217 Highly Capable Program Plan

Fiscal Year: 16-17

Milestone: Requested OSPI Approval (Printed 11/8/2016)

District: Issaquah School District

Organization Code: 17411

ESD: Puget Sound Educational Service District 121

Main Contact

Title: Executive Director of Elementary Education

First Name: Jodi

Last Name: Bongard

Email: bongardj@issaquah.wednet.edu

Phone: 425.837.7104

Fax: 425.837.7676

Address: 565 NW Holly St

City: Issaquah

State: WA

Zip Code: 98027

Alternate Contact

First Name: Susan

Last Name: Mundell

Email: mundells@issaquah.wednet.edu

Phone: 425.837.7129

CEDARS Contact

First Name: Joyce

Last Name: Borninkhof

Email: borninkhofj@issaquah.wednet.edu

Phone: 425-837-7126

Program Contacts: Jody Hess
Paula Moore

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Directions

ONLY complete this iGrants Form Package 217 if updating HCP Comprehensive Plan. Your Highly Capable Annual Plan from 2015-16 serves as your Comprehensive Plan. **If your Highly Capable Annual plan was approved in 2015-16 and you do not have changes, you do not need to complete this form package.**

Your school board must approve the information and data you enter in this form package when doing a major update WAC 392-170-025. In iGrants form Package 217, click **Print All**, to the right of Save.

Program Monitoring and Review
Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as highly capable is part of the program of basic education under RCW 28A.150.220(3).

NEW 2016-17 Update

Updates have been made to the following pages:

☐ Page 1
☐ Page 2
☐ Page 3
☐ Page 4
☐ Page 5
☐ Page 6
☐ Page 7
☐ Page 8

Assurances: Comply with State Law and Regulation

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

RCW 28A.185.020
The Legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

WAC 392-170-012
For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

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

Name of Authorized Representative:	Jodi Bongard
Position/Title of Authorized Representative:	Executive Director of Elementary Education
Date (MM/DD/YY):	08/10/16

Highly Capable Program Coordinator	
Contact Name:	Susan Mundell, Director of Elementary Special Programs
Organization:	Issaquah School District
Email:	mundells@issaquah.wednet.edu
Phone:	425-837-7129
Contact Name:	Betsy Hernandez
Organization:	Issaquah School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☑ Yes ☐ No	
Contact Name:	Gifted Education Advocacy Group (GEAG)
Organization:	Organization in transition
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

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

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

Every Item is Mandatory

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

A. Annual Notification   WAC 392-170-042

Assurances

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

Public Notification

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

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

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

Assurances

☑   District uses a specific process to refer students for the highly capable program

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

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

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

Assurances

☑   District gets permission to test.

☑   District gets permission to start services.

Every assurance in the table below is mandatory.

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

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

Instructions

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

The district uses a screening process.   Yes ☑   No ☐

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

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

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

Screening Procedures

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

☑ District has a clearly defined and documented screening process.

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

Instructions

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

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

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

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12

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

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

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

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

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

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

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

☑ District has a clearly defined and documented assessment process.

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

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

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

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

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

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☐												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

F. Selection WAC 392-170- 075

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

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

Assurances

☑ District has documented procedure and board-approved policy that govern selection of the most highly capable students by the multidisciplinary selection committee. This policy and its procedures meet the requirements listed in WAC 392-170-075.

☑ Board Policy and Procedure Number **2190**

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

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

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

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

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

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

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

Assurances

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

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

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

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

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

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

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

Complete the Gifted Value Tables
For each Gifted Value identify:

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

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

Instructional Strategies and Curricula Modification

☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☐ Independent study	☑ Independent projects
☑ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest

☑ Cluster grouping	☐ Other Name(s)	

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Supplemental pull-out program	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

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

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Grade level advancement	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Running Start	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest

☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaborative partnership with industry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with ESD	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with other district(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental academic competitions	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑
Supplemental summer enrichment or acceleration	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Supplemental before or after school services and programs	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Other Name(s) Running Start-we had 10 students take courses off campus at local colleges	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑

Instructional Strategies and Curricula Modification

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

Program Goals, Monitoring and Evaluation   WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals   WAC 392-170-030

Assurance

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

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

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

Instructions

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

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

Assurance

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

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

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

Instructions

The evaluation of your HCP should return data that measure:

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

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

	Timeframe by Month(s) example September, December, April	
Program Administration / Operations	**Reviewed**	**Review and Analysis**
Program Administration/Operation		
District Policy	☑	Reviewed annually-June-August and updated and/or revised based on program needs/review
Program Expenditures	☑	Ongoing throughout the year we are monitoring expenditures from general fund and outside grants. Annually in July-August
Compliance to WAC 392-170	☑	Weekly check-in are ongoing throughout the year as we implement each stage in the yearly cycle which includes: nomination process, screening, eligibility testing, selection,parent notification and permission placement, appeals
District Procedures	☑	Weekly check-in are ongoing throughout the year as we implement each stage in the yearly cycle which includes: nomination process, screening, eligibility testing, selection,parent notification and permission placement, appeals
Goals for District Program	☑	Annual review in July and August
Academic Goals for HCP Students	☑	Fall and spring-student learning plans and reflections on those plans
Communications	☑	Website updated as each process requires notification to parents, and quarterly review of website content to ensure information is up to date. Parent communications are revised, updated and edited to reflect in any changes as paret of weekly check-in. These are ongoing throughout the year as we implement each stage in the yearly cycle which includes: nomination process, screening, eligibility testing, selection,parent notification and permission placement, appeals
Variety of Services at Grade Levels	☑	Annual review in July-August.
Continuum of Services	☑	Annual review in July-August
Other: Name(s)Weekly check-ins, monthly meetings with teachers, coding procedures reviews, review of assessments administered	☑	Ongoing review of all aspects of the program and processes occur on a weekly basis through check-ins. Meetings include assessment department personnel, student information systems personnel, HCAP personnel, guidance counselors, teaching and learning personnel and HCAP teachers.

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.

Evaluation Methods and Activities	Grades	Timeframe by Month(s) example September, December, April	
		Collect or Administer	Review
Grades and Tests			
AP Tests	☐ Elementary ☑ Secondary	AP test window	July-August(if able to get scores with student names attached from vendor)
Cambridge AICE Tests	☐ Elementary ☐ Secondary		
Classroom-based Assessments	☐ Elementary ☐ Secondary		
District Assessments	☑ Elementary ☐ Secondary	District Test Window for Fountas and Pinnel and Writing Sept-October March-May	July-August
IB Tests	☐ Elementary ☑ Secondary	IB test window	July-August (if able to get scores with student names attached from vendor)
Performance Assessment	☐ Elementary ☐ Secondary		
Progress Reports	☐ Elementary ☐ Secondary		
Report Cards	☐ Elementary ☐ Secondary		
State Assessments	☑ Elementary ☑ Secondary	Following state testing window March-June Following state testing window March-June	August-September August-September
Other: Name(s)	☐ Elementary ☐ Secondary		
Qualitative Data			
Staff Anecdotal Observation		Ongoing	Ongoing

	☑ Elementary ☑ Secondary	Ongoing	Ongoing
Student Reflection	☑ Elementary ☑ Secondary	September/June September/June	September/June September/June
Student Interviews	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

Surveys

Administrator	☐ Elementary ☐ Secondary		
Parent	☐ Elementary ☐ Secondary		
Student	☐ Elementary ☑ Secondary	October/June	October/June
Teacher	☐ Elementary ☐ Secondary		
Other: Name(s)Counselor survey those who facilitated secondary program	☐ Elementary ☑ Secondary	June	June

Other Data Sources

Attendance	☐ Elementary ☐ Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers	☑ Elementary ☑ Secondary	As competitions occur As competitions occur	As competitions occur As competitions occur
Program Participation	☑ Elementary ☑ Secondary	June October	September October and June
Other: Name(s)Demographic information information	☑ Elementary ☑ Secondary	October October	June June

School Board 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
45	35	19	116	94	106	56	59	50	47	45	38	38	748

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

Instructions

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

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

Date of Board Approval: 8/12/2015

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		