



BOARD OF DIRECTORS
Regular Study Meeting & Executive Session - 5:30 PM
October 5, 2021
Online/Virtual Zoom Meeting

IMPORTANT MEETING NOTICE: The board will hold this meeting virtually via Zoom. There is no option to attend in-person. Members of the public who wish to attend may utilize the following methods:

- Watch: <https://wwps-org.zoom.us/j/98985750579>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 989 8575 0579
- Spanish Access/Acceso Español:
 - Subtitles in Spanish/Subtítulos en Español: <https://wwps-org.zoom.us/j/98985750579> (Seleccione "Live Translation" en el menú inferior).
 - Spanish Agenda/Agenda Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Mr. Sarley*

II. FLAG SALUTE: *Temporarily suspended for online/virtual meetings*

III. ROLL CALL:

- Mr. Derek Sarley, President Mrs. Terri Trick
- Mrs. Ruth Ladderud, Vice President Mr. Sam Wells
- Mr. Eric Rindal

IV. APPROVAL OF AGENDA: *Mr. Sarley*

V. CONSENT AGENDA: *Mr. Sarley*

- 1. Personnel Report 2
- 2. Extracurricular Athletic Contracts 3
- 3. Non-Athletic Extra & Co-Curricular Contracts 4
- 4. Teachers Assigned Out of Endorsement Area 5
- 5. October 5 Accounts Payable and September Payroll 6
- 6. Annual Highly Capable Program Compliance 7
- 7. Regular Business Meeting & Executive Session Minutes of September 21, 2021 29

VI. STUDY ITEMS: (5:35 p.m.) *Mr. Sarley*

- 1. CEE and Community Survey Review and Announcement: *Dr. Wade Smith* 32
- 2. Highly Capable Program Update: *Dr. Wade Smith and Mrs. Christy Krutulis* 42

VII. RECESS TO EXECUTIVE SESSION: (approximately 6:30 p.m.) *Mr. Sarley*

The Board of Directors has scheduled an executive session at approximately 6:30 p.m., to review the performance of a public employee. Additionally, the Board of Directors will meet to discuss with legal counsel representing district matters related to district enforcement actions, or litigation or potential litigation. The executive session is not open to the public and is expected to conclude at approximately 7:45 p.m.

VIII. RECONVENE REGULAR MEETING & ADJOURNMENT: (approximately 7:45 p.m.) *Mr. Sarley*



PERSONNEL REPORT

October 5, 2021 – Board Meeting

Date: September 30, 2021

EMPLOYMENT

Classified: Jessica Avery, Para-Educator, Walla Walla High School
Aly Fazzari, Para-Educator, Green Park Elementary School
Carter Martin, Bus Assistant, SE Washington Transportation Co-Op
Laura Osterhout, Para-Educator, Sharpstein Elementary School
Fatima Robles, Head Start Bilingual Family Advocate, WWCCF

RESIGNATION/RETIREMENT

Classified: Sherri Dotson, Para-Educator, Sharpstein Elementary School, 5 years
Jesus Leon, Campus Support, Walla Walla High School, 5 years
Jordan Spengeman, Para-Educator, Walla Walla High School, 2 weeks

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Javier Hernandez	Pioneer Middle School	Assistant 8th/7th Boys Soccer
Sarah Wilson	Walla Walla High School	Assistant Volleyball

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Armida Contreras	GA	Annual



Date: September 30, 2021

To: The Board of Education

From: Chris Gardea

RE: 2021-22 Annual Request for Approval of Teachers:

- Assigned Out of Endorsement Area, or
- Who hold a limited teaching certificate

We are requesting your annual approval of the following staff who are teaching subject(s) out of their endorsement area (WAC 181-82-110, or who hold a limited teaching certificate (WAC 181-79A-231).

Out of Endorsement:

- Porter, Tom – Visual Art, Social Studies
- Smith, Kenny – English Language Arts

Limited:

- Martinez, Idolina – Elementary Education

Thank you for your consideration.

CG/jh

WARRANT SUMMARY

Vouchers 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 October 5, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
10/5/2021	210330	Through	210452	\$ 710,463.74
10/5/2021	212200043	Wire Transfer	212200057	\$ 711.19

		Capital Projects		
10/5/2021	210013	Through	210034	\$ 7,479,848.81

		ASB		
10/5/2021	210012	Through	210015	\$ 4,830.25

		Transportation Vehicle		
		Through		

		Payroll		
9/30/2021	210255	Through	210329	\$ 2,135,269.84
9/30/2021	1401097	Wire Transfer	1401101	\$ 3,255,311.70
9/30/2021	N/A	Payroll Taxes	N/A	\$ 1,052,898.81

TOTAL:	\$ 14,639,334.34
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mr. Derek Sarley

Dr. Wade Smith, Superintendent

District: Walla Walla Public Schools
Organization Code: 36140
ESD: Educational Service District 123

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2021-22 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. Page 7 is to be updated annually.

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 2021-22), 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

NOTE: As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI’s approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2021-22 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 2021-22 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:	Christy Krutulis

Authorized Representative Title:	Executive Director of Teaching and Learning
Date: (MM/DD/YY)	9/8/2021

Highly Capable Program Coordinator	
Contact Name:	Christy Krutulis
Contact Organization:	Walla Walla Public Schools
Contact Email:	ckrutulis@wwps.org
Contact Phone:	509-526-6733
Contact Name:	Chris Gardea
Contact Organization:	Walla Walla Public Schools

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Becky Waggoner-Schwartz
Contact Organization:	Explorer Parents Organization
Contact Email:	bwaggoner@earlyoutreach.wsu.edu
Contact Phone:	509-527-3020

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

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

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 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"/>					
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 checked="" type="checkbox"/> Independent study							<input checked="" type="checkbox"/> Independent projects							

<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

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

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 checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" 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 checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
College in the High School	<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"/>					
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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>					
Grade level advancement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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"/>					
Running Start	<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 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"/>					
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"/>					

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 checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 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 checked="" 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 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 checked="" 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"/>	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Program Expenditures	<input checked="" type="checkbox"/>	Budget is established at the beginning of the year and monitored monthly.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	Annually with school board approval of our annual plan.
District Procedures	<input checked="" type="checkbox"/>	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Goals for District Program	<input checked="" type="checkbox"/>	Annually when we provide the universal screener and during the referral period. Goals are also reviewed during the master schedule course development for the following school year, starting in March.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	October (goal setting), February (conferences) and April for course selection for the following school year
Communications	<input checked="" type="checkbox"/>	September, December, January, April, at least.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	January when information is sent to families for referral, and also in March-April for the course selection for the following school year
Continuum of Services	<input checked="" type="checkbox"/>	Annual as part of master schedule planning.
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 checked="" type="checkbox"/> Secondary	April	May
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Ongoing in content area Ongoing in content area	After assessment is given, often in collaborative teams After assessment is given, often in collaborative teams
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Sept. Jan. May Sept. Jan. May	At building and district level after each benchmark window At building and district level after each
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Oct., Feb. May Oct., Feb. May	At the building level by classroom teachers, principals and Title/LAP and bilingual staff At the building level by classroom teachers, principals and Title/LAP and bilingual staff
Progress Reports	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October Ongoing	Fall conferences Ongoing
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Feb. May Feb. May	
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Individual buildings set dates within state and district window Individual buildings set dates within state and district window	When results are available When results are available
Student Growth Percentiles (SGP) comparing academic peers	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	October, January	October, January
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Surveys

Administrator	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Early Spring 2022 Early Spring 2022	Late Spring 2022 Late Spring 2022
Parent	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Early Spring 2022 Early Spring 2022	Late Spring 2022 Late Spring 2022
Student	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Late Spring 2022 Late Spring 2022	Late Spring 2022 Late 2022
Teacher	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Taken daily Taken daily	Review as necessary for student achievement Review as necessary for student achievement
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Quarterly Quarterly	Review as necessary for student achievement Review as

			necessary for student achievement
Other: Name(s)	<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
5	9	8	51	34	41	66	52	51	43	41	61	31	493

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: 10/5/2021

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.

Christy Krutulic, Executive Director of Teaching and Learning
Chris Gardea, Assistant Superintendent

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 2021-22 identification cycle.

During the 2021-22 school year, the following actions in WWPS will ensure we are prioritizing equitable identification of low-income students:

- Universal screening of all 2nd and 5th grade students during the school day using a non-language based assessment
- Use of locally normed data, including state, local and classroom based assessments
- Spanish options provided for CogAT screening and the full CogAT
- WaKIDS, iReady, teacher and parent referrals for kindergarten students
- Review of files of new students to determine placement opportunities in the elementary pull-out program, or access to honors classes at the middle school
- Referral communication goes to families in Spanish and English, is posted on our district website, and in each building
- Addition of professional development and onsite support for classroom teachers to build capacity in recognizing highly capable characteristics

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 2021-22 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.

-All students who are identified for assessment are tested, with parent permission. This identification for assessment could be from a parent request, teacher request, review of universal screener scores at the district level, site based referral based on multiple data points, or student self-referral, for example.

-State, local and classroom based assessments are reviewed and locally normed as part of the screening and identification process.

-Universal screening for all 2nd and 5th grade students.

-Assessments are offered to students in Spanish when the assessment has this option.

-A Highly Capable Review Committee meets to review available data, recommendations and CogAT scores for identification and program placement.

-Our Highly Capable Program is outlined on our district website:

[http://www.wwps.org/programs/explorers?](http://www.wwps.org/programs/explorers?highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcGFibGUiXQ==)

[highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcGFibGUiXQ==](http://www.wwps.org/programs/explorers?highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcGFibGUiXQ==)

-Current policy and procedures for 2190, "Highly Capable Programs".

-Annual review of our highly capable program by the school board.

4. **Briefly outline actions that were conducted in 2020-21 school year to identify students for Highly Capable services in light of disruption resulting from COVID-19.**

During the Spring of the 2020-21 school year we delayed our typical timelines so we were able to complete the identification process when all our K-8 students were back on campus either for a part or full day. We used as many data points, over time, for all students. For those students new to our system last year we carefully review data from prior district's and updated parent input. For our students who participated in our full online program, we made accommodations to administer the CogAT remotely, or in-person in a small setting if that was the preference of the family.

BOARD OF DIRECTORS
Regular Business Meeting & Executive Session – 5:30 p.m.
September 21, 2021
WWSD Administration Building / 364 S. Park Street

PRESENT

BOARD OF EDUCATION

Mr. Derek Sarley, President
Mrs. Ruth Ladderud, Vice President
Mr. Eric Rindal
Mrs. Terri Trick
Mr. Sam Wells

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Fiscal Services
Mrs. Amy Ruff, Director of Health Services

STUDENT REPRESENTATIVE

Ms. Rachel Clark, Wa-Hi

AUDIENCE

Including board members, administrators and guests, approximately 50 were in attendance. The press was not present in person.

I. CALL TO ORDER

After a short delay, due to a community member's refusal to comply with State masking requirements, the meeting was called to order in the administration building Anne Golden Boardroom at 5:45 p.m. by President Mr. Derek Sarley.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Mr. Sam Wells, Board of Directors.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Mrs. Ladderud moved and Mr. Rindal seconded approval of the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Mr. Wells moved and Mrs. Trick seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) September 21 accounts payable; 4) August financial report; 5) minimum basic education requirement compliance; and 6) regular study meeting minutes of September 7, 2021. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

VII. COMMUNICATIONS

VIII. CITIZENS' COMMENTS

President Sarley read the citizens' comment guidelines as posted to the meeting agenda. Six public comments were heard. However, the unmasked community member returned to the boardroom. Mr. Sarley proposed adjournment, with the remainder of the September 21, 2021 regular business meeting and executive session being held virtually at a later date, to be announced, and will resume with agenda item VIII. Citizens' Comments, with opportunities to speak provided for the two remaining individuals who had signed up to address the school board. Mr. Rindal moved and Mrs. Ladderud seconded approval to adjourn as presented; the motion carried unanimously with adjournment at 6:18 p.m.

On September 28, 2021 the adjourned regular business meeting & executive session of September 21, 2021 was called to order at 5:30 p.m. via Zoom webinar by President Mr. Derek Sarley. All board members were present. Including board members, administrators and guests, approximately 61 were in attendance, virtually.

President Sarley requested a motion to amend the agenda to remove agenda item XI. RECESS TO EXECUTIVE SESSION. Mr. Wells moved and Mrs. Ladderud seconded the motion as presented; the motion carried unanimously.

President Sarley called on the remaining individuals who had signed up to address the school board. In total, public comment was received by seven individuals regarding COVID-19, mask wearing and curriculum.

IX. REPORTS

Student Representative Report: Student Representative Ms. Rachel Clark reported on student activities at Walla Walla High School.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting future conferences in which they are planning to attend, and relaying their appreciation to those who have provided specific program feedback.

Superintendent's Report: Dr. Smith acknowledged the incredible partnership between Walla Walla Public Schools, City of Walla Walla and Walla Walla Fire Department for employees to receive a fit-tested N95 mask; reported the district has maintained an Aa3 credit rating; and thanked Assistant Superintendent Mr. Chris Gardea and Human Resources Director Mrs. Liz Campeau for their diligent efforts in working with staff to document the required vaccination status of over 1,000 permanent and substitute employees. Dr. Smith also provided a bond project update and noted September enrollment is 5338 FTE.

Monthly Financial Dashboard Report: Mrs. Taylor provided a review of revenues, expenditures and ending fund balance.

Safely Back to School Update: Director of Health Services Mrs. Amy Ruff reported the district's COVID safety protocols appear to be limiting the spread of the virus. The district continues to maintain a COVID case dashboard which is housed on the district's website for public viewing.

2023-2028 Strategic Plan Preparation: Dr. Smith and school board members discussed the timeline for developing the next five-year Strategic Plan. The board will continue to discuss planning for the next Strategic Plan in upcoming meetings.

X. ADJOURNMENT

President Sarley declared the meeting adjourned at 6:47 p.m.

Minutes to be presented for board approval on October 5, 2021.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board
- Mrs. Susie Golden, Recorder

Mr. Derek Sarley
School Board President

**WALLA WALLA SCHOOL DISTRICT
SURVEY RESEARCH REPORT
EXECUTIVE SUMMARY
OCTOBER 14, 2019**

The following survey research report provides some valuable information regarding community perceptions about district's overall performance.

Throughout this executive summary, The Nelson Report identifies "key" demographics for many of the questions. Key demographics are those subgroups that respond at a higher percentage rate than the total sample for any given response. The key demographic groups for any given opinion are not necessarily the only subgroups in the survey who share that opinion. They are, however, the ones that hold that opinion most strongly.

A total of 296 respondents were interviewed between October 8 and October 13, 2019. The margin of error for this survey is +/-5.66% at the 95% level of confidence.

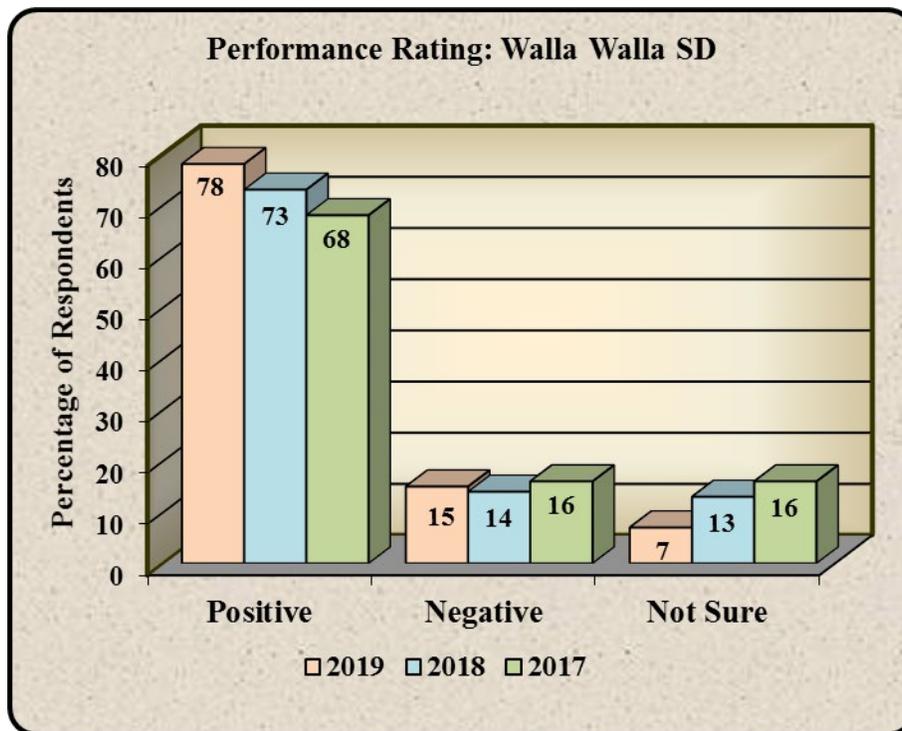
It is important to note, 77% of respondents participating in the survey were made up of older voter groups (45+ years of age and less likely to have children in school). While this was a community-wide survey, this demographic group makes up the majority of frequent and perfect voter groups (3 out of 4 and 4 out of 4 elections) and these demographic groups are more likely to engage in community research efforts than other age groups.

In addition, telephone survey research enables school districts to reach, engage and solicit opinions from residents that may not have regular access or contact with the school district.

RATE: JOB PERFORMANCE WALLA WALLA SCHOOL DISTRICT

A high percentage of respondents, 78%, gave Walla Walla School District a positive performance rating (excellent-26%, pretty good-52%), while 15% rated the district's performance negatively (only fair-11%, poor-4%). Another 7% were not sure how to rate the district's performance.

Comparing current results to those from 2018, there has been a slight increase (+5%) in the number of respondents giving Walla Walla School District a positive performance rating. The increase in positive performance ratings are even higher when compared to results from 2017 (+10%). These comparisons are reflected in the chart below.



Key demographics that gave Walla Walla School District a positive performance rating were school employees (95%), 18-34 and 60+ years old (80%), and Spanish speaking households (100%).

Key demographics that gave Walla Walla School District a negative performance rating were parents (20%), 18-34 and 45-59 years old (20%), and other language households (67%).

Top reasons for an only fair rating were: (11% of all respondents)

		Total Universe
Teachers don't care	9%	1%
Unqualified teachers	6%	1%

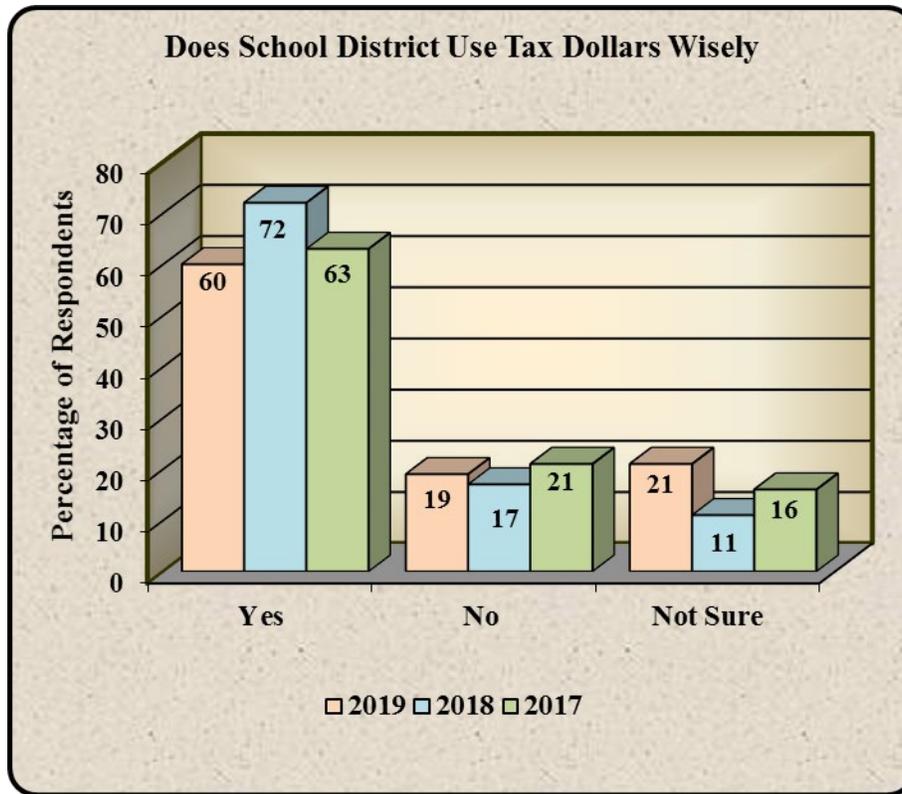
Principal reason for a poor rating was: (4% of all respondents)

		Total Universe
Students don't get a good education	25%	1%

DOES SCHOOL DISTRICT USE TAX DOLLARS WISELY

A large number of respondents, 60%, believed Walla Walla School District uses their tax dollars wisely, while 19% did not. Another 21% were not sure.

While there is a significant decrease in the number of respondents that believe the district spends tax dollars wisely (-12%), there is a +10% increase in the number of respondents that are not sure how to rate district spending as displayed in the following chart.



Key demographics that believed the district uses their tax dollars wisely were school employees (73%), 35-44 years old (69%), and 45-59 years old (63%).

Key demographics that did **not** believe the district uses their tax dollars wisely were parents (20%), 45-59 and 60+ years old (20%), and other language households (33%).

Primary reasons for not believing the district spends wisely were: (19% of all respondents)

		Total Universe
Didn't spend money they got last time wisely	9%	2%
Too many administrators, not enough teachers	7%	1%
Need to prioritize spending	7%	1%
Always asking for money	7%	1%
Always room for improvement	7%	1%

Key groups that were not sure how to rate the district’s spending were parents and community members (22%), 18-34 years old (34%), 60+ years old (22%), other language households (67%), and Spanish speaking households (29%).

AGREE/DISAGREE

In this series, respondents were presented with a few potentially prejudicial statements regarding Walla Walla School District. Results from 2018 and 2017 are displayed below current results. Collapsed agree/disagree results are reflected in parentheses.

AGREE/DISAGREE STATEMENTS IN DESCENDING ORDER OF AGREEMENT

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
I would recommend Walla Walla School district to others.	44	36 (80)	5	5 (10)	10
2018	58	30 (88)	4	3 (7)	5
2017	50	34 (84)	6	4 (10)	6
Walla Walla School District operates in an open and transparent manner.	32	36 (68)	9	7 (16)	16
2018	44	32 (76)	6	7 (13)	11
2017	30	39 (69)	10	7 (17)	14
I believe Walla Walla School District is on the right track when it comes to educating our students.	29	38 (67)	10	7 (17)	16
2018	50	28 (78)	6	7 (13)	9
2017	40	34 (74)	10	7 (17)	9

Key demographics that **disagreed** with the statement “Walla Walla School District operates in an open and transparent manner,” were parents (17%), 35-44 years old (20%), 45-59 years old (17%), and other language households (67%).

Key demographics that **disagreed** with the statement “I believe Walla Walla School District is on the right track when it comes to educating our students,” were parents (22%), 45-59 years old (23%), 35-44 years old (20%), English speaking households (18%), and other language households (33%).

CONCLUSIONS

1. A very large number of respondents give Walla Walla School District a positive performance rating. This is a slight increase from 2018, but a significant increase in performance ratings compared to two years ago (2017).
2. “Teachers don’t care” and “students don’t get a good education” are the main reasons given for a negative performance rating.”
3. A large percentage of respondents believe Walla Walla School District uses tax dollars wisely. While there is a significant decrease in positive responses when comparing results to 2018, there has been a significant increase in those that are “not sure” how to rate the district’s spending. Additional education in the community about district spending could increase positive perceptions and reduce the number of “not sure” responses.
4. Primary reason for not believing the district spends tax dollars wisely is “didn’t spend money they got last time wisely.”
5. While positive responses in most areas are slightly lower than those from 2018 (excluding overall job performance ratings which are higher), Walla Walla School District continues to be perceived positively in the community as reflected in closed-ended responses throughout the survey. It is important to note, a **majority** of respondents in **every** demographic group still give the district a positive rating in **every** area tested (overall performance, management of tax dollars, education of students, and transparency) (the only exclusion are “other” language households that only make up 1% of the total sample). In addition, “not sure” responses are higher in nearly every question. Most importantly, however, are that negative responses are **not** noticeably higher than in previous years.

Additional communication and education in the community should increase knowledge levels and potentially increase positive perceptions about the district’s performance, spending, education and transparency.

2021-22 CEE/EES Parent, Student, Staff Survey

Survey Summary:

- Administered annually to parents, students and faculty since Superintendent’s arrival
- The Center for Educational Effectiveness (CEE) Educational Effectiveness Survey™ (EES) is a suite of stakeholder surveys to determine organizational effectiveness, student engagement and motivation, social-emotional learning, as well as parent/community involvement. Detailed reports, combined with an interactive online dashboard, provide a blueprint for formative discussion, to guide, measure and suggest change and evaluate district effectiveness against nationwide results.
- Used to measure multiple strategic plan indicators
- Critical tool that also meets OSPI’s requirement for ESSER compliance
- Additional customized questions this year will allow us to measure Summer SOL effectiveness

Survey Opens: 10-11-21 / Survey Closes: 10-29-21

Surveys will be completed at the following Sites/to the following subjects:

School	Staff	Parent	Students
WWHS/SEATech	X	X	9-12
Opportunity Program	X	X	9-12
Lincoln HS	X	X	9-12
Walla Walla Online	X	X	4-12
Garrison MS	X	X	6-8
Pioneer MS	X	X	6-8
Berney Elementary	X	X	4-5
Sharpstein Elementary	X	X	4-5
Edison Elementary	X	X	4-5
Green Park Elementary	X	X	4-5
Prospect Point Elementary	X	X	4-5
Center for Children and Families	X(TK and HS)	X	NA

Staff Survey:

- All building-level staff are included in the survey (from teacher to cook to custodian). It takes about 12 minutes to complete.

Parent Survey:

- We are mailing home a letter with information on how to complete the survey (electronically or paper and pencil) to each household (English or Spanish depending on language) the week of October 11th encouraging parents to complete the survey. We will mail home a hard copy of the survey to all households as well.
- A press release with a link to the survey will go out October 11th.
- One survey per school is intended. Therefore, if a parent has a student at Pioneer and the high school, they would fill out one for each school.
- A phone message, in English and Spanish, that will go out on the evening of October 11th informing parents to keep an eye out for the mailing. Additional reminder communications will be implemented prior to the October 29th deadline.

Student Survey:

- The student survey is taken online and is offered in multiple languages.
- We continue to assess all students, grades 4-12. It takes about 12 minutes to complete the survey but may vary a bit by age of students. Students access the survey by a web link on their Chromebooks while at school.

Educational Effectiveness Survey™

Staff • Student • Parent • District



The Center for Educational Effectiveness



A research-based survey suite, the Educational Effectiveness Survey (EES) is a formative and diagnostic tool that helps districts and schools to:

- Examine and understand readiness to change, organizational trust, and the Characteristics of High Performing Schools
- Learn how staff perceptions align with State 8 criteria, which TPEP is centered, and specific practices described in the Federal Turnaround Principles
- Discover students' perceptions and attitudes toward feeling hopeful, having a sense belonging and getting social emotional support
- Understand family perceptions on the services and programs offered at their student's school

“You cannot order people to become cohesive. You cannot order great performance. You have to create the culture and climate that makes it possible. You have to build the bonds of trust.”

-Michael Abrashoff

System-wide data reporting

CEE's survey reports make it easy to focus conversations and efforts on improvement. Looking more deeply at system-wide effectiveness, the EES surveys give a 360-degree perspective and data to inform school improvement. Partnering with CEE will save you time, free-up administrator resources, and put data at your fingertips.

Common question analysis across Staff-Student-Parent Surveys

Engaged Students	SLE — This school provides a caring/supportive environment for my child	Par	86%
	SLE — Students in this school are engaged in learning	Sta	74%
	SLE — I enjoy coming to this school	Stu	59%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and additional help at this school	Par	79%
	C — I get help from teachers or other adults in this school when I need it	Stu	74%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	63%
Safety	SLE — My child feels safe at school	Par	87%
	SLE — Students believe this school is a safe place	Sta	80%
	SLE — I feel safe at this school	Stu	69%

Variety of Reporting

1

Web-based interactive data dashboard
view data by demographics and through an equity lens

2

District and School Report (PDF)
view data by characteristics of highly effective schools

3

District and School Toolkit (PDF)
view data by key focus areas and common questions by stakeholders

NEED MORE INFORMATION OR WANT TO ORDER?

Contact us at:

425.283.0384 • info@effectiveness.org • www.effectiveness.org

Educational Effectiveness Survey™

Staff • Student • Parent • District



The Center for Educational Effectiveness



Actionable information for school boards, superintendents, principals, counselors, and teachers to inform decision making and build collaborative school cultures. The EES Toolkit report highlights key results in your data.

Top 5-Bottom 5 - Key focus areas

HSE — My teacher(s) expect me to do my best	92.0%
CSF — My teacher(s) believe student learning is important	91.5%
SE — It's important to me that I improve my skills this year	88.7%
IS — I am comfortable interacting with people from a different racial or ethnic background	87.0%
MTL — I clearly understand the behavior rules of this school	86.5%
MTL — My parents help me with my school work	57.6%
SLE — Most students are respectful of others at this school	49.5%
CSF — Students are involved in decisions about things that affect them in this school	49.0%
PCI — I see people like me in the books and materials used in my classroom	42.1%
PCI — My parents/family participate in events or activities at this school	39.9%

Toolkit report examples

Neutral Responses—Greatest opportunity for positive change

PCI — The curriculum we teach reflects the diversity of the community we serve	31%
C — Parents and community understand the expectations and standards of this school	29%
FPD — We have opportunities to learn effective teaching strategies for the diversity represented in our scho..	29%
FPD — We are provided training to meet the needs of a diverse student population in our school	28%
HSE — This district places emphasis on social emotional learning in addition to core academic learning	28%

Customizable Survey

In addition to the core EES surveys, supplemental modules provide flexibility to address local issues. They include:

- Diversity, Equity & Inclusion (T/P/S)
- Safety (S)
- MTSS Implementation (T)
- Technology Readiness (T/P/S)
- Instructional Technology Effectiveness (T/P/S)
- High School Pathways (S)
- CharacterStrong (T/P/S)
- Customer Satisfaction (T/P)
- Employee Wellness & Satisfaction (T)
- Title 1 Parent Supplement (P)

Legend: T (EES™-Staff), P (EES™-Parent), S (EES™-Student)



Languages	Survey Length	Timeline
Parent and Student Surveys available in multiple languages	STAFF (73 items)	Survey window – Up to 2 weeks
	STUDENT (65 items)	
	PARENT (44 items)	Reporting – Up to 5 business days from close of survey window
	All surveys take less than 10 minutes	

NEED MORE INFORMATION OR WANT TO ORDER?

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Highly Capable Program Update

BOARD OF DIRECTORS WORK SESSION

OCTOBER 5, 2021



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Summary of Current Program Model

- Elementary
 - 3rd-5th grade, one day a week pull-out program (Explorers)
 - Core differentiation by classroom teachers at their home school
- Middle School
 - Extensive honors offerings such as ELA, science, math and social studies
- High School
 - Services and programs through accelerated programming such as honors/AP access, Running Start, and above-grade level courses

2016-17 Committee Charge

The Committee was tasked with the following charge:

- Review the history of the Highly Capable Program in WWPS
- Review applicable state and federal laws, requirements, and mandates associated with highly capable programs
- Review the current model being offered in Walla Walla Public Schools
- Review the outcomes, findings, and recommendations from the 2015-16 outside consultant and committee work
- Perform additional study and research as may be required
- Provide multiple opportunities for parent, stakeholder, and staff input to inform program recommendation

The Committee's recommendation must,

- be financially sustainable and programmatically feasible
- be research-based to best support the needs of highly capable students
- provide a scaffold program, supporting KG-12th grade alignment

Committee Makeup:

- 10 parents, Thrive representative, 3 HiCap teachers, 3 principals, Superintendent, Exec. Dir. T & L, Asst. Sup, and support staff.

Highly Capable Committee Focus Area Questions

Identification System

- How can we identify and implement a comprehensive and consistent identification system for highly capable students that addresses equity, access and bias?

Instructor Professional Development

- How can we provide targeted professional development to support both program and non-program teachers to ensure improved pedagogy for highly capable students?

Program Communication and Coordination

- How can we ensure coordinated services are provided by general education, highly capable, school counselors and related professional staff to support the needs of highly capable students?

Additional Enhancements to Highly Capable Programming

- How can we provide additional opportunities for Highly Capable students to explore, develop, or enhance their areas of interest and/or gift?

Highly Capable Student Access to Advanced Learning Opportunities

- How can we provide a variety of research-based grouping practices for highly capable students that allow them to interact with individuals with various gifts, talents, abilities, and strengths.



Identification System Follow Up

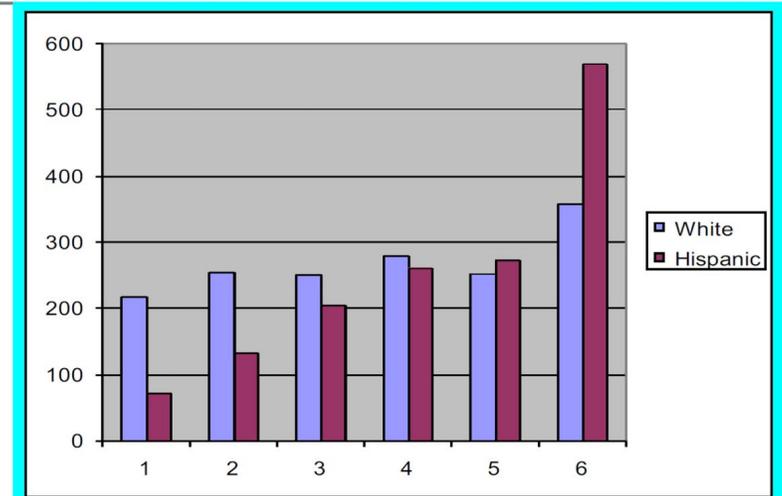
- Superintendent researched better assessment systems.
- Discovered Naglieri Ability Test (NNAT) as a far better alternative to CogAT - better identifies Highly Capable students while helping to address historical underrepresentation in HiCAP

2016 District Data When Committee Met

	HiCAP Identification	District Makeup
White	85%	56%
Hispanic	10%	38%
Free/Reduced	13%	55%

Dr. Dina Brulles Glendale, AZ
 Gifted using NNAT in Years 2000-2006

Numbers of White and Hispanic gifted student populations between 2000-2006



We Should Be Measuring Thinking Not Knowledge

- What does the student have to know to complete a task?
 - This is dependent upon educational opportunity



- How does the student have to think to complete a task?
 - This is dependent on the brain



Identification System Follow Up

- COVID delayed implementation, but in Spring 2021 we were able to pilot the Naglieri Ability Test for 2nd and 5th universal screening.
 - Utilizes shapes and figures to evaluate problem-solving and reasoning abilities without relying on language skills or knowledge.
 - Assesses how a student thinks instead of what they know, the basis of giftedness identification.
- Various data points, family input, teacher referral are all still considered.

Initial Results From New Assessment

- Identification data from 2017 to current results in 2021
 - Increase of 7% of students who qualify for F/R to 20%
 - Increase of 6% of students who identify as Hispanic to 16%
 - From only a couple of EL students identified to now 37 EL students

Professional Development Follow-Up

- WAETAG conference in October
 - Washington Association of Educators and the Talented and Gifted
- Elementary on site support now available two days a week
- PD offerings this year internally:
 - Understanding the Highly Capable Identification of NonVerbal
 - *Differentiation Strategies for High Achieving Kids* (PD and Book Study)
 - Project and Inquiry Based Learning: Ideas, Strategies and Implementation

Program Coordination Follow-Up

Evidence based program options:

- Project based learning and extension offerings
- Access to all high school courses
- Curriculum compacting

Coordinated services:

- Highly capable teacher at elementary level who has two days a week to be in buildings supporting staff and students
- Honors teachers at middle school also teach other core content classes
- Highly capable review committee has teachers from different grade levels, includes the Director of Equity and Dual Programs, and a school psychologist



Enhancement and Access Follow-Up

- Funds allocated for students to access extended school day and summer programming
- Elementary program that brings students together by grade level
- Cluster grouping for homerooms so that highly capable students are not isolated
- Flexibly grouping for ongoing regrouping of students across content areas



Questions and Discussion



<https://www.wwps.org/programs/explorers>

