

**217 Highly Capable Program Plan****Fiscal Year:** 17-18**Milestone:** Requested OSPI Approval (Printed 9/27/2017)**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:** Nirmala**Last Name:** Grutzius**Email:** grutziusn@issaquah.wednet.edu**Phone:** 425-837-7182**Program Contacts:** Jody Hess  
Jason Miller

**217 Highly Capable Program Plan****Fiscal Year:** 17-18**Milestone: Requested OSPI Approval** (Printed 9/27/2017)**District:** Issaquah School District**Organization Code:** 17411**ESD:** Puget Sound Educational Service District 121**Page 1****Directions****All LEAs must complete pages 1 and 7.**

EHB 2242, signed into law on July 6, 2017, made changes to the Highly Capable funding formula and equitable identification priorities.

The Highly Capable funding formula increases from 2.314 percent to 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.**

**The new law makes equitable identification of low-income students a priority for LEAs.** To assist LEAs, OSPI will provide a webinar, technical assistance, FAQs and other professional learning opportunities.

The assurance page from last year's Form Package 778 is merged into page 1 of this Comprehensive Plan Form Package 217. These include a **new assurance** regarding the LEA's action plan for equitable identification of low-income students. LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. You will only update pages 2 - 6 if you made major changes in your program identification or services.

Finally, a new page 7 will ask you to explain how you will address equitable identification of low-income students. Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

**LEAs must also turn in the 2016-17 end-of-year report, iGrant Form Package 250, before receiving funding for the 2017-18 school year.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2017-18), 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 2017-18 Update**

Updates have been made to the following pages:

 **Page 1 (required)** Page 2

- Page 3
- Page 4
- Page 5
- Page 6
- Page 7 (required)**

### Assurances: Comply with State Law and Regulation

**NOTE:** As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by each school 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 2017-18 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.*
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. *Update the Comprehensive Plan (iGrants Form Package 217) on an as-needed basis when the district has made major program changes. (This does not need to be 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 **EHB 2242 Sec. 412** District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.*

**LEA DOES NOT accept Highly Capable allocation for the 2017-18 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. *Update the Comprehensive Plan (iGrants Form Package 217) on an as needed basis when the district has made major program changes. (This does not need to be annually.) LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow **EHB 2242 Sec. 412** District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.*

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
<b>Name of Authorized Representative:</b>	Jodi Bongard
<b>Position/Title of Authorized Representative:</b>	Executive Director of Elementary Education
<b>Date (MM/DD/YY):</b>	08/28/17

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

<b>Highly Capable Program Parent Organization</b>	
Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Contact Name:</b>	Gifted Education Advocacy Group (GEAG)
<b>Organization:</b>	Organization in transition
<b>Email:</b>	
<b>Phone:</b>	

District's Highly Capable Student Definition and Learning Characteristics  
RCW 28A-185-030, WAC 392-170 J 035 J 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 <b>procedures for identification</b> of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the <b>procedures for identification</b> of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the <b>process for appealing the selection decision</b> of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the <b>process for appealing the selection decision</b> of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the <b>procedures to exit a student</b> from the program.	<input checked="" type="checkbox"/>	Explanation of the <b>procedures to exit a student</b> from the program.	<input checked="" type="checkbox"/>
Information on the <b>district's program and the options</b> that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's <b>program and the options</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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) Other state's achievement tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

### 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**

<b>Cognitive</b>	<b>Assessment Measure By Grade Level</b>													
	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
CogAt 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Academic Achievement</b>	<b>Assessment Measure By Grade Level</b>													
	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

<b>Creativity</b>	<b>Assessment Measure by Grade Level</b>													
	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 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	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instructional Strategies and Curricula Modification</b>														
<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 checked="" type="checkbox"/> Pacing							<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> pull-out program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input 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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<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 type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input checked="" 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"/>
<b>Supplemental</b> academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Supplemental</b> summer enrichment or acceleration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Supplemental</b> before or after school services and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s) Running Start-we had students take courses off campus at local colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

### A. District Program Goals WAC 392-170-030

#### Assurance

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

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

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

#### Instructions

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

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

#### Assurance

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

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

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

#### Instructions

The evaluation of your HCP should return data that measure:

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

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



		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
<b>Program Administration/Operation</b>		
District Policy	<input checked="" type="checkbox"/>	Reviewed annually-June-August and updated and/or revised based on program needs/review
Program Expenditures	<input checked="" type="checkbox"/>	Ongoing throughout the year we are monitoring expenditures from general fund and outside grants. Annually in July-August
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	Annual review in July and August
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	Fall and spring-student learning plans and reflections on those plans
Communications	<input checked="" type="checkbox"/>	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 part 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	<input checked="" type="checkbox"/>	Annual review in July-August.
Continuum of Services	<input checked="" type="checkbox"/>	Annual review in July-August
Other: Name(s) Weekly check-ins, monthly meetings with teachers, coding procedures reviews, review of assessments administered. annual program review with the school board	<input checked="" type="checkbox"/>	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.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	AP test window	July-August(if able to get scores with student names attached from vendor)
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Ongoing in all subject areas	
District Assessments	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	District Test Window for Fountas and Pinnel and Writing Sept-October March-May	July-August
IB Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	IB test window	July-August (if able to get scores with student names attached from vendor)
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary	Following state testing window March-June	August-September
	<input checked="" type="checkbox"/> Secondary	Following state testing window March-June	August-September

Other: Name(s)Course participation in advanced classes	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October	October
--	--	---------	---------

Qualitative Data			
Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary	Ongoing	Ongoing
	<input checked="" type="checkbox"/> Secondary	Ongoing	Ongoing
Student Reflection	<input checked="" type="checkbox"/> Elementary	September/June	September/June
	<input checked="" type="checkbox"/> Secondary	September/June	September/June
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Surveys			
Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October	October
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)Counselor survey those who facilitated secondary program	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June	June

Other Data Sources			
Attendance	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers	<input checked="" type="checkbox"/> Elementary	As competitions occur	As competitions occur
	<input checked="" type="checkbox"/> Secondary	As competitions occur	As competitions occur
Program Participation	<input checked="" type="checkbox"/> Elementary	June	September
	<input checked="" type="checkbox"/> Secondary	October	October and June

Other: Name(s)Demographic information information	<input checked="" type="checkbox"/> Elementary	October	June
	<input checked="" type="checkbox"/> Secondary	October	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
40	32	53	149	152	117	93	62	57	55	47	45	45	947

**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:**

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

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

**Explain how you will address equitable identification of low-income students as required by the new law.**

Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

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

Susan Mundell, Director of Elementary Special Programs

2. LEAs may find system 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.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s), look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS, 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 explain what actions your LEA will take to prioritize equitable identification of low-income students, and the LEA's timeline to implement during 2017-18 identification cycle.**

Universal Screening of all Kindergarten students- November 2017-18  
 Universal Full eligibility testing for all second grade students- January and March 2018  
 All universal screening to take place during school hours- 2017-18  
 Prohibit outside testing for eligibility consideration- 2017-18  
 Use newest version of CogAT (for ELL accessibility)- 2017-18  
 All students at secondary level self-select courses- 2017-18  
 HCP district administrator to attend new to the US and new to ISD Family Nights to share information and answer question- 2017-18  
 Consider ELL status and rate of language acquisition in MDSC meetings- 2017-18  
 Increase translation of HCP notification materials to include appeals and other letters- 2017-18  
 Referral information included in all new student enrollment packets, with translation-2017-18  
 Establish a routine review of existing data to find the top 5% on SBA and are ELL- 2017-18  
 Include an optional question on referral form about free and reduced lunch status- September 2017  
 Administrator trains all school secretaries on HCP procedures before school starts in August- 2017