

# K-8 Highly Capable Program Review Committee

Meeting 2

November 9, 2023

Please make sure you have signed in on  
the table outside





# Honoring the Stewards of the Land

We acknowledge that we are on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, including the Duwamish (dx<sup>w</sup>dəwʔabš), Suquamish Tribe (dx<sup>w</sup>əq<sup>w</sup>absʔ), Muckleshoot Indian Tribe (bəqəlsʉt), and Snoqualmie Indian Tribe (sduk<sup>w</sup>albix<sup>w</sup>).

We thank these caretakers of this land who have lived, and continue to live, here since time immemorial.

We honor their stewardship of the land, past, present, and future. We will learn how to engage our students to foster the skills we need to make better decisions that connect our community, protect our environment, and improve society for our future.

Washington State Tribal Reservations and Draft Treaty Ceded Areas

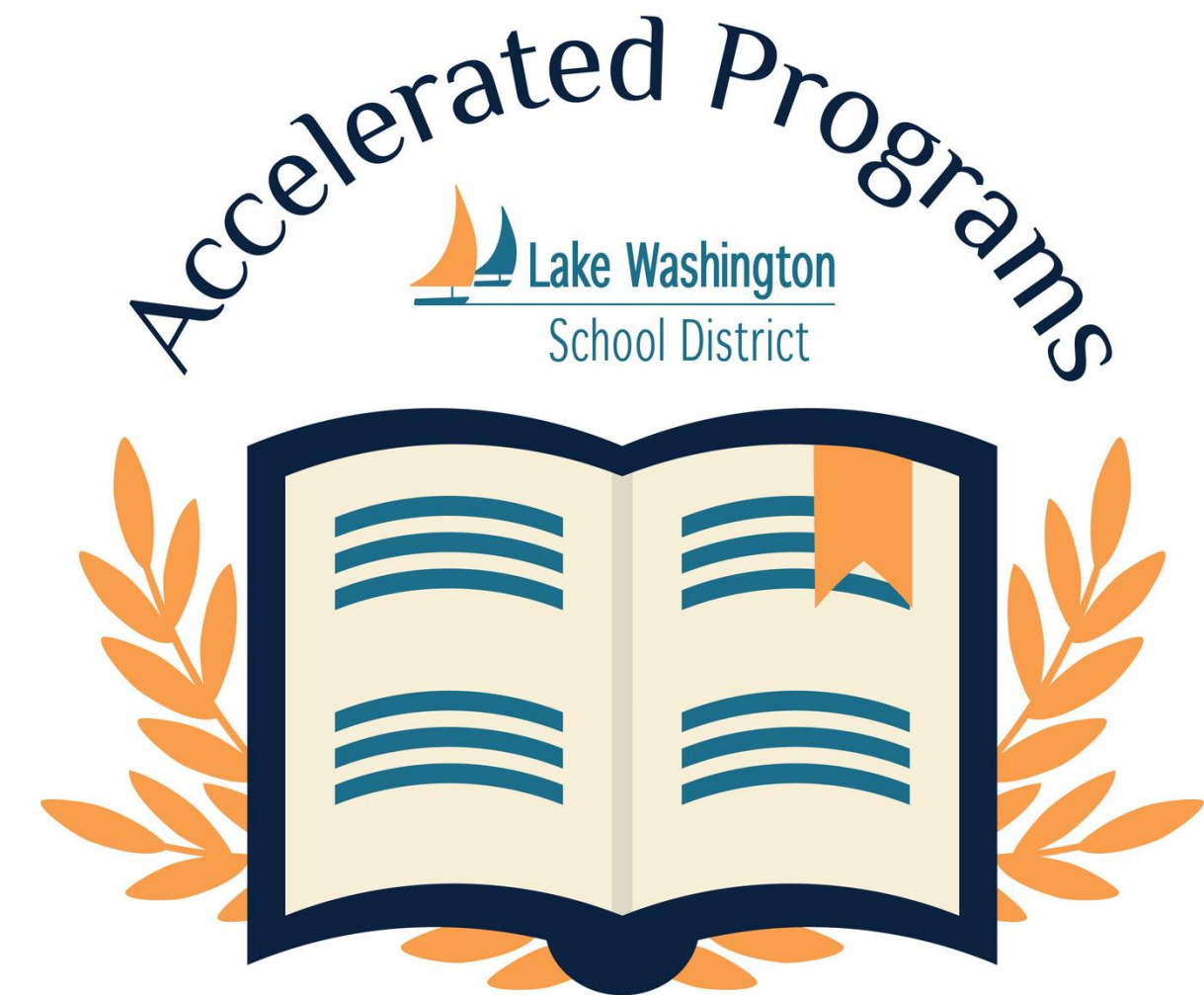




## *Day of Learning Together*

- 8:00–8:40 – Welcome!
  - Opener
  - Review of Commitments, Goals, Interests
  - Feedback Review
  - Tech Resources (Ryan)
- 8:40–9:00 Review and Discussion – NAGC Reading (National)
- 9:10–10:40 – Jody Hess – OSPI (State)
- 10:40–11:00 – Break
- 11:00–12:00 – Tim Krieger and Observational Expectations (District)
- 12:00–12:40 – Lunch
- 12:40–3:50 – Neurodiversity and Giftedness (District)
- 3:50–4:00 – Nuts and Bolts/ Feedback and Closure

# Meeting agenda



# Thinking about our K-8 Program Review...



Individually, respond to the prompts.

We will share these on chart paper and gallery walk

Hopes for H/C  
services

Fears about the  
review

Hopes for our  
committee

What's important to you about Highly Capable services?

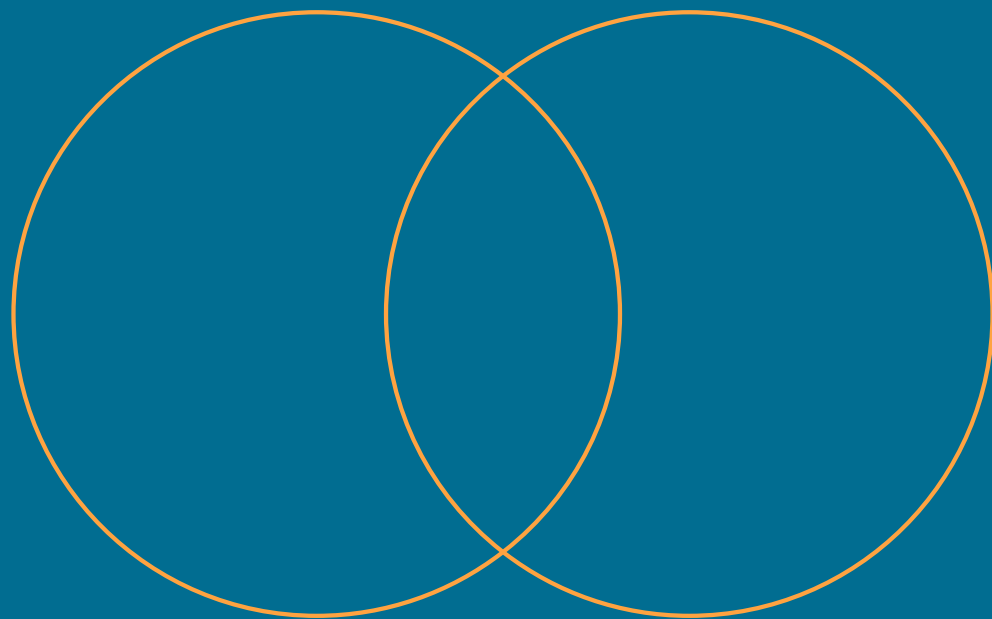
# Group Conditions

- **Patience**—Slow down to prepare to go far.
- **Openness**—Keep an open mind.
- **Empathy**—Try on different perspectives.
- **Listening**—Listen to understand, not to respond.



- Make Space and Take Space
- Focus on Asset-Based Language
- Calling In vs. Calling Out
- Center our work on positive change for students

# Our Work Together as a Committee:



- Provide recommendations for next steps aligned directly with our pillars of Equity, Inclusion, and MTSS
- Review information about the current state of K-8 services for H/C at LWSD
- Review national, state, and district laws, initiatives, policies and procedures, and impacts on H/C services in WA state
- Understand current research around effective practices in H/C service models and high-quality curriculum & pedagogy used in LWSD's H/C service model
- Evaluate current K-8 H/C resources and practices in



# Today's Objectives



- ✓ Continue to develop a shared understanding of LWSD's Highly Capable services from K-8 in National, State, and District contexts.

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- ✓ Review the synthesized collective interests for K-8 Highly Capable services from our October 3 session

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- ✓ Analyze current District demographic data as pertaining to District's Observational Expectations around equitable outcomes for students.

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- ✓ Understand the concepts of neurodiversity and giftedness through shared learning, conversation, and reflective activities.

# Synthesized Interests from October 3



- All students have access to challenging and enriching curriculum and experiences while developing an enhanced sense of belonging and self-esteem
- Reduce barriers for underrepresented and marginalized communities to equitable identification, access, and benefit of highly capable services
- All teachers feel able and prepared to teach highly capable students
- Consider the impact of logistics on current service models



# Three Core Areas of FOCUS at LWSD in 2023–2024

- EQUITY
- INCLUSION
- MTSS – Multi-tiered Systems of Support





# Shared Resources

Teams

OneNote

# NAGC Reading

- Two takeaways from the reading
- Two questions you may have regarding the state or district level.





# Washington State/National Level Overview

Jody Hess

Programs Supervisor  
for the Highly Capable,  
State of WA







# Take a Break

Please be back at 11:00am



# Debrief and Take-away

Based on your conversations earlier, consider the following at your table:

- What are some patterns you are noticing?
- What are some implications for our work?
- What are some things you are thinking about?

Identify one key take away as a table and choose a speaker to share with the larger group.



ALL MEANS ALL



# District Level Overview

**Table 20. Highly Capable Program Participation. Percent of students in Grades K-8 enrolled in Highly Capable Programs.**

Student Group	2018-19	2019-20	2020-21	2021-22	2022-23
All	9.4	11.7	13.9	15.7	14.7
American Indian/Alaskan Native	6.1	5.6	7.9	12.5	11.9
Asian	20.3	23.7	26.0	28.7	26.5
Black/African American	0.7	0.6	0.9	1.1	1.5
Hispanic/Latino of any race(s)	1.2	2.0	2.4	2.7	2.8
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more races	6.5	8.1	10.3	11.2	10.6
White	4.1	5.4	6.6	7.5	6.8
Students eligible for multilingual (ML) services	0.9	1.2	3.0	3.6	2.1
Previously eligible for ML services	11.7	15.9	19.8	23.1	25.4
Never eligible for ML services	10.4	12.6	14.7	16.2	14.6
Students from low-income households	0.4	0.8	0.9	1.2	1.7
Students not from low-income households	10.5	13.0	15.3	17.2	16.7
Students receiving Special Education services	1.8	2.7	3.6	3.8	3.8
Students not receiving Special Education services	10.3	12.7	15.0	17.0	15.9
Female	8.9	11.1	13.0	14.7	13.8
Gender X	11.2	11.6	6.2	6.2	4.9
Male	9.8	12.1	14.7	16.6	15.6

- Tim Krieger – Director of Assessment, LWSD
- OE-14 and District Data Goals and Commitments





Please be  
ready to  
start again  
at 12:40pm



# Neurodiversity & Giftedness



# Essential Questions for Today's Learning

- What is neurodiversity?
- Why/how is giftedness a neurodiversity?
- Who are the students that we serve?
- How do we currently serve our students?



# Three Parts to Today's Learning



**Chapter 1 - Neurodiversity**

**Chapter 2 - Giftedness**

**Chapter 3 - LWSD's Current Service Models**



# Setting the Tone

Remember that today is about learning and gaining a better understanding of our learners



# Chapter 1: Neurodiversity



Why is it important for  
us to meet the needs  
of our neurodiverse  
learners?



# Neurodiversity

## Working Definition:

The idea that people experience and interact with the world around them in many different ways.

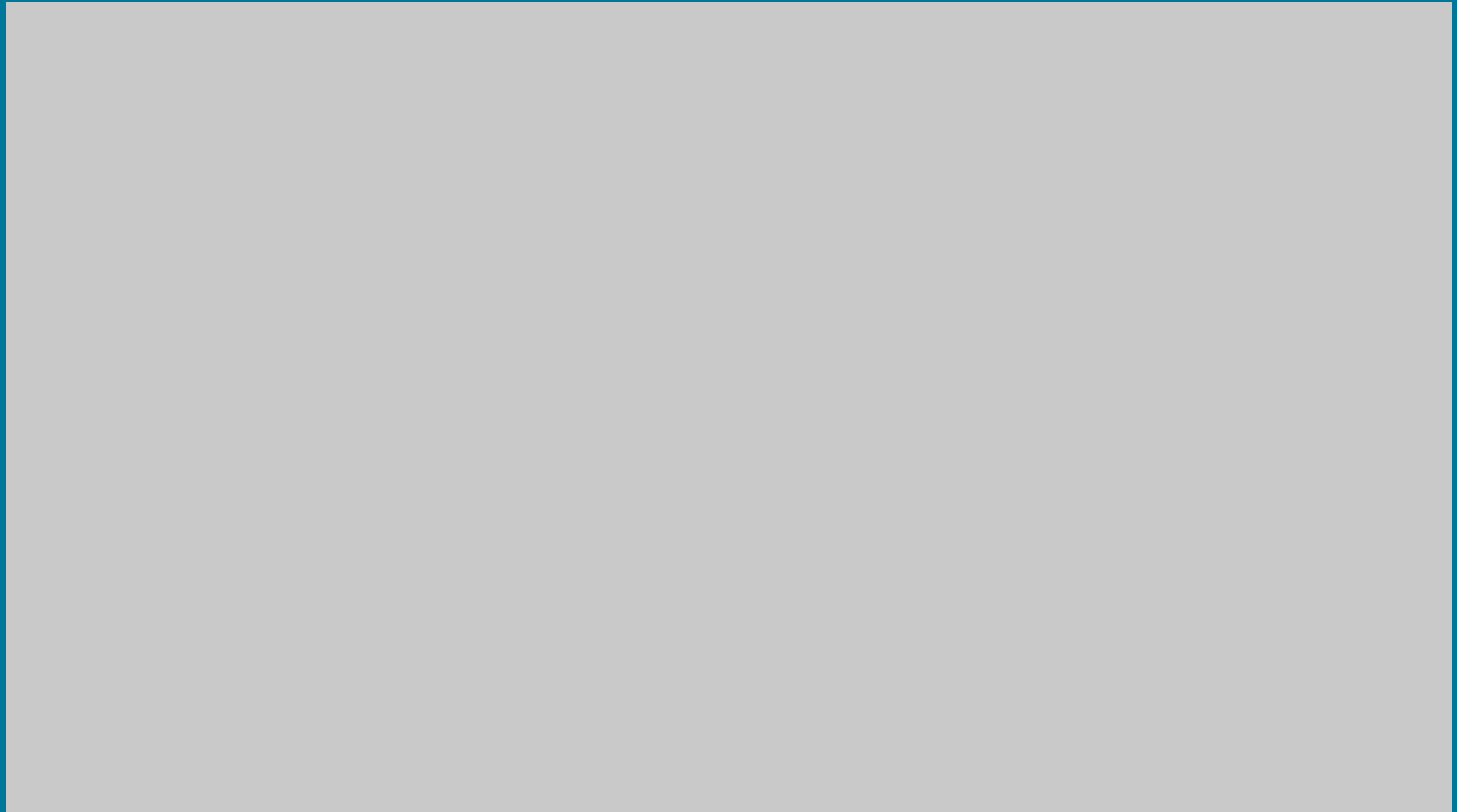
–Adopted from Harvard Heath Publishing,  
Harvard Medical School (2021)

## Key Facts:

- Approximately 15–20% of the population is neurodiverse.
- Causes of neurodiversity can be both genetic and/or environmental
- Most neurodiversities are hidden exceptionalities
  - You may not be able tell a person is neurodivergent just from looking at them

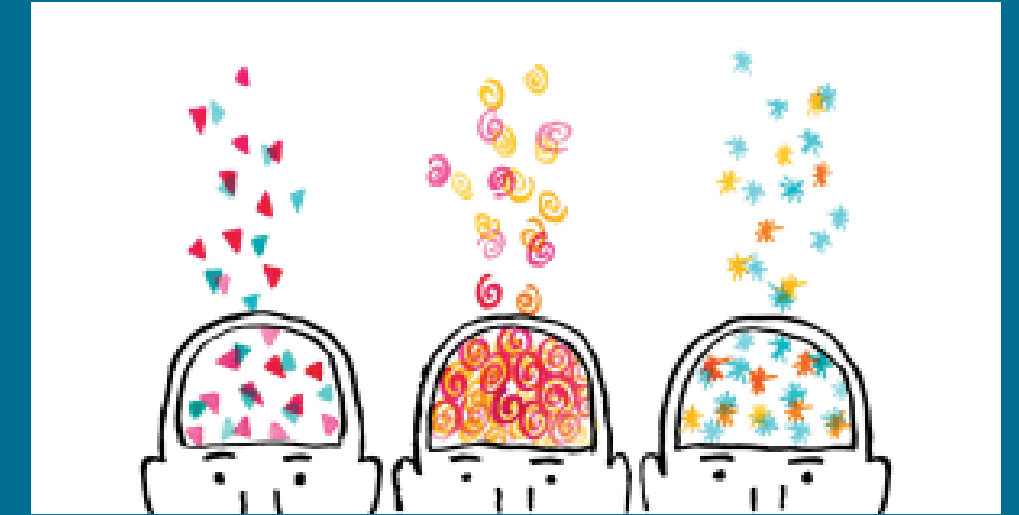


# What Exactly is Neurodiversity? – YouTube



# Different Neurodiversities

(this is not an exhaustive list)



## Inherent

Neurological differences with which an individual is born

- ADHD
- Autism Spectrum Disorder
- Giftedness
- Tourette's Syndrome
- Down Syndrome
- Dyscalculia (numbers)
- Dyslexia (language and reading)

## Acquired

Neurological differences that can develop as part of a health condition or injury. May heal, maintain, or worsen over time. (alter brain function)

- Acquired brain injury
- Illness related/caused
- Mental health
- Trauma related/caused
- Stroke
- Brain tumor related/caused

# What is intersectionality?

Intersectionality is the framework for understanding how different aspects of a person's identity, such as race, gender, class, and sexuality, intersect and interact to create unique experiences of privilege and discrimination.

Practical Psychology. (2023, October)



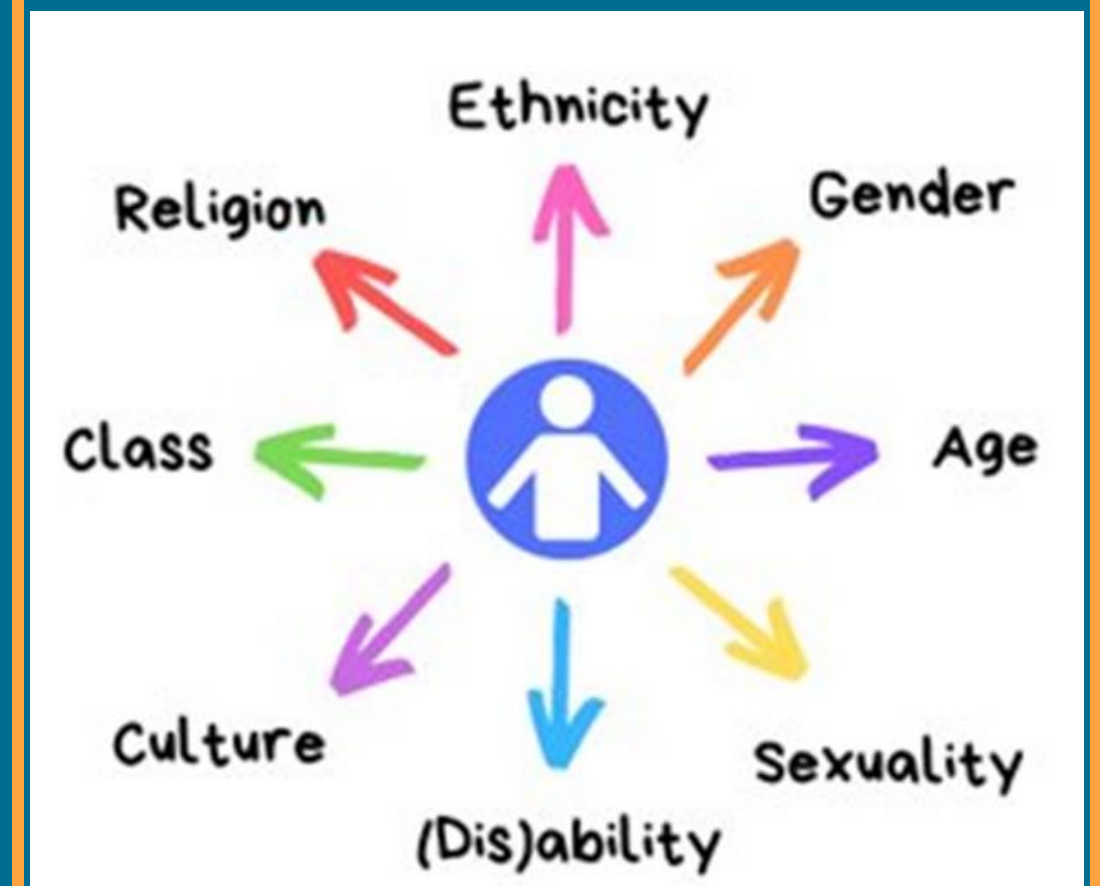
# Neurodiversity and Intersectionality

## Differences in how neurodiversity characteristics present in different genders

- **Male** with ADHD – often hyperactive and impulsive (louder)
  - Noticed more often
  - Diagnosed sooner
  - More likely to be supported
- **Female** with ADHD – tend to be inattentive and preoccupied (quieter)
  - Overlooked more often
  - Diagnosed later in life (if ever)
  - Less likely to get supports

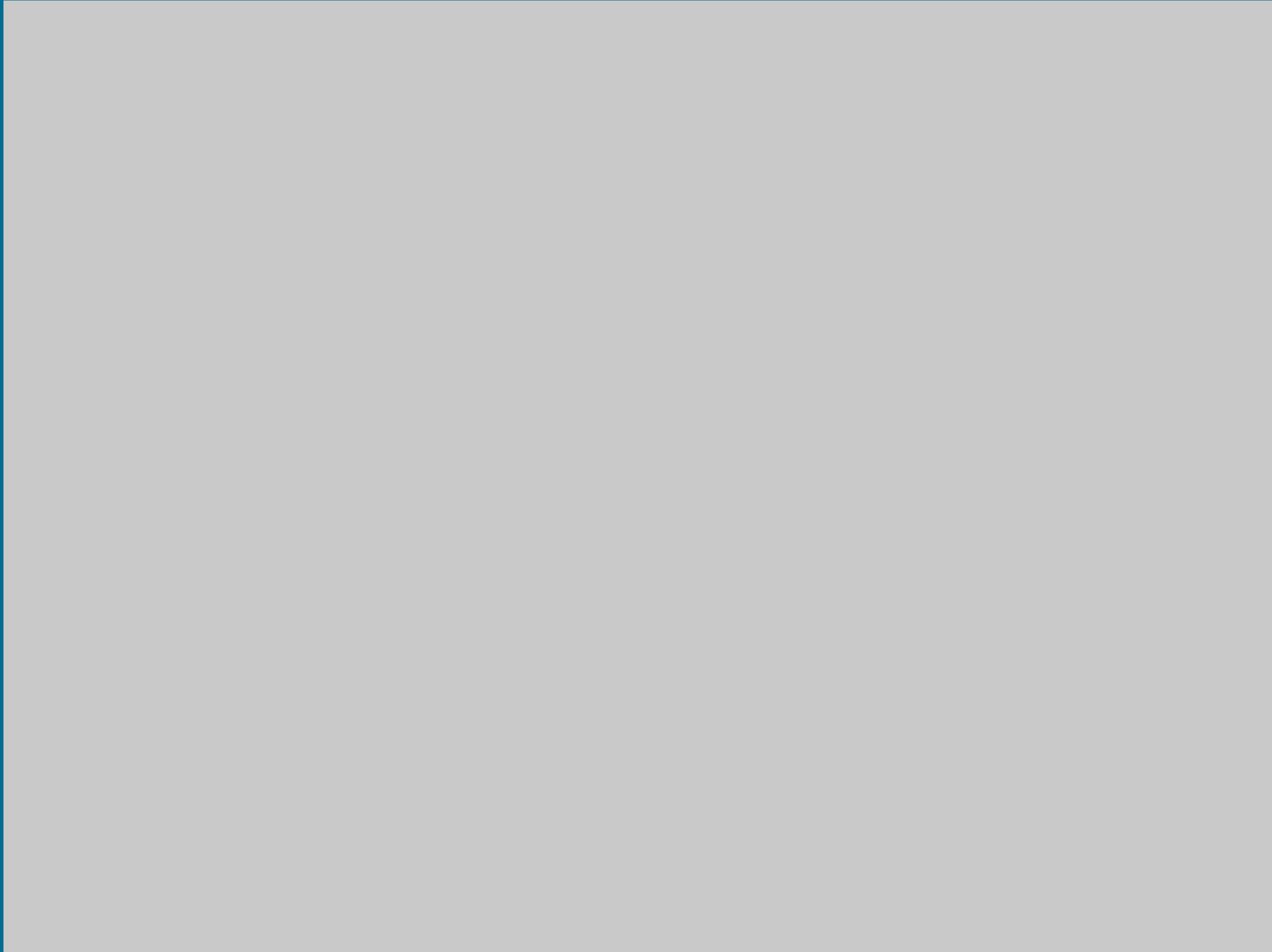
(Note: The very presence of the "H" in the now-standard acronym is a tip-off to the institutional biases at play.)

In what other ways might you see neurodiversity intersecting with other aspects of a student's life?

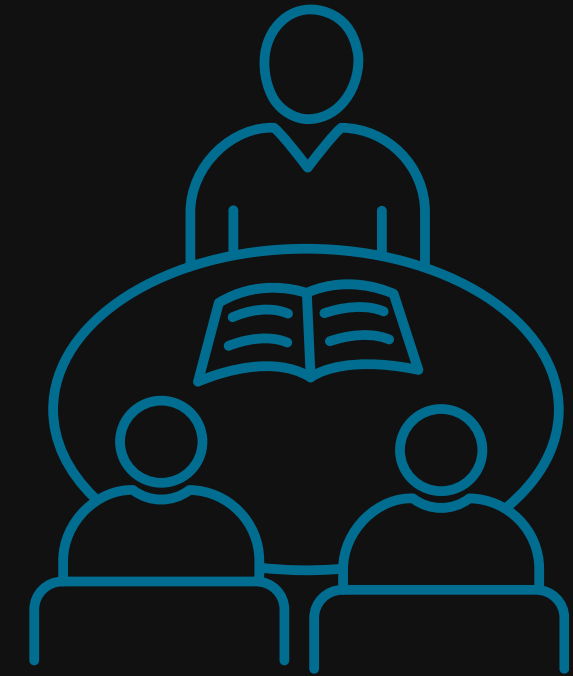




# Nikki: Neurodivergent Person's View of Herself



# Thinking About the Students



## Here's an example of a typical task given in a classroom:

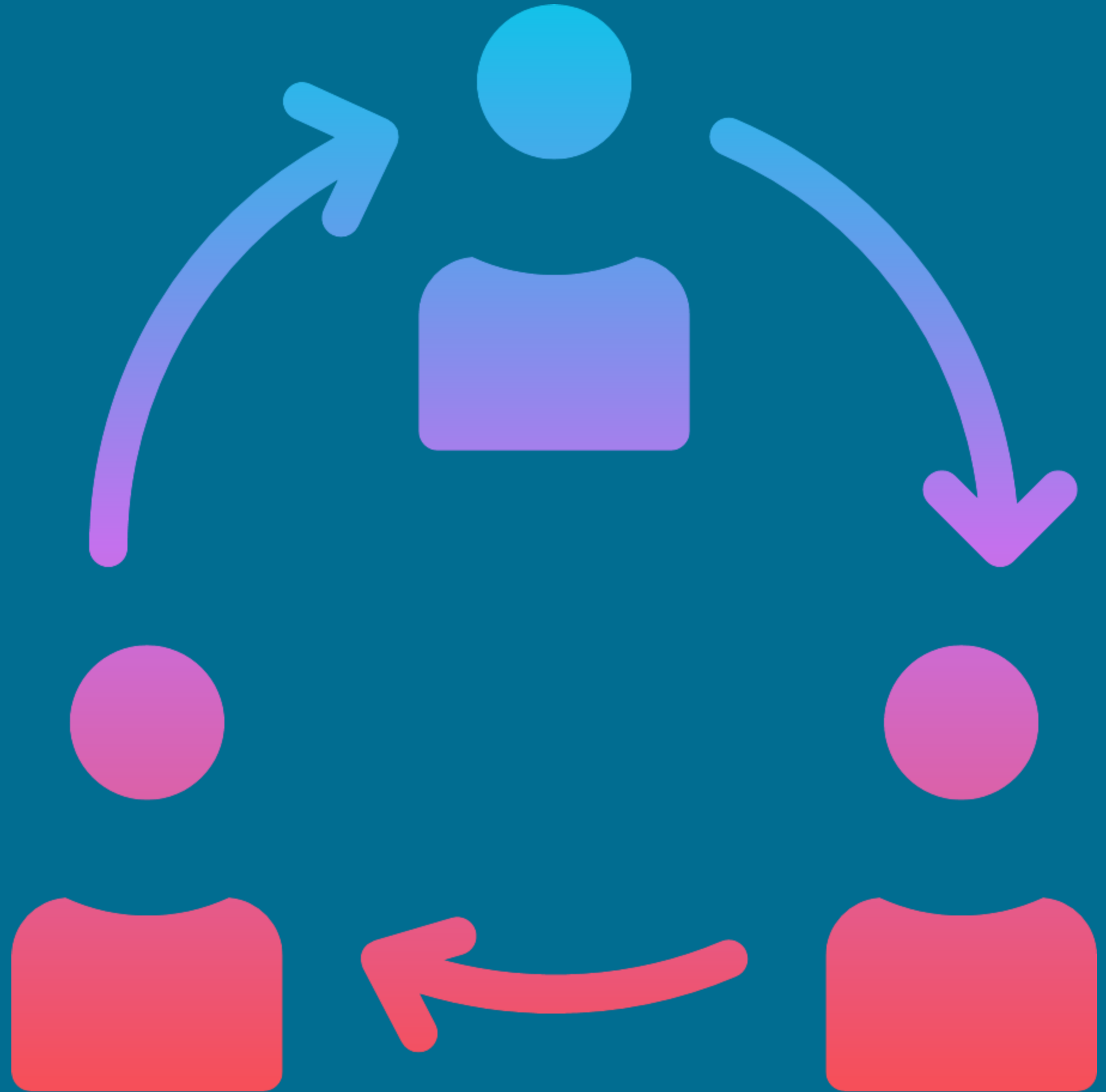
Students are learning about fractions in a 3<sup>rd</sup> grade classroom. They are provided a situation where an object needs to be equally shared among a certain number of people. In the next 10 minutes, they must:

- Come up with a solution individually
- Discuss their thinking with their group
- Collaborate on an agreed upon answer with their group
- Be ready to present their group's ideas and answer to the class

## In what ways might a neurodivergent student:

- Respond emotionally to this task
- Respond cognitively to this task
- Respond socially to this task
- Respond organizationally to this task

**Share Out!**



# Reflect on the Experience

Go to the Padlet and add your thoughts to the questions posed at the top of the Padlet screen.

[bit.ly/K8PR-Reflect](https://bit.ly/K8PR-Reflect)



After you finish the Padlet response, it's time to take a break!



Return at...



# Chapter 2: Giftedness



# Activity

## Profile of a gifted student

Your task is to create what you think a gifted student looks like and the qualities that are found in them.

- Utilize the art utensils at your table to draw/color/add to the outline of the student
- Around the student in the blank space, add your thinking about what qualities come to mind when you think about gifted students



WHY?

TOO  
MUCH

WHY?

Gifted children and adults see the world differently because of the complexity of their thought processes and their emotional intensity. People often say to them, “Why do you make everything so complicated?” “Why do you take everything so seriously?” “Why is everything so important to you?” The gifted are “too” everything: too sensitive, too intense, too driven, too honest, too idealistic, too moral, too perfectionistic, and too much for other people! Even if they try their entire lives to fit in, they still feel like misfits. The damage we do to gifted children and adults by ignoring this phenomenon is far greater than any damage we might do by labeling it. Without the label for their differences, the gifted come up with their own label: “I must be *crazy*. No one else is upset by this injustice but me.”

why?

TOO  
MUCH

WHY?!

Quote from Dr. Linda  
Silverman's *What is  
Giftedness*

# Highly Capable/Gifted

## OSPI defines who we should be serving as...

Highly capable students generally possess these learning characteristics:

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers.
- Ability to make unusual connections among ideas and concepts.
- Ability to learn very quickly in their area(s) of intellectual strength.
- Capacity for intense concentration and/or focus.

## NAGC defines who we should be serving as...

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.



# Defining Giftedness

What LWSD has traditionally considered when trying to determine which students need services

Achievement	Aptitude
High performance on academic and cognitive standardized tests	Exceptional ability in multiple areas that include both academic and nonacademic subjects
<p>Note – both kinds of tests are only proxies for students' academic talent.</p> <p>This difference indicates how LWSD defines student needs in relation to curriculum used in the general education classrooms.</p>	Introduction of single domain – The perception that giftedness is not necessarily comprehensive excellence but, rather, can present needs in a single area or cognitive domain.



# Giftedness is Neurodiversity: Physiology

## Gifted individuals are hardwired differently



### **Brain Anatomy**

Thickness and length of brain matter



### **Sensory Processing**

Elevated responses to the environment



### **Bodily Perceiving**

Increased sensitivity to bodily sensations



### **Levels of Intensity**

Elevated emotional and intellectual responses to stimuli



### **Emotional Intelligence**

Emotions more complex and more intense

# Giftedness is Neurodiversity: Functionality

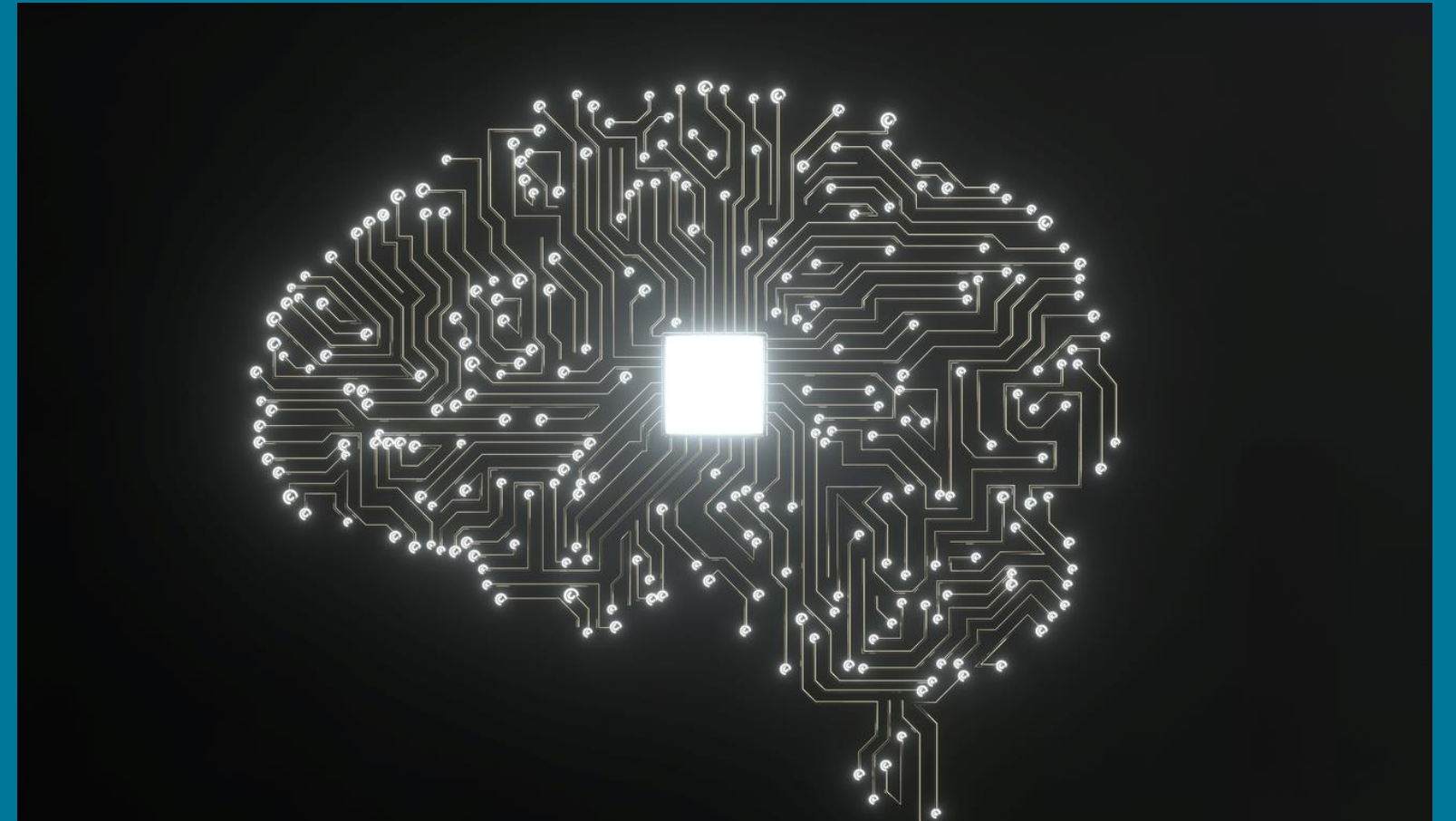
Gifted people learn at an accelerated rate. They have more intellectual challenge creating more flow in their brain.

They process emotion in a more mature manner compared to same-age peers.

And just like anyone else who has some kind of difference, they often will hide it. (masking)

Gifted people often exhibit overexcitabilities

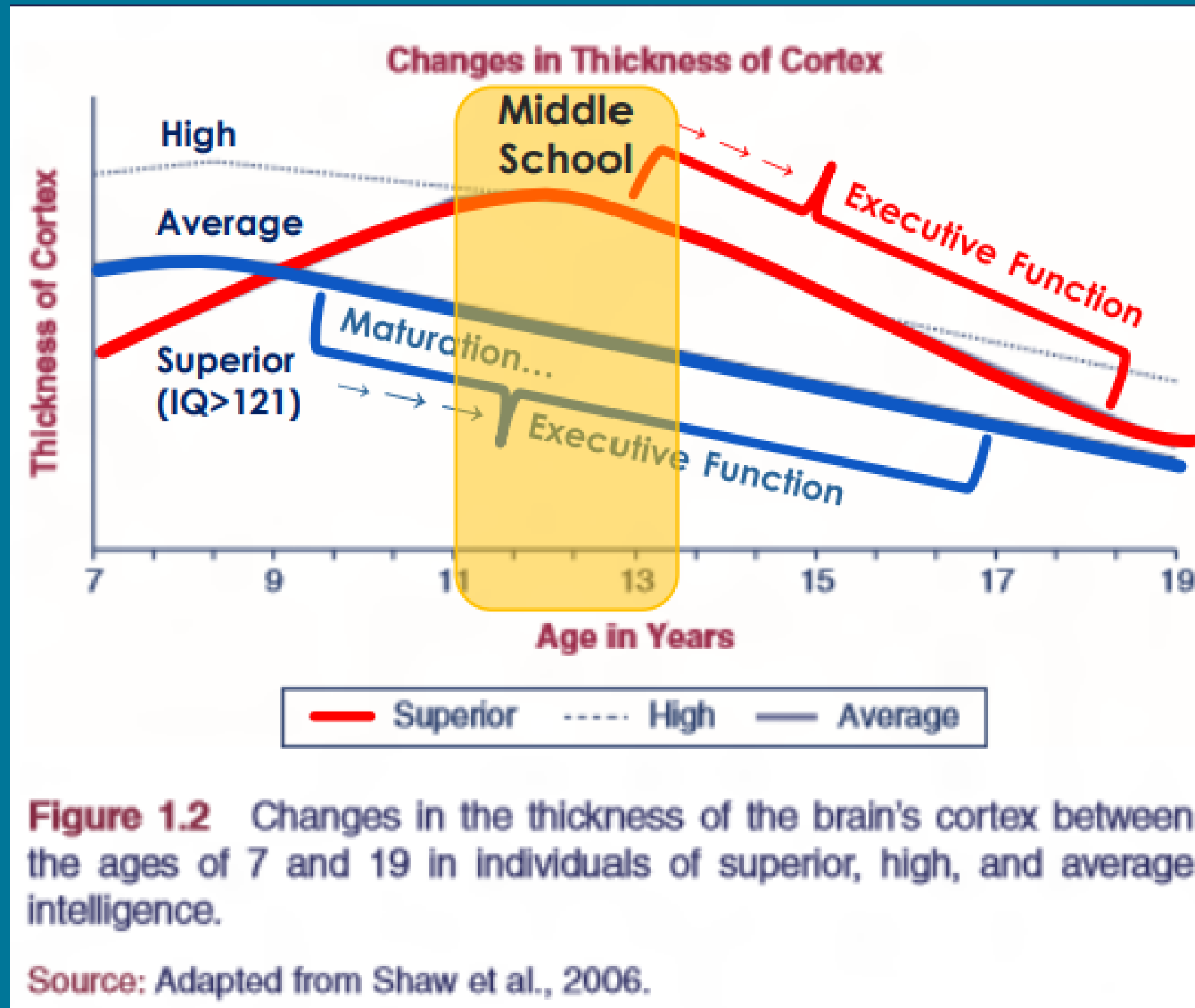
It is not a well-accepted special need. It's misunderstood, it's misdiagnosed, it leads to isolation, and that literally leads to pain perceived as pain in the brain, just like any other pain.





# Cortex Development and Executive Functioning

- “The prefrontal cortex is the decision-making part of the brain, responsible for your ability to plan and think about the consequences of actions, solve problems and control impulses.”
- Gifted students show an increased propensity for having poor executive functioning skills compared to their same age peers. Why might that be?





# What is intersectionality?

Intersectionality is the framework for understanding how different aspects of a person's identity, such as race, gender, class, and sexuality, intersect and interact to create unique experiences of privilege and discrimination.

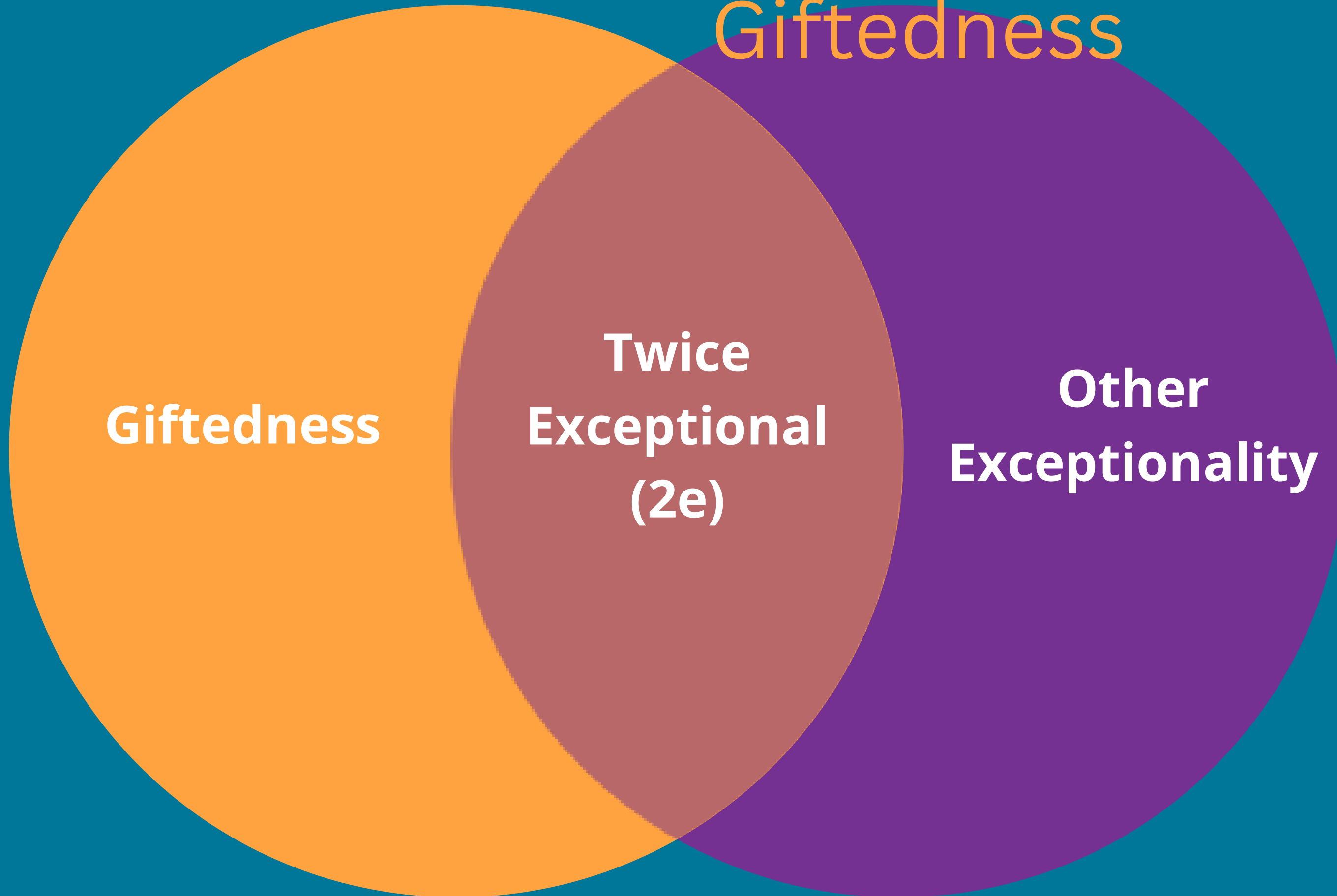
Practical Psychology. (2023, October)



# Twice and Thrice Exceptionality (2e/3e)

Term	Twice Exceptional (2e)	Thrice Exceptional (3e)
Working Definition	Gifted and another exceptionality (dis)ability	twice exceptional and from a historically underserved racial, cultural, ethnic, and/or linguistic background
Example	Gifted + Autism	Latino/Hispanic + Gifted + ADHD
Implications	The student needs both HiCap services for their giftedness and SPED services (IEP/504) for Autism	The student needs HiCap services for their giftedness, SPED services (IEP/504) for ADHD, and considerations for how their racial/cultural background impacts their experiences and learning (possibly ML)

# Illuminating the Intersectionality of Giftedness



When giftedness and another exceptionality are present within a student, they should more accurately be referred to as 2e.



# Illuminating the Intersectionality of Giftedness



When all three are present within a student, they should more accurately be referred to as 3e.

# One Family's Story of Twice Exceptionality



# Activity

## Profile of a gifted student *revisited*

Return to your student profiles and add on to your thinking, cross out misconceptions you may have had, highlight/circle things that seem really important in understanding a gifted student



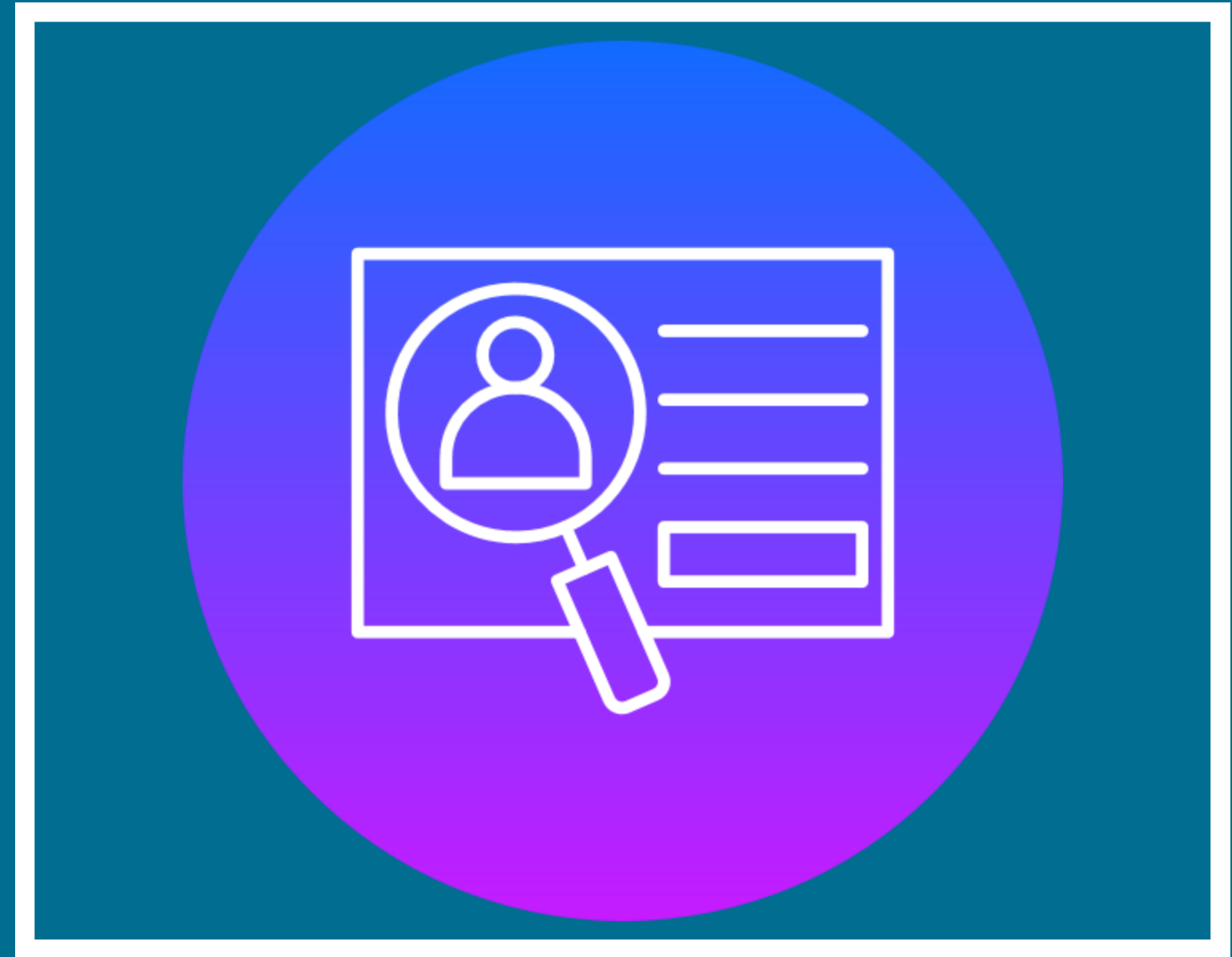


# Take a Break

Please be back at...

# Chapter 3:

## LWSD'S Current Service models



# Activity

## 2 Sides

On each side of the room there is chart paper with one of our current program models. We will be doing a silent thought and jot.

- Each person adds their thinking about what happens in the classroom/groups of that particular model
- Walk around at your own pace and add your thinking to the different posters.



# LWSD Current Services

Now that we understand neurodiversity and giftedness better, here is how LWSD currently provides services, knowing that students who are identified need differentiation in their education.





# Full Time Quest Services

## **Math:**

- Illustrative Math: core, accelerated one year
- Glencoe Math: core for 5th grade, accelerated one year
- Beast Academy: supplemental, on grade level
- Students go from 1st to 3rd in math content when joining FTQ

## **Reading:**

- Wonders and Junior Great Books: core and supplemental, on grade level

## **Writing:**

- LWSD designed core curriculum, on grade level

## **Science:**

- Amplify: core, on grade level, rotates each year

## **Social Studies:**

- TCI and Washington Our Home: core, on grade level, rotates each year

## **Supplemental provided:**

- Depth and Complexity and ByrdSeedTV

# Full Time Quest Logistics

- Currently at 13 school sites across the district
- Sites can change from year to year
- We have both split/combined (2/3 and 4/5) and single grade level classrooms
- Teachers in split/combined classrooms teach content and standards from both grade levels in math, reading and writing

# Pull-Out Quest Services

## **Enrichment services based on:**

- National Association of Gifted Children (NAGC) Programming standards
- 4 Cs of Education: creativity; critical thinking; communication and collaboration

## **Project-Based units on a 4-year rotation:**

- Project-based units on a 4-year rotation:
- Power
- Bridges
- Frontiers
- Design

## **Supplemental provided:**

- Depth and Complexity and ByrdSeedTV

# Pull-Out Quest Logistics

- **Currently at 5 school sites across the district**
- **Students are in general education 4 days a week and attend services at their POQ site one day/week**
- **Sites can change from year to year**
- **Services are provided through combined grades: 2/3 and 4/5**

# K5HC Services

## **Enrichment services based on:**

- Depth and Complexity
- 4 Cs of Education: creativity; critical thinking; communication and collaboration

## **Multiple units a year, with an A/B year rotation:**

- Reading units: poetry, creativity, author study, Global awareness
- Math units: critical thinking, patterns, math in art

## **Supplemental provided:**

- Depth and Complexity and ByrdSeedTV



# K5HC Logistics

- Currently at all elementary school sites across the district
- 10 K5HC teachers travel to each of the 34 elementary schools in district
- Students are in general education 5 days a week and receive pull-out services from their K5HC teacher 30 minutes a week in each subject identified (math and/or reading)
- Only service that provides single-domain services (as required by OSPI)
- Only service available to kindergarteners and 1st graders

# MSQ Services

## **Math:**

- Glencoe Math: accelerated one year for 6th grade students
- 7th and 8th grade math options are offered to all students beyond MSQ

## **Reading:**

- Amplify ELA: core, on grade level

## **Writing:**

- Embedded in Amplify ELA, on grade level

## **Science:**

- Differentiated instruction in the general education classroom for all

## **Social Studies:**

- LWSD core curriculum: core, on grade level

## **Supplemental provided:**

- Depth and Complexity and ByrdSeedTV

# MSQ Logistics

- **Staffing, class size, scheduling is at the building level and based on MSQ student enrollment**
- **4 sites: Evergreen MS, Kamiakin MS, Redmond MS, and Timberline MS**
- **Curriculum has shifted over the last 3 years**

# High School Services

Running Start\*

College in the High School\*

Advanced Placement (AP)\*

**\* = managed by Accelerated  
Programs**

Cambridge (Choice Programs)

Dual Credit

Honors



# Activity

## Revisit 2 Sides

On each side of the room there is chart paper with one of our current program models. We will be doing a silent thought and jot.

- Each person adds their thinking about what happens in the classroom/groups of that particular model
- Walk around at your own pace and add your thinking to the different posters.



# References & Research

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- [The Missed Neurodiversity: advocate for recognition and resources for gifted individuals – BC Association of Clinical Counsellors \(bcacc.ca\)](https://bcacc.ca)
- [\(PDF\) Intellectual ability and cortical development in children and adolescents \(researchgate.net\)](https://researchgate.net)
- [\(PDF\) Cortical structure in pre-readers at cognitive risk for dyslexia: Baseline differences and response to intervention \(researchgate.net\)](https://researchgate.net)
- [Human Physiology – Neurons & the Nervous System II \(eku.edu\)](https://eku.edu)
- [What We Know About Gifted \(smartisnoteasy.com\)](https://smartisnoteasy.com)
- [Resources – Gro-Gifted](#)
- <https://rightasrain.uwmedicine.org/mind/mental-health/neurodiversity-or-neurodivergence>
- <https://www.2enews.com/magazine/exceptionality-e-2e-and-3e-cultural-factors-and-considerations-in-identifying-and-servicing-gifted-students-of-color-with-other-exceptionalities/#:~:text=2e%20%3D%20Twice-Exceptional%20%28gifted%20with%20a%20learning%20difference%29,come%20a%20long%20way%20in%20serving%202e%20students.>
- <https://www.sengifted.org/post/3e-learners>
- <https://files.eric.ed.gov/fulltext/EJ1137994.pdf>
- <https://practicalpie.com/intersectionality/>
- <https://gro-gifted.org/the-neuroscience-of-giftedness/>

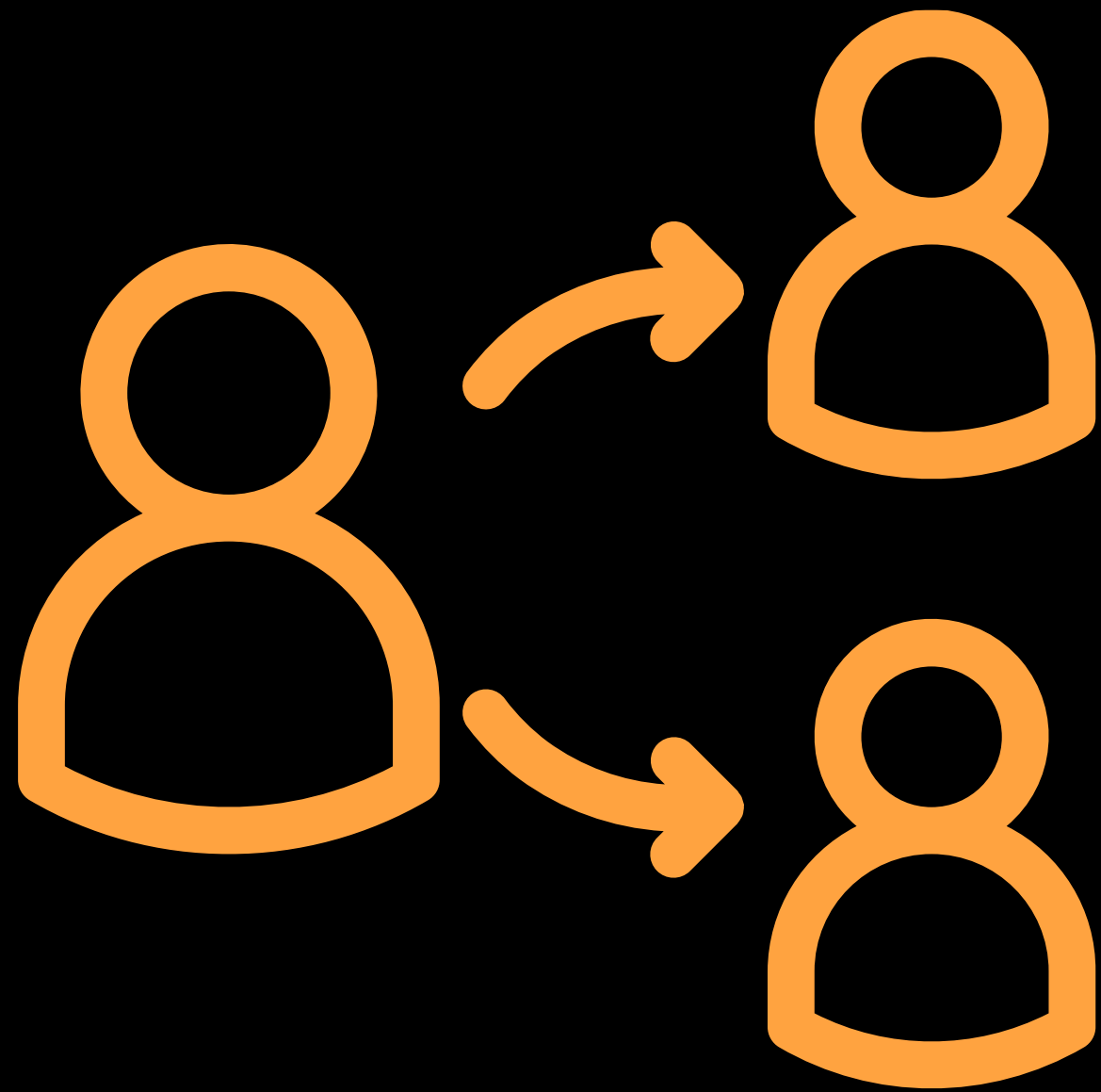
# Any final thoughts or questions?



# Nuts and Bolts- Committee Meeting Dates

## Month by Month Sessions

Date	Day	Start/End Time	Space	Topics
Oct. 3rd	Tuesday	4:30–7:30 (3h)	Board	Welcome, Develop Interests
Nov. 9th	Thursday	8:00–4:00 (7.5h)	Board	Learning: National, State, District Level, Current Models Overview
Dec. 5th	Tuesday	4:30–7:30 (3h)	Board	Equity Training
Jan. 11th	Thursday	8:00–4:00 (7.5h)	Board	Equity Training, CASA Model, Service Designs
Feb. 22nd	Tuesday	4:30–7:30 (3h)	Board	Service Designs K–8
Mar. 14th	Thursday	8:00–4:00 (7.5h)	Board	Service Designs K–8
Apr. 4th	Thursday	8:00–4:00 (7.5h)	Sammamish	Service Designs Recommendations
Jun. 4th	Tuesday	4:30–7:30 (3h)	Board	Final Recommendations



## Messages to Share

Thinking about our work today...

- What is essential to share?



## Meeting Reflection Form

At the end of each meeting, we ask that all committee members fill out a reflection form. The answers you provide to the questions in the form will help guide the planning for our committee.

[bit.ly/K-8HCPR2](https://bit.ly/K-8HCPR2)

