**Find and review your district-adopted Highly Capable Program policy and procedure as well as supporting program documents. (Choose a district to review if you are not in a district or your district does not receive state categorical HCP funds. Often this information can be found by searching a district’s website.)**

**Please discuss how the district is addressing the areas of compliance required for CPR. Are there areas that your district keeps good documentation for? Areas that you could not determine were documented? Do you know who to ask or where to find documentation?**

I currently work in the Issaquah School District, and that is what district I am reviewing. The “Highly Capable Students” document from the Senate Committee Services states that “Students must be nominated, assessed, and selected into a program…[and that] Assessments, conducted by district personnel, must use at least one measure to assess each of the three required multiple criteria” (pg. 6). In the Issaquah School District documents, it states that 2nd grade students are assessed for entrance into the highly capable program with the Stanford 10 Achievement test, CogAT cognitive abilities test, and SOI Structure of Intellect Creativity Test. These measures are used for entrance into the Sage and Merlin programs which serve students grades 3-5. Clearly, for elementary school programs, the district is using measurements for each of the three required criteria (cognitive ability, specific academic achievement, and exceptional creativity). In middle school, however, schools primarily use academic achievement scores and cognitive ability scores for entrance into the humanities plus program (the other advanced programs for math and science are opt-in programs and students don’t need to test in). They use the 4th grade MSP reading and writing scores, the 5th grade Stanford Reading Scores, 5th grade report card grades for reading, writing, and social/learning skills. There is no middle school measure for exceptional creativity.

The “Highly Capable Students” document from the Senate Committee Services also states that “districts develop an education plan…for each student or group of students.” The Issaquah program is described in detail in the district website for all levels of students. At the elementary level, there is Merlin and Sage. At the middle level; there is humanities plus, and opportunities for advanced students to skip their 6th grade math and science class. At the high school level, students can take honors humanities classes, IB, running start, or AP classes.

The Issaquah School District seems to check all the boxes for 13.2 on the Highly Capable District Checklist, which deals with notification and procedures. There are clear forms on the district website explaining the process for qualification into the programs (at all levels), and that information is given to all students at each level. They also have applications online for parents (that deal with the parent/legal guardian permissions). I could not, however, find any information explaining how a parent would go about appealing a decision from the multidisciplinary committee. Additionally, I could not find any documentation that showed evidence of the effectiveness of the process or the HC program. There may be data hidden within school board meeting minutes, but even a search of the Issaquah School District website did not help in finding this information. There was, however, a name at the administration level of a resource who would mostly likely have this information.