct identification at start of 2020-21 school year. We are in the process of having Parent Consent forms turned in for Highly Capable, then we are indicating this in our database system that talks to CEDARS (Skyward).