

**217 Highly Capable Students Program Annual Plan**

**Fiscal Year:** 15-16

**Milestone:** Not Initiated (Printed 7/23/2015)

**District:**

**Organization Code:**

**ESD:**

**iGrants Page 1**

**Assurances**

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

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

**Program Monitoring and Review**

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

**Assurances: Comply with State Law and Regulation**

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

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

**[RCW 28A.185.020](#)**

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

**[WAC 392-170-012](#)**

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

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

**Highly Capable Program Coordinator**

**Contact Name:**

**Organization:**

**Email:**

**Phone:**

**Contact Name:**

**Organization:**

**Highly Capable Program Parent Organization**

**Is there a parent organization in your area?**  **Yes**  **No**

**Contact Name:**

**Organization:**

**Email:**

**Phone:**

**District's Highly Capable Student Definition and Learning Characteristics**  
**WAC 392-170 | 035 | 036**

**Instructions**

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a highly capable student and learning characteristics.

- District uses the state's definition for students who are highly capable, and to define the learning characteristics that could be evident in students identified as highly capable.
- District uses a unique definition that integrates elements of the state's definitions.

**Highly Capable Student: Unique District Definition and Learning Characteristics.**

**Statement of Purpose (OPTIONAL)**

District has a statement of purpose for the highly capable program.

- Yes    No

**Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal**  
**WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075**

**Instructions**

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

**Every Item is Mandatory**

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

**A. Annual Notification**

**WAC 392-170-042**

**Assurances**

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

**Public Notification**

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

**B. Referral Process**

**WAC 392-170-045 | 055**

**Assurances**

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

**C. Parental/Legal Guardian Permission**

**WAC 392-170-047**

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

**Assurances**

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

Every assurance in the table below is mandatory.

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

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

**Instructions**

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

The district uses a screening process. Yes  No

**If yes**, click the first **NEW** button and complete the tables to document the type of screener by grade level (please ignore the second NEW button).

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

\*When you click the new button, the screening section opens here in this iGrants page. See **217HCPAnnualPlan ScreeningSection.PDF** for what the screening section looks like.

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





Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 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"/>

**F. Selection**  
[WAC 392-170- 075](#)

**MSC Considers Screening and Assessment Data**

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

**WAC 392-170-075 Selection of Most Highly Capable**

Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process.”

**Assurances**

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

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

**Assurances**

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

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



## HCP Services: Continuum and Variety

[WAC 392-170-030](#)

### A. Program Services Management

[WAC 392-170-078](#) | [080](#)

#### Assurances

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

### B. Variety and Continuum of Program Services

[WAC 392-170-078](#) | [080](#)

#### Instructions

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

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

For each service delivery option, or options, you operate identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their highly capable students.

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

#### Complete the Gifted Value Tables

For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom- based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Supplemental</b> pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Instructional Strategies and Curricula Modification**

<input 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)

<b>CEDARS Gifted Value 34 Acceleration services and programs</b>	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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"/>

<b>Instructional Strategies and Curricula Modification</b>	
<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)

<b>CEDARS Gifted Value 35 Non-traditional services and programs</b>	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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"/>
<b>Supplemental</b> 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"/>
<b>Supplemental</b> 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"/>
<b>Supplemental</b> 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"/>
<b>Instructional Strategies and Curricula Modification</b>														
<input type="checkbox"/> Differentiation							<input type="checkbox"/> Curriculum Compacting							
<input type="checkbox"/> Flexible grouping							<input type="checkbox"/> Enrichment							
<input type="checkbox"/> Independent study							<input type="checkbox"/> Independent projects							
<input type="checkbox"/> Pacing							<input type="checkbox"/> Content acceleration							
<input type="checkbox"/> Supplemental instruction in area of interest							<input type="checkbox"/> Supplemental materials in area of interest							
<input type="checkbox"/> Cluster grouping							<input type="checkbox"/> Other Name(s)							

## Program Goals, Monitoring and Evaluation

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

### A. District Program Goals

[WAC 392-170-030](#)

#### Assurance

- District has defined goals for the highly capable program and works toward meeting those goals.

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

### B. Monitoring: District Records That Demonstrate Compliance

[WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

#### Instructions

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

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

#### Assurance

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

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

## C1. Evaluation

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

### Instructions

The evaluation of your HCP should return data that measure:

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

Select the **methods and activities you will use** to evaluate the effectiveness of your highly capable program. Enter the timeframes for review and analysis.

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

## 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
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
District Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Report Cards	<input type="checkbox"/> Elementary	IF REVIEWED, ENTER	IF REVIEWED, ENTER

	<input type="checkbox"/> Secondary	MONTH(S) OR TIMEFRAME	MONTH(S) OR TIMEFRAME
State Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME

### Qualitative Data

Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME

### Surveys

Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Parent	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Student	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Other: Name(s)	<input type="checkbox"/> Elementary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME



Secondary

### Other Data Sources

Attendance	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Program Participation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME	IF REVIEWED, ENTER MONTH(S) OR TIMEFRAME

**Professional Learning**  
**WAC 391-170-030**

**Instructions**

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

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

Categories	HCP Teachers	General Ed. Staff	Administrators
AP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEC-TAG Conference/Webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edufest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESD Training sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NAGC Conference/Webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NWGCA Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OSPI Webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENG Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UW College of Education Gifted Education Trainings/Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WAETAG Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WERA Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WERA HCP SIG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WU Center for Gifted Education Institutes/Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Abbreviation Key**

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

**A. Fiscal Report**  
**WAC 392-170-030**

**Instructions**

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

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

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

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

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

**School Board Approval of District Annual Plan: iGrants 217**

[WAC 392-170-020](#) | [025](#) | [030](#)

**Instruction**

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
													0

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

[WAC 392-170-020](#) | [025](#)

**Instruction**

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

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

**Date of Board Approval:**

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

**File names:** do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
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**Files have not been uploaded**