

Highly Capable Program

Lake Chelan School District
December 14, 2021



Purpose

- Review and approve the highly capable plan for the Lake Chelan School District.
- Thank Kari McLaren!!!!!!

I. Identifying Eligible Students

Multi-disciplinary Selection Committee Process

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is **among the most highly capable**;
2. Evidence of **clear need for highly capable services**; and
3. Determination of which students would **benefit the most from inclusion** in the district's program.

5 Characteristics of Highly Capable

Goal: Identify and serve the most highly capable students that are likely to benefit from services

Intellectual: Profound curiosity, love of knowledge and learning, love of problem solving, probing questions, search for truth, understanding, knowledge, and discovery, keen observation, reflective thought, introspection, avid reading, sustained intellectual effort, love of theory and analysis, and independent thinking.

Imaginational: Detailed visualization, vivid dreams, love of fantasy, creativity, inventions, love of music and art, good sense of humor, preference for the unusual and unique, fear of the unknown.

Emotional: Depth and intensity of emotional feelings and relational attachments, wide range of complex emotions, strong memory for feelings, high concern for others, heightened sense of right, wrong, injustice and hypocrisy, empathy, responsibility, and self-examination. Tendency toward feelings of guilt, anxiety, loneliness, depression and somatic expression of emotions.

Sensual: Enhanced sensory experience of visual, auditory, olfactory, gustatory, or tactile stimulus. Appreciation of beauty, need for desire or comfort. Sensual expression of emotional tension (i.e. overeating).

Psychomotor: Physical expression of emotions. Surplus of energy, such as intense physical activity, competitiveness, rapid speech, restlessness, nervous habits and tics, and impulsiveness. Preference for fast action.

Identification & Eligibility

- The **NNAT3** is a culture-fair, nonverbal measure of reasoning and problem solving abilities. This test does not require English language skills or mathematics, instead consisting of problems that use a complex set of geometric shapes and designs. It compares each student's individual test performance against a nationwide sampling of students born within the same three-month age range.
- The **CogAT** exam is made up of three sections called batteries (verbal, nonverbal, and quantitative) that estimate students' reasoning and problem solving skills. Unlike assessment tests which measure what a student has already learned, aptitude tests are designed to measure intellectual ability, focusing on analytic and problem solving skills rather than specific knowledge. CogAT age norms compare how a student performed relative to other children of the same age in which students are grouped in one month intervals.
- The **iReady** is an adaptive test that identifies students' strengths and weaknesses in reading and mathematics. iReady accurately predicts the proficiency of 83/84% of students on average on the Smarter Balanced Assessment in math and ELA respectively (ERIA, 2016c); i-Ready's norms are percentiles, comparing each student's performance with a set of nationally representative samples of students in the same grade level who took the diagnostic at the same time of year within a three month period.
- **Additional qualitative measures** were considered as necessary, including behavior characteristics, Teacher Rating Scales, CLED Scales, the Referral Checklist, demonstrated performance, classroom performance tasks, work samples, and/or grades.

II. Serving Eligible Students

Four primary structures for HCP service delivery:

- General education classroom-based services and programs,
- Unique HCP Services/Programs,
- Acceleration Services/Programs,
- Non-Traditional Services/Programs.

Instructional programming and the delivery of HCP services must be in place at every grade level in the district.

Highly Capable students remain in the program until their enrollment in our district ends.

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"/>			
	Changed	Changed	Changed	Changed	Changed	Changed	Changed	Changed	Changed	Changed				
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							
<input checked="" type="checkbox"/> Independent study							<input checked="" type="checkbox"/> Independent projects							
<input type="checkbox"/> Pacing							<input 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 type="checkbox"/> Cluster grouping							<input type="checkbox"/> Other Name(s) <input type="text"/>							

Universal Design for Learning

1. Provide Multiple Means of Engagement

It is essential to provide gifted learners with options and expectations to engage and motivate them. By providing multiple means of engagement in the classroom the WHY of learning is addressed through options of self-regulation, maintaining interest in effort and persistence, as well as peaking interest in new and exciting ways (Meyer et al., 2014, p. 53).

2. Provide Multiple Means of Representation

This principle of the UDL Framework addresses the WHAT of learning, providing options for comprehension, language, perception, and options for display of information (Meyer et al., 2014, p. 54)

3. Multiple Means of Action/Expression

This principle addresses the HOW of learning. As educators we need to guide appropriate goal-setting, support planning and strategy development, and increase students' skills in self-regulation. This principle provides students with strategies to accomplish goals, and opens their eyes to ways in which they can monitor and control the development of their own learning (Meyer et al., 2014, p. 54).

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental 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="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting													
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment													
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects													
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration													
<input checked="" 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) <input type="text"/>													

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"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>
Other Name(s) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra- curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Program Goals & Monitoring

- Support Universal Design for Learning training for teachers to provide differentiated highly capable services to student in grades K-12.
- Maintain a clear content acceleration program in grades 6-12
- Continue equitable system for identifying Highly Capable students. Review following each referral window and identification by MSC.
- Link supplemental pullout HCP services with general education HCP coaching to support acceleration and connection to general curriculum.

District Policy

Review for program compliance October

Program Expenditures

Monthly with fiscal department.

Compliance to WAC 392-170

Annually in September.

District Procedures

Review screening, assessment, and qualification process October

Academic Goals for HCP Students

Each May and September to establish baseline and growth.

Communications

Review parent engagement plan October

Variety of Services at Grade Levels

Each April and October, review services for elementary, middle, and high students to ensure a variety of services are offered. Survey for feedback and needs.

Continuum of Services

Review April and October

Questions