



BOARD OF DIRECTORS' REGULAR MEETING

Monday, September 14, 2020

7:00 pm

1100 W Clark St, Connell, WA 99326

AGENDA

- 1. CALL TO ORDER/FLAG SALUTE**
- 2. SET AGENDA – ACTION**
- 3. RECOGNITION OF VISITORS**
- 4. REPORTS**
 - A. Elementary and Secondary School Reports**
 - B. Business Manager Reports**
 - C. Board of Director Reports**
 - D. Superintendent Report**
- 5. GENERAL DISCUSSION ITEMS**
 - A. 2020-21 Highly Capable Program Plan – ACTION**
 - B. CHS Student Early Graduation Request**
 - C. 2020-21 School Year Update**
 - D. Calendar of Events**
- 6. CONSENT AGENDA - ACTION**
 - A. Board Minutes – August 24, 2020**
 - B. Business Reports**
 - i. Accounts Payable**
- 7. PERSONNEL - ACTION**
- 8. ADJOURN**

Notice: As authorized by RCW 42.30.110, the Board may meet in Executive Session to review the qualifications of applicants for public employment, to review the performance of public employees (RCW 42.30.110 (g)), to discuss with legal counsel potential litigation (RCW 42.30.1100 (1)(I)), and to discuss contract negotiations as authorized by RCW 42.30.140 (4)(a).

217 Highly Capable Program Plan

Fiscal Year: 20-21

Milestone: Under Org. Review (Printed 9/4/2020)

District: North Franklin School District

Organization Code: 11051

ESD: Educational Service District 123

Page 1

Directions

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

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

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

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

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

NOTE: As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by 2

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

Please check only one box below:

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

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

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

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Jim Jacobs
Authorized Representative Title:	Superintendent 3

Date: (MM/DD/YY)	9-4-20
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Highly Capable Program Coordinator	
Contact Name:	Pat Nunan
Organization:	North Franklin School District
Email:	pnunan@nfsd.org
Phone:	509-234-2021
Contact Name:	
Organization:	

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

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

Instructions

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

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

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

- Yes No

Instructions

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

Every Item is Mandatory

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

A. Annual Notification WAC 392-170-042

Assurances

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

Public Notification

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

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

Assurances

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

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

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

Assurances

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

Every assurance in the table below is mandatory.

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

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

Instructions

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

The district uses a screening process. Yes No

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

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

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

Screening Procedures

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

District has a clearly defined and documented screening process.

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

Instructions

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

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) STAR Reading and Math	<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"/>	<input type="checkbox"/>

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 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"/>

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>

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	<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"/>
CogAT 8-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input 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"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 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"/>

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Creativity	Assessment Measure by Grade Level																		
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12					
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) Renzulli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level																		
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12					
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

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

Assurances

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

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

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Supplemental pull-out program	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 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 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s) College in the Classroom (for college credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input 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)

A. District Program Goals WAC 392-170-030

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	NFSD will use the Highly Capable team to evaluate the HCP program/procedures and effectiveness of the program. This committee will meet at a minimum each spring. They will review district policy and compare with WAC's and RCW's to ensure compliance. The team will also compare policy to practice to ensure implementation follows policy, and, if necessary, make adjustments in implementation practice.
Program Expenditures	<input checked="" type="checkbox"/>	Each spring the HCP team will review program expenditures to determine if they are in line with program goals and grant guidelines, and that expenditures are meeting the needs of students and goals of the program.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	In the spring the HCP team will review the program elements described in WAC 392-170 to determine if NFSD is in compliance. Areas of deficiency, if any, will be determined and recommendations for full compliance will be made and implemented.
District Procedures	<input checked="" type="checkbox"/>	Each spring the HCP team will review written district procedures from board policy 2190P as well as procedures identified in the HCP handbook. Procedures will be compared to practice to determine necessary improvements and deficiencies. Recommendations will be made.
Goals for District Program	<input checked="" type="checkbox"/>	Each spring the HCP team will review goals for the HCP program. These goals will be modified as necessary. Progress toward meeting each goal will be evaluated, with recommendations for improvement made.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	Academic goals for HCP students will be reviewed and analyzed each spring to ensure HCP students have access to accelerated programs and are making adequate progress within that context.
Communications	<input checked="" type="checkbox"/>	Each spring, the HCP team will review and analyze all communications related to the HCP program to ensure compliance with HCP program procedures and applicable WAC's and RCW's. Furthermore, efforts will be made to go well beyond minimum expectations to ensure parents and community are well informed on the HCP program, procedures and progress. The HCP team will consider input from community and parents, and will make recommendations accordingly.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	In the spring, the team will review and analyze the variety of services provided to all HCP students at all grade levels to ensure students have access to an appropriate array of accelerated programs and opportunities.
Continuum of Services	<input checked="" type="checkbox"/>	Along with variety of services reviewed and analyzed each year, the HCP team will review and analyze the continuum of services for HCP students in each grade band. These services will range from in-class ₇

		opportunities to pull-out and accelerated services students receive. Recommendations to expand the continuum of services provided will be made by the HCP team.
Other: Name(s)	<input type="checkbox"/>	

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
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 checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	HCP Students will take the STAR Reading and Math assessments in September and May. This will help determine academic achievement of highly capable students. September and May: Students in grades 7-8 will complete the STAR assessment. This will be one standardized measure of academic achievement for HCP students.	Results will be reviewed by the Assessment Director and HCP teacher in September and May to analyze achievement and growth. Results will be shared with students and parents. Individual STAR results will be reviewed in September and May by the HCP teacher and Assessment Director to determine achievement and growth.
IB Tests	<input type="checkbox"/> Elementary		

	<input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>In April and May students in grades 3, 4, 5 and 6 will complete the SBA ELA state assessments. Additionally, students in grade 5 will complete the SBA science assessment in April and May.</p> <p>Students in grades 7, 8, 10 and 11 will take the Smarter Balanced Assessment in ELA and/or math during the last 12 weeks of school. Additionally students in grade 8 will take the SBA science test. Student progress grades 9-12 as indicated on the CAA/CIA database and WCAP Portal will be reviewed as well in May.</p>	<p>As soon as results become available (beginning in May and completed by August), the Assessment Director and HCP teacher will review and analyze results to determine achievement and growth for individual HCP students. HC program recommendations for individualization will be considered to ensure achievement and growth and how well the HCP is addressing the needs and capabilities of highly capable students.</p> <p>Results will be reviewed by the Assessment Director and HCP teacher as they are scored by the state to determine achievement and growth. The Assessment Director and HCP teacher will also review data from EOC's as detailed in the CAA/CIA database. This will be one measure to determine the level to which the HCP addresses the needs and capabilities of highly capable students.</p>
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>Anecdotal observations will be solicited from the HCP and regular classroom teachers on an ongoing basis, beginning in September and continuing throughout the year.</p> <p>Anecdotal observations from secondary staff, particularly</p>	<p>Regular meetings will be held between the HCP teacher and Curriculum Director beginning in September and continuing each month through May. During these meetings anecdotal observations will be reviewed and discussed.</p> <p>At the regular meetings between the HCP teacher and Curriculum Director will include formal and informal feedback 19</p>
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		in reference to pull-out activities and program impacts will be solicited and discussed.	from staff working with HCP students. Adjustments "on the fly" that improve services and access to high-level curricula and instruction, and which maintain fidelity to this grant program will be incorporated.
Student Reflection	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>Each semester students will be asked to reflect on their HCP experience in writing. Open-ended prompts asking students to reflect on such components as curricula, challenge levels, choice and satisfaction with the program will be included.</p> <p>Secondary students will reflect on their educational experience, their goals and their progress toward meeting their goals through a High School and Beyond Plan.</p>	<p>Student reflections will be reviewed by the HCP teacher, Curriculum Director and the Highly Capable Program Implementation Committee (HCPIC). Program improvements that comply with this grant program will be implemented in order to improve access to high-level learning for all HCP students.</p> <p>Secondary counselors will review and meet with students regarding their student reflections on their educational progress in their High School and Beyond Plans.</p>
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	<p>Principals/Directors will complete a formal survey in May regarding program curricula, schedules, how well the HCP addressed the needs and capabilities of highly capable students, academic achievement of students and how well the HCP met its program goals. A section for open-ended comments will be included.</p> <p>Principals/Directors will complete a formal survey in May regarding program curricula, schedules, how well the HCP addressed the needs and capabilities of highly capable students, academic achievement of students and how well the HCP met its program goals. A section for open-ended comments will be included.</p>	<p>The Highly Capable Program Implementation Committee (HCPIC) will review surveys to determine alignment with program goals, and opportunities for improvements to the program.</p> <p>The Highly Capable Program Implementation Committee (HCPIC) will review surveys to determine alignment with program goals, and opportunities for improvements to the program.</p>
Parent	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Parents of students in the program will meet at least once per semester to discuss the program and to offer feedback. Part of that feedback will be in the form of a written survey to determine how well the HCP addressed the needs and capabilities of highly capable	Anecdotal and survey data will be reviewed by the Curriculum Director, HCP teacher and HCP team to determine program effectiveness and necessary changes to better meet the stipulations of this grant and HCP goals, and to provide

		<p>students, academic achievement of students and how well the HCP met its program goals.</p> <p>Parents of students in the program will meet at least once per semester including academic achievement of students and how well their child's needs are being met by advanced coursework and other programs at secondary level.</p>	<p>students optimum access to high-level learning.</p> <p>Anecdotal and other data will be reviewed by the Curriculum Director, HCP teacher and HCP Team to determine program effectiveness and necessary changes to better meet the stipulations of this grant and to provide students optimum access to high-level learning.</p>
Student	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>Each semester students will be asked to complete a formal survey to determine how well the HCP addressed the needs and capabilities of highly capable students, academic achievement of students and how well the HCP met its program goals. An open-ended comments section will be included.</p> <p>Each semester students will be asked to complete a formal survey to determine how well the HCP addressed the needs and capabilities of highly capable students, academic achievement of students and how well the HCP met its program goals. An open-ended comments section will be included.</p>	<p>Student surveys will be reviewed by the HCP teacher, Curriculum Director and the Highly Capable Program team to determine necessary improvements to ensure the HCP addresses the needs and capabilities of highly capable students, their academic achievement and how well the HCP meets its program goals.</p> <p>Student surveys will be reviewed by the HCP teacher, Curriculum Director and the HCPIC to determine necessary improvements to ensure the HCP addresses the needs and capabilities of highly capable students, their academic achievement and how well the HCP meets its program goals.</p>
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>Student attendance will be monitored weekly to ensure adequate access to the HCP.</p> <p>Student attendance will be monitored weekly to ensure adequate access to the HCP.</p>	<p>Attendance will be monitored on a weekly basis by the HCP teacher to ensure adequate access to the HCP program. Steps to improve attendance as per district policy will be followed.</p> <p>Attendance will be monitored on a weekly basis by the HCP teacher to ensure adequate access to the HCP program. Steps to improve attendance as per district policy will be followed.</p>
Competition Performance	<input type="checkbox"/> Elementary		

<p>and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess</p>	<input type="checkbox"/> Secondary		
<p>Program Participation</p>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<p>The HCP teacher will monitor participation in all aspects of the program, including online studies, project completion and team participation.</p> <p>The HCP teacher will monitor participation in all aspects of the program, including online studies, project completion and team participation.</p>	<p>Data will be considered quarterly and included on a report card summary to parents. This information will be shared with parents as part of parent/teacher conferences.</p> <p>Data will be considered quarterly and included on a report card summary to parents. This information will be shared with parents as part of parent/teacher conferences.</p>
<p>Other: Name(s)</p>	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

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

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	1	3	4	5	9	10	12	4	7	5	4	7	71

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: 9/14/2020

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

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

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

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

Pat Nunan, Curriculum & Assessment Director
Carrie Hatch, Special Education Director
Denise Schuh, classroom teacher
Nichole Harris, Highly Capable Program teacher
Jared Foster, School Psychologist

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.

"Screen In" assessment (STAR) to consider students who's families may not have an opportunity to complete a referral application.

Review WA-Kids for above-grade-level indicators as another "Screen In" assessment.

All assessments will occur during the school day for equitable access to all students.

ELL students will be scored with an alternate ELL scoring criterion built into the Cogat 7 assessment (leaving out language-dependent portions).

Referrals are solicited from staff members on behalf of exceptional students who might not otherwise receive a referral from home.

New student data is reviewed throughout the year, not just during the referral window, and potentially exceptional students are considered for the Highly Capable Program.

Referrals and referral information is presented in both English and Spanish. Spanish-speaking families are assisted through fluent translators.

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.

A. Multiple Objective Criteria

All students being considered for the HCP are considered based on multiple criteria including STAR assessments, Smarter Balanced Assessments (if applicable), DIBELS assessments, anecdotal information contained in the referral packet and conversations with teachers, parents and others who know the student. These conversations provide further data to support inclusion, not to exclude students from the program. No single factor may exclude a student from the program. It is based on a wholistic view of each child.

B. Local as well as national norms are used to determine placement in the Highly Capable Program. Local norms are accessed in 2018-2019 to include more, not fewer students in the Program. Local norms may be found on the new STAR assessment as "District Benchmark" reports, and these norms are set to match the local intervention programs for North Franklin School District.

C. It is understood that highly-capable students may have poor attendance or may engage in disruptive behavior just like any other student, so these subjective criteria are not used to disqualify any student from placement in the Highly Capable Program. Subjective data such as teacher recommendation and report cards alongside other data are used to gather evidence for inclusion in the program, but these data do not disqualify a student.

D. NFSD utilizes approved, standardized alternate scoring on the language-dependent portion of the CogAT7 assessment based on a student's primary language so that language barriers are removed from the process. If the language section provides additional support for placement it is used (both scoring techniques are employed and the higher score is utilized). Students being considered for placement may complete the STAR assessment in their native language to support placement in the program and further eliminate language barriers.

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.

NFSD conducted screening of newly enrolled students throughout the 19-20 school year, but was not able to open a referral window in April as usual, although enrollment in the HCP increased significantly. NFSD will conduct identification at the start of the 2020-2021 school year to identify and serve as soon as possible.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
	School Begins 1st-6th, 7th, 8am - Elem Orientation 8am - Sec Orientation	School Begins 8th, 10th- 8am - Elem Orientation 12pm - Sec Orientation	12pm - Elem Orientation 12pm - Sec Orientation	8am - Elem Orientation 12pm - Sec Orientation	8am - Elem Orientation 8am - Sec Orientation	
6	7	8	9	10	11	12
	NO SCHOOL-Labor Day					
13	14	15	16	17	18	19
	7pm - Board Meeting					
20	21	22	23	24	25	26
27	28	29	30	1	2	3
	7pm - Board Meeting					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 7pm - Board Meeting	29	30	1	2	3
4	5	6	7	8	9	10
11	12 5:30pm - Board Meeting	13	14	15	16	17
18	19	20	21	22	23	24
25	26 5:30pm - Board Meeting	27	28	29	30	31

MINUTES
NORTH FRANKLIN SCHOOL DISTRICT
BOARD OF DIRECTORS

August 24, 2020

7:00 pm

District Office Boardroom

1. CALL TO ORDER/FLAG SALUTE

The meeting was called to order by Chair Utecht at 7:00 pm with Mrs. Booker, Mrs. Hailey and Mr. Jacobs present. Mrs. Walker and Mrs. Sital joined the meeting via Zoom. Mr. Fox and Ms. Chamberlain were absent.

2. SET AGENDA – ACTION

Mrs. Booker moved, Mrs. Hailey seconded, to approve the agenda as presented. Motion passed.

3. RECOGNITION OF VISITORS

Chair Utecht welcomed those in attendance.

4. REPORTS

A. Business Manager Reports

Mrs. Sital reviewed the budget status reports for July 2020.

B. Board of Director Reports

Mrs. Walker shared that the new field building at CHS and it looks great. Mrs. Booker reported that Miss Connell took place on private property and went very well. She commended the participants and volunteers who endured the 8- month process before they were able actually have the performance. The whole program is available to view online.

C. Superintendent Report

Mr. Jacobs deferred to General Discussion – 2020-21 School Year Reopening Update.

5. GENERAL DISCUSSION ITEMS

A. 2020-21 First Aid/AED Instructor Bid

Mrs. Sital reviewed the 2020-21 First Aid/AED Instructor Bid received from Dorothy Krein. Discussion ensued.

Mrs. Booker moved, Mrs. Hailey seconded, to approve the 2020-21 First Aid/AED Instructor Bid as presented. Motion passed.

B. 2020-21 Fuel Bid

Mrs. Sital reviewed the 2020-21 Fuel Bid received from Connell Oil. Discussion ensued.

Mrs. Booker moved, Mrs. Hailey seconded, to approve the 2020-21 Fuel Bid as presented. Motion passed.

C. 2020-21 Milk & Dairy – State Bid Contract

Mrs. Sital reviewed the 2020-21 Milk & Dairy – State Bid Contract. Discussion ensued.

Mrs. Booker moved, Mrs. Hailey seconded, to approve the 2020-21 Milk & Dairy – State Bid Contract as presented. Motion passed.

D. 2020-21 School Year Reopening Update

Mr. Jacobs shared that since the last board meeting when the decision was made to start the school year in a distance learning model, administrators, staff and students have been working hard to prepare for the start of the school year. Administrators and staff are aware that there are three models that could be implemented at any time - distance learning, hybrid or regular school. He also shared that Dr. Pearsons from the Benton/Franklin Health Department continues to review case numbers and as they see a decrease in numbers the district may be able to implement the hybrid plan in October. Mr. Jacobs shared that there will be a 3-5 day transition period between the three models to give staff, students and parents time to plan. There was an OJH/CHS parent information meeting last week which had great attendance and there are three more meetings this week, including a Spanish speaking parent meeting. Mrs. Walker commended the OJH and CHS principals and counselors for working together so well to present an informative meeting for parents and students. The first week of school will be teachers holding parent/student orientation meetings to provide information on distance learning. Mr. Jacobs shared that there is currently a backorder of Chromebooks and they won't be here until the end of October/beginning of November. Currently, the district can serve grades 5-12, but we are working to get the younger grades devices as soon as possible. He also stated that we are working on doing a priority list of families for mi-fi devices to help alleviate issues with internet use. Mr. Jacobs reported that the recent two days of staff inservice trainings on google classrooms went well and had great attendance and there are four upcoming inservice days for teachers to work on essential learning standards, distance learning preparations/planning and COVID/health/safety training and building level planning and preparation. Mr. Jacobs reported that he has assigned Ms. Dipasquale to coordinate the NFVA 6-12 program and he added Mrs. Palomarez to help Mrs. Harris coordinate the NFVA K-5 program. Mr. Jacobs shared that transportation staff will be assigned to help with food distribution during distance learning. Overall, the planning is going well and administration and staff are doing a great job preparing.

Mr. Gregg reported that the maintenance and operations department staff are wrapping up summer projects. In preparation for safety precautions for return of staff and students, there has been one custodian at each school changed to day shift. He also commended Terri White for helping to create/coordinate the common safety/health signage that is being used throughout the district.

E. Calendar of Events

6. CONSENT AGENDA – ACTION

ACH Accounts Payable	192000313 through 192000319	\$1,922.11
Accounts Payable.....	126166 through 126272	\$525,946.49
Wire Transfer.....	201900137 through 201900140	\$31,349.53
Payroll	126273 through 126296	\$2,027,659.23

Mrs. Hailey moved, Mrs. Walker seconded, to approve the minutes of the August 10, 2020 Regular Meeting, Payroll and Accounts Payable as presented. Motion passed.

7. PERSONNEL – ACTION

A. Resignations

1. Valerie Fisher, Para Educator, CE
2. Stepheny Smith, Para Educator, CE
3. Martha Meraz, Para Educator, CE
4. Josh Poulson, Assistant Cross Country Coach, CHS

B. Supplemental Contracts

1. Spring Co-Curricular Rehires (see attached)
2. Maxine Hicks, EWU College in the Classroom, CHS
3. Maxine Hicks, Stipend for Contract Renewal, CHS

Mrs. Booker moved, Mrs. Walker seconded, to approve Personnel Action Items as presented.
Motion passed.

8. ADJOURN

The meeting adjourned at 8:17 pm.

Terry Utecht, Chair

Jim Jacobs, Superintendent

Athletic Director's Recommendation For Spring 2020-2021 Coaches
Connell High School

Olds Junior High School

<u>Baseball</u>	Recommendation
Tom Walker	ReHire
Chris Jackson	ReHire
TJ Zabriskie	ReHire

<u>Baseball</u>	Recommendation
Jaime Meraz	ReHire
Frankie Meraz	ReHire

<u>Boys Soccer</u>	Recommendation
Jesus Herrera	Resigned
Fernando Gutierrez	Open-Head Coach Resigned
Jessica Garcia	Open-Head Coach Resigned

<u>Boys Soccer</u>	Recommendation
Pablo Zamarripa	ReHire
OPEN	

<u>Softball</u>	Recommendation
Duey Dixon	ReHire
Trish Munoz	ReHire
Alex Stevenson	ReHire

<u>Softball</u>	Recommendation
Paul Garland	ReHire
Brock Wells	TBD

<u>Tennis</u>	Recommendation
Josh Morrill	ReHire
Ron Thompson	ReHire
Jennifer Nielson	ReHire

<u>Tennis</u>	Recommendation
Devin O'Brien	ReHire
Paul Bagwell	ReHire

<u>Track & Field</u>	Recommendation
Scott Forsyth	ReHire
Dan Colby	ReHire
Wayne Riner	ReHire
Bryant Anderson	ReHire

<u>Track & Field</u>	Recommendation
Stephanie Egbert	ReHire
Josh Ledford	ReHire
Jessica Forsyth	ReHire

8/5/2020
Date


 Athletic Director
 Stephen Pyeatt

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 14, 2020, the board, by a _____ vote, approves payments, totaling \$413.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, BANK OF AMERICA BANK WIRE-TAX:
Wire Transfer Payments 202000002 through 202000002, totaling \$413.52

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202000002	ROBERT L OLDS JR HIGH	09/15/2020	REPLENISHMENT	MONTHLY REPLENISHMENT FOR CHECK/S #6211 AND LOST CHECK #6205	0	413.52	413.52
40 E 530 1000 00 0000 3980 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/General Stude		413.52	
1 Wire Transfer Check(s) For a Total of							413.52

	0	Manual	Checks For a Total of	0.00
	1	Wire Transfer	Checks For a Total of	413.52
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran,	ACH & Computer Checks	413.52
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	413.52

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	0.00	0.00	413.52	413.52

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 14, 2020, the board, by a _____ vote, approves payments, totaling \$11,933.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 126297 through 126298, totaling \$11,933.41

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
126297	HUDL	09/15/2020	INV00890175	HUDL AD package \$4350 Athletics \$3480 ASB	8262000001	9,413.41	9,413.41
40 E 530 1000 00 0000 4260 0000 0000 0				Associated Student Body Fund/EXPENDITURES/General Stude		4,183.74	
40 E 530 2000 00 0000 4260 0000 0000 0				Associated Student Body Fund/EXPENDITURES/Athletics		5,229.67	
126298	JOSTEN'S	09/15/2020	1218443	Yearbook final payment per P. Jones	8262000002	2,520.00	2,520.00
40 E 530 4015 00 0000 4260 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ASB ANNUAL		2,520.00	
			2	Computer	Check(s) For a Total of		11,933.41

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	11,933.41
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	11,933.41
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	11,933.41

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	0.00	0.00	11,933.41	11,933.41

PERSONNEL ACTION ITEMS

September 14, 2020

A. Recommendations to Hire

1. Kimberly Martinez, Para Educator, ME
2. Patricia Munoz, Special Education Teacher, District
3. Pablo Silva, Custodian, District/Transportation
4. Jared Foster, Psychologist, District

B. Change of Assignments/Transfers

1. Larry Kaiser, transfer from History/Math/PE Teacher, OJH to 6th Grade Teacher, CE

C. Resignations

1. Larry Learnard, 6th Grade Teacher, CE
2. Marian Gray, Bus Driver, Transportation
3. Jill Mathews, Bus Driver, Transportation
4. Roy Gilliam, Bus Driver, Transportation
5. Jessica Forsyth, Speech Language Pathologist Assistant, District
6. Lorinda Uttecht, Para Educator, CE
7. Vincent Meraz, Para Educator, CE

D. Supplemental Contracts

1. George Farrah, 11 Additional Days - Principal, PJHS
2. Lori Lucero, 10 Additional Days - Psychologist, District
3. Jared Foster, 10 Additional Days - Psychologist Intern, District
4. Bryant Andersen, 10 Additional Days - Psychologist Intern, District
5. Wendy Minor, 10 Additional Days - Speech Language Pathologist, District
6. Terry Shultz, 10 Additional Days - Physical Therapist, District
7. Jessica Infante-Castro, 5 Additional Days - Counselor, CHS
8. Marcie Koch, 5 Additional Days - Counselor, CHS
9. Dianna James, 5 Additional Days - Student Advocate, OJH
10. Carter Chase, 5 Additional Days - CTE, CHS
11. Patty Jones, 5 Additional Days - CTE, CHS
12. Charlie Dansie, 40 Additional Days - CTE, CHS
13. Heidi Shattuck, 40 Additional Days - CTE, CHS
14. Nancy Ireland, 10 Additional Days - CTE, CHS
15. Jessica Infante-Castro, National Honor Society Advisor, CHS
16. Erin Glossen, ASB Advisor, OJH
17. Tammy Baxter, ASB Advisor, OJH
18. Patty Brandt, ASB Advisor, CHS