

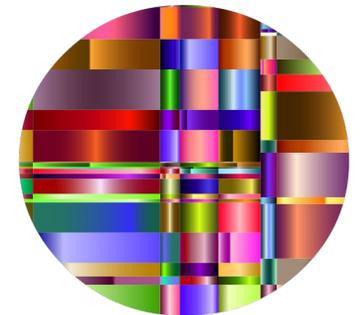
What is a continuum of services? What are the considerations for HiCap?

Who needs what, in what content areas, and at what level of intensity in order to continue to learn and grow?



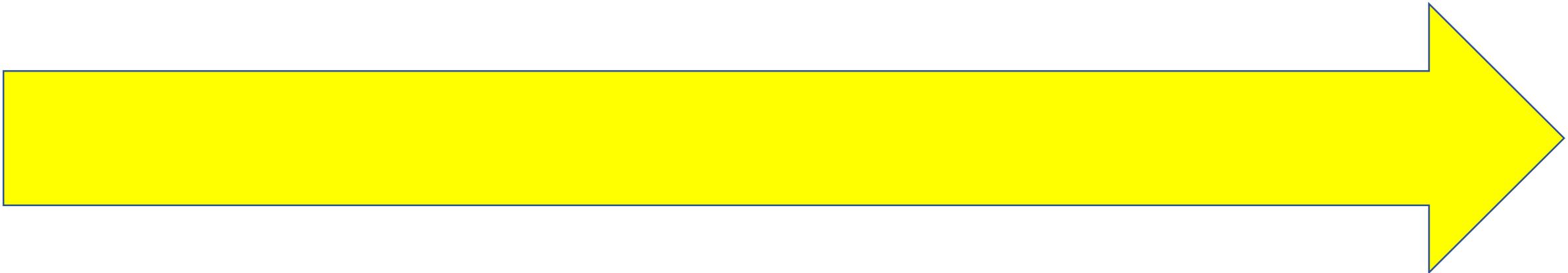
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How can we meet a variety of student needs given their unique strengths and individual differences?



A continuum of services is an organizational way of meeting the diverse needs of students by providing a carefully constructed set of *services* that support learning and growth in ways that the core curriculum does not provide.

The services may differ at different grade levels or in different subject areas.



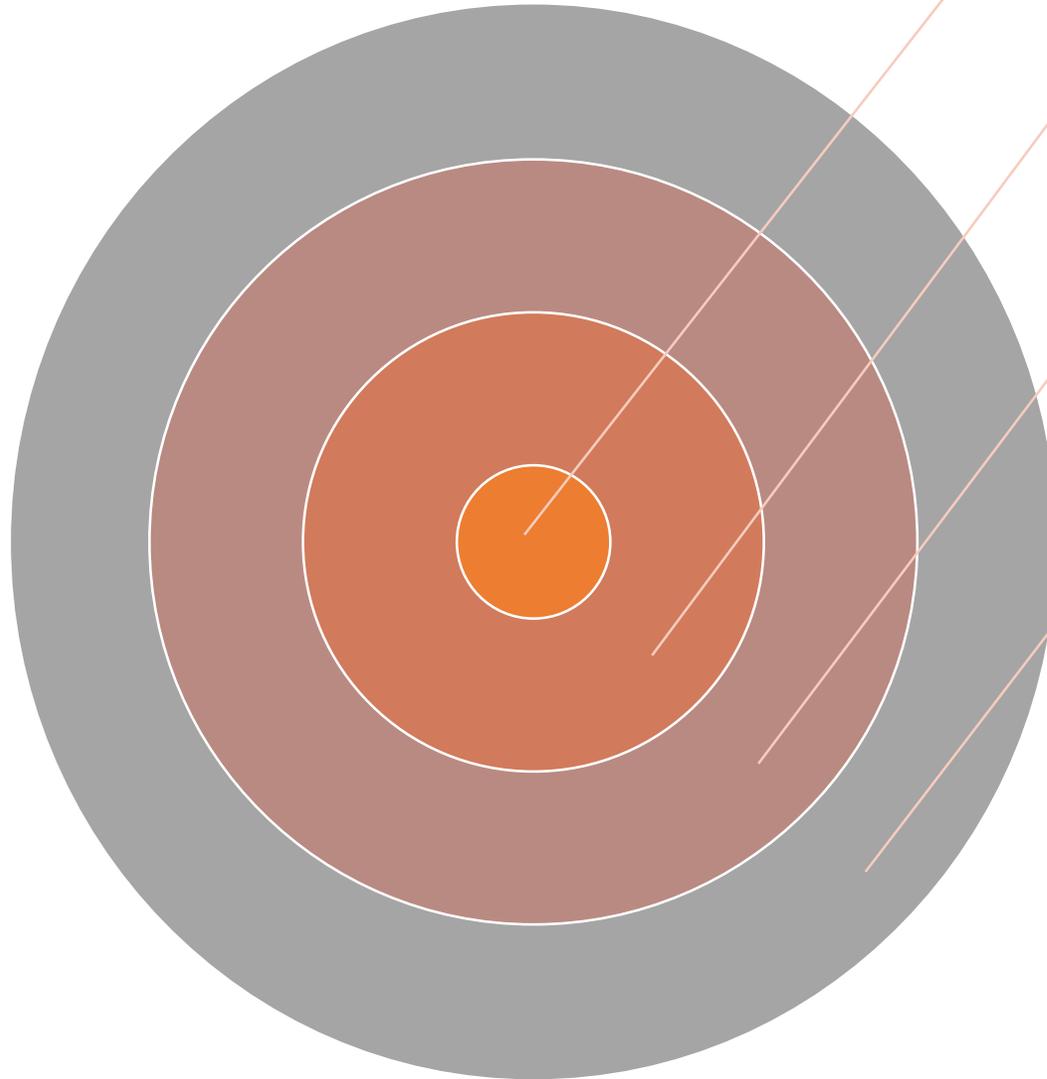
Gifted education is part of basic education in WA.

Highly Capable Program

Washington's Highly Capable Program is a component of the state's program of basic education. School districts provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. To be eligible for identification, students must be enrolled in a school district, charter school, or tribal-education compact school. Districts must define an educational program for Highly Capable students, and comply with specific program-related provisions that, integrated as a whole across the K-12 continuum, will deliver a comprehensive and equitable education for Highly Capable students.

From the OSPI website

An Illustrative Example of a Continuum of Services



All Students - Core

Classroom differentiation: access to appropriately challenging curriculum and instruction, interest exploration, choice

Core with Supports – Many Students

Targeted enrichment, curriculum compacting by unit, opportunities for in-depth interest pursuits, strengths

Core with Intensive Supports – Some Students

Subject acceleration, consistent replacement curriculum, targeted strength-based supports as needed

Individual and Tailored Interventions – Few Students

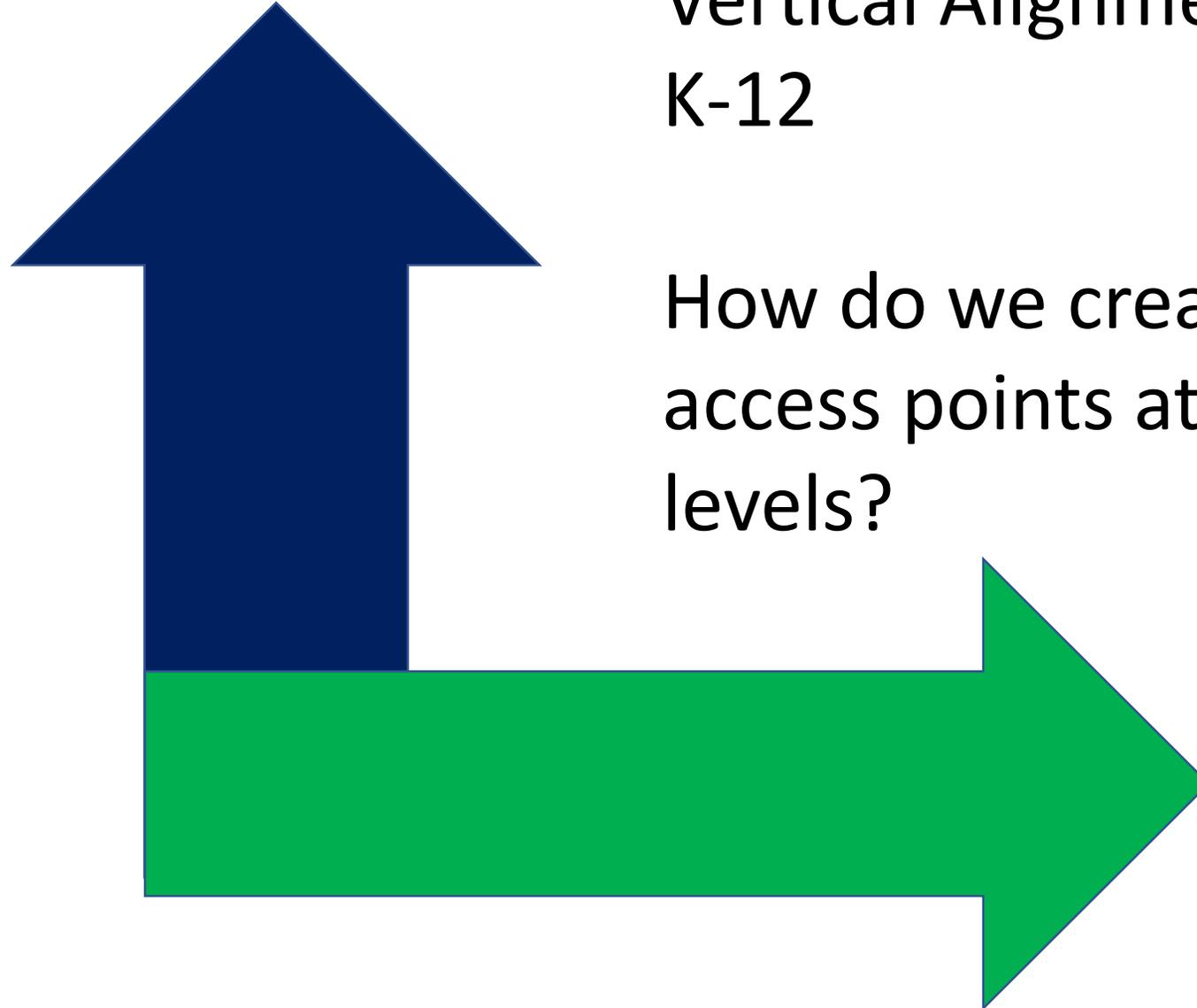
Grade acceleration, replacement curriculum in multiple areas, targeted strength-based supports

It's about the service, not the location.

What is the least restrictive environment for HiCap?
This may differ by content areas and grade levels.

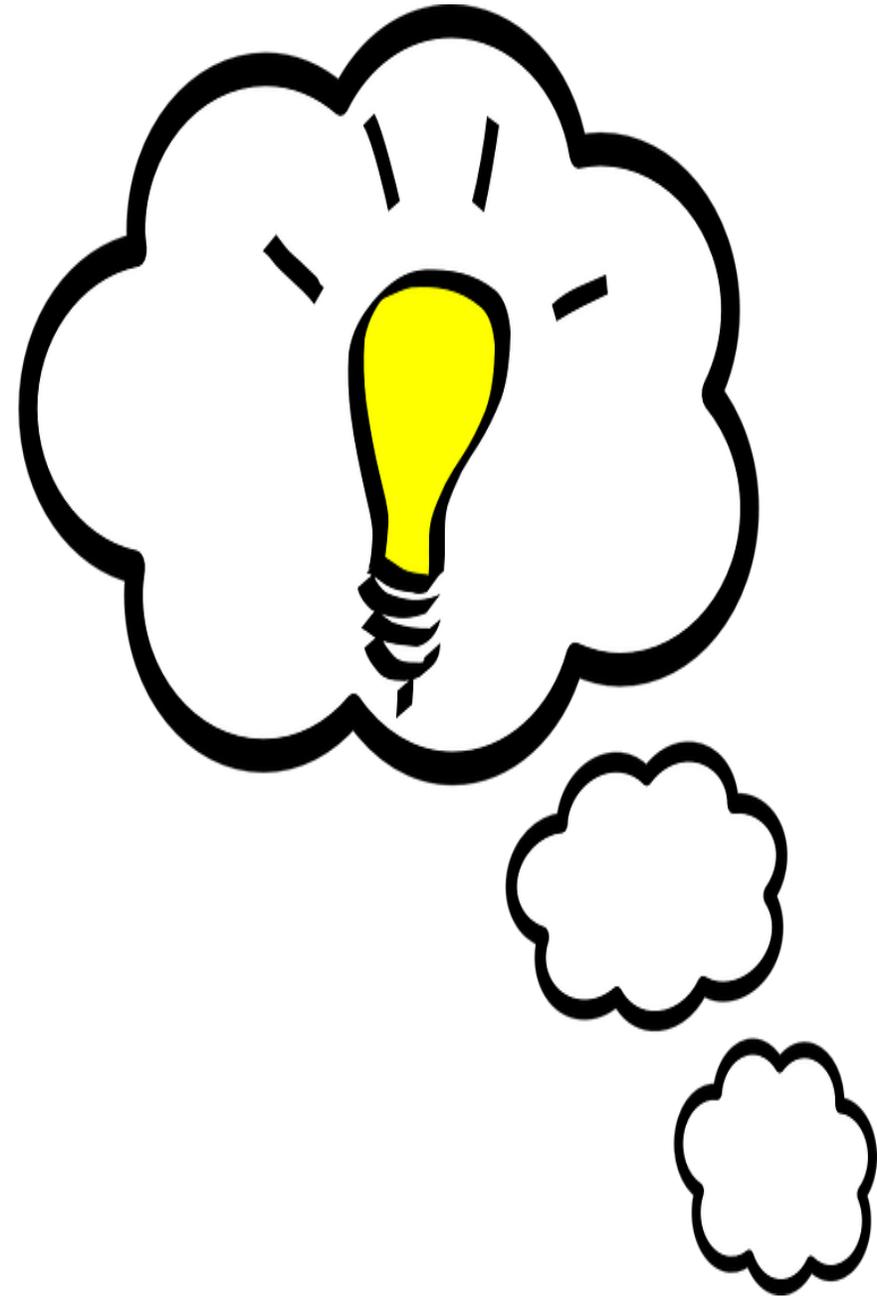
Ensure Horizontal and
Vertical Alignment,
K-12

How do we create
access points at all
levels?



SUMMARY

- Students have different needs/strengths; not one service delivery model will fit everyone – which is why a continuum of services is required.
- The emphasis is on the service, not where the service takes place.
- The continuum of services provided may look different in different contexts/districts/grade levels/content areas.
- There are several evidence-supported service delivery models that can meet student needs if implemented with fidelity.
- Gifted education is more nuanced than “gifted/not gifted”. Same scores may require very different needs.
- Continuum of services requires planning within and across grade levels.



Next Steps

- Evidence-supported programming standards have been designed by NAGC and can serve to deepen our thinking.
- Used by professionals in the field to support, guide, and evaluate educational decisions and to create programs.
- How might these standards be used to guide next steps?
 - <http://tinyurl.com/PSNAGC>
 - Parents/Students: 1, 5, & 6
 - Educators: 3, 4, & 6



SURVEY

I am thinking that...

I have a better understanding of....

I am worried that....

In order to make
recommendations, I still need to
know.....

