217 Highly Capable Program Plan
Fiscal Year: 20-21
Milestone: Requested OSPI Approval (Printed 10/12/2020)

District: Issaquah School District
Organization Code: 17411
ESD: Puget Sound Educational Service District 121

Page 1

Directions

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

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

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

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

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

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

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

Please check only one box below:

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

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

b. **RCW 28A.185.020**
Highly Capable program requirements provided in state law.

c. **WAC 392-170-012**
Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

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

a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Susan Mundell
Authorized Representative Title:	Executive Director of Elementary Education

Date: (MM/DD/YY)	10/08/20

Highly Capable Program Coordinator	
Contact Name:	Page Perey, Director of Elementary Special Programs
Organization:	Issaquah School District
Email:	pereyp@issaquah.wednet.edu
Phone:	425-837-7069
Contact Name:	Marianne Dikran
Organization:	Issaquah School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☑ **Yes** ☐ **No**	
Contact Name:	Page Perey
Organization:	Highly Capable Program- Parent Engagement Group (HCP-PEG)
Email:	pereyp@issaquah.wednet.edu
Phone:	425-837-7069

Page 2

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

Page 3

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 should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

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

A. Annual Notification WAC 392-170-042

Assurances

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

Public Notification

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

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

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

Assurances

☑ District uses a specific process to refer students for the Highly Capable program

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

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

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

Assurances

☑ District gets permission to assess.

☑ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	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
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) Other state's cognitive tests as submitted in the referral process.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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 as submitted in the referral process.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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)	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Other state's creativity tests as submitted in the referral process.	

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) Other state's rating scales as submitted in the referral process.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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) Other state's informal measures as submitted in the referral process.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

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

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

☑ District has a clearly defined and documented assessment process.

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

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

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

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

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

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

Assurances

- [x] District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- [x] 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.

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

Page 4

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

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

Assurances

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

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

Instructions

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

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

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

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

Complete the Gifted Value Tables
For each Gifted Value identify:

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

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

Instructional Strategies and Curricula Modification	
[x] Differentiation	[x] Curriculum Compacting
[x] Flexible grouping	[x] Enrichment
[ ] Independent study	[x] 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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
College in the High School	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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 extra-curricular academic activities	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Other Name(s) Running Start-we had students take courses off campus at local colleges	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑

Instructional Strategies and Curricula Modification

☐ Differentiation	☐ Curriculum Compacting
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☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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

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

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	☑	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: referral process, screening, eligibility testing, selection,parent notification, permission for placement, and appeals
District Procedures	☑	Weekly check-in are ongoing throughout the year as we implement each stage in the yearly cycle which includes: referral process, screening, eligibility testing, selection,parent notification, permission for placement, and 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 part of weekly check-in. These are ongoing throughout the year as we implement each stage in the yearly cycle which includes: referral 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. annual program review with the school board	☑	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, Highly Capable personnel, guidance counselors, teaching and learning personnel and Highly Capable 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. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	☐ 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	Ongoing in all subject areas	
District Assessments	☑ Elementary ☐ Secondary	District Test Window for Fountas and Pinnell 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
Student Growth Percentiles (SGP) comparing academic peers	☐ Elementary ☐ Secondary		
Other: Name(s)Course participation in advanced classes	☐ Elementary ☑ Secondary	October	October

Qualitative Data			
Staff Anecdotal Observation	☑ Elementary ☑ Secondary	Ongoing Ongoing	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	October
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, History Day, debate, chess	☐ Elementary ☐ Secondary		
Program Participation	☑ Elementary ☑ Secondary	June October	September October and June
Other: Name(s)Demographic information information	☑ Elementary ☑ Secondary	October October	June June

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

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

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
25	20	23	140	123	156	135	134	107	80	55	51	51	1,100

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

Instructions

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

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/22/2020

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

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

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

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

   Susan Mundell and Page Perey

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

   OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

   Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

   a. Continue our practice of screening of all kindergarten students in neighborhood schools during the school day in the 2020-2021 SY.
   b. Continue our practice of full eligibility testing for all second grade students in neighborhood schools during the school day in the 2020-21 SY.
   c. Continue our practice of scheduling all universal screening during school hours in the 2020-2021 SY.
   d. Continue our practice of prohibiting outside testing for eligibility consideration in the 2020-2021 SY.
   e. Continue our practice of using the Non Verbal section of CogAT (for ELL accessibility) in the 2020-2021 SY.
   f. Continue our practice of allowing all students at secondary level to self-select courses in the 2020-2021 SY.
   g. Continue our practice of having the HCP district administrator attend New to the U.S. and New to ISD Family Nights to share information and answer questions in the 2020-2021 SY.
   h. Continue our practice of considering ELL status and rate of language acquisition in MSC meetings in the 2020-2021 SY.
   i. Continue our practice of increasing translations of HCP notification materials to include appeal process, exit procedures, testing opt out form, private, home based or form in the 2020-2021 SY.
   j. Continue our practice of having the Highly Capable Program Director train all school secretaries on HCP procedures before school starts annually in the 2020-2021 SY.
   k. Develop a data sweep routine reviewing existing data in order to engage in direct outreach to students 2020-2021 school year.
   l. The District switched from using "nominate" to using "referral" in the 2020-2021 SY.
   m. Annual training of all staff on a highly capable module.
   n. Implemented Matrix scoring to eliminate "cut off" scores for individual tests.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

   LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

   a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

   b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

   c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

   d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

   a. ISD worked with a consultant beginning in the spring of 2018 through the fall of 2019 to revise its identification process to ensure that a single criteria would not disqualify a student from identification. The new identification process, based on a holistic matrix score using the z-score formula, was launched in January of 2019.
   b. ISD uses a combination of national and local norms. While national norms are used to determine scores, students' matrix scores are then compared to the local population. National percentiles are not used to determine eligibility.
   c. Teacher recommendations and reports cards are not a part of the ISD identification process.
   d. ISD continues to communicate with test vendors about what tools are available in other languages spoken in the district.
   e. ISD already uses the Non Verbal subtest of the CogAT.

4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

   Completing the 2019-20 Highly Capable Identification Process:
   The Issaquah School District has four annual eligibility/testing cycles: September Referral, universal kindergarten screening in November, 2nd grade universal testing in the winter/spring and New Student Referrals. The September Referral and Kindergarten universal screening testing cycles were completed as normal for the 2019-20 school year. Most Issaquah School District 2nd grade students completed universal testing during the school day prior to the school closure on March 13, 2020. The Multidisciplinary Selection committee met in June and completed the eligibility process for these students. For the small group of students who did not complete testing due to attendance, the Multidisciplinary Selection Committee met, reviewed existing data for the group of students, and decided to conduct an additional screener to determine students who would complete testing. (Additional screeners included a parent survey about desire to finish testing and a full review of the current 2nd grade testing results to date.)

Testing was conducted in August and September in small groups at the Issaquah School District Administrative offices. The Multidisciplinary Selection Committee met on August 26th after the first round of small group testing to complete eligibility decisions for that group of 2nd grade students and will meet on October 9 to review data and complete the eligibility process for the 2019-20 2nd grade universal testing cycle. Appeals were processed through each increment of testing results as defined though our appeal process. New student testing was delayed. The Multidisciplinary Selection Team met on August 26, 2020 to screen New Student Referrals. Some students were tested in small groups. This testing cycle is now complete.

Completing the 2020-21 Highly Capable Identification Process:
The September Referral process is happening now. Referrals have been received and will be screened by the district MDSC on Friday, October 9, 2020. In past years, after initial screening, testing for some referred students occurred on two Saturdays in October. This year some adjustments to the testing window will be necessary depending on what phase of the Safe Start plan King County is in and guidance from the Washington State Department of Health. These adjustments may include delayed testing dates and/or alternative screening measures, which may include using the CogAT Screener with evidence submitted by parents or full file reviews. The MDSC will determine the next steps. Some students will be testing in small groups by administrators. Universal Screening of kindergarten students will be postponed until winter or spring and may include necessary adjustments to feasibly test students. These adjustments may include a referral process for staff and families, a screener activity conducted remotely or in person if school has resumed by the classroom teacher, and/or a full file review then referral by the Highly Capable Department In addition, the highly capable program teacher at each school will provide resources and guidance to teachers as needed to meet the needs of the "advance learners." Second Grade Universal Testing for the Highly Capable Program is scheduled to proceed as normal. Each year all second grade students are given a full battery of tests beginning in January. Should adjustments be necessary to this plan, they may include delayed testing dates, implementation of a referral process and/or alternative screening measures such as a full file review. New Student Referral Process: This process will remain the same. Students new to the district are welcome to submit a Highly Capable Program referral form. All referrals will be screened and, if appropriate, tested before the start of the following school year.