

## HIGHLY CAPABLE LEARNERS PARENT ADVISORY COMMITTEE

Thursday, December 01, 2016

9:30am to 11:30am

Central Services

**Attendees:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Chris Aioldi<br><input type="checkbox"/> Cathy Beecham<br><input type="checkbox"/> Cathie Brown<br><input checked="" type="checkbox"/> Dawn Christiana<br><input type="checkbox"/> Mike Copland<br><input checked="" type="checkbox"/> Veronica Douglas<br><input checked="" type="checkbox"/> Prateek Dutta<br><input checked="" type="checkbox"/> Chelsea Jackson<br><input checked="" type="checkbox"/> Quenby Peterson | <input type="checkbox"/> Andreas Hajos<br><input checked="" type="checkbox"/> Robert Kalahan<br><input checked="" type="checkbox"/> Sharon King<br><input checked="" type="checkbox"/> Maryann Kuhn<br><input checked="" type="checkbox"/> Regan Levinson<br><input checked="" type="checkbox"/> Michelle Morse<br><input checked="" type="checkbox"/> Trish Neary<br><input checked="" type="checkbox"/> Hannah Stone | <input checked="" type="checkbox"/> Pam Pottle<br><input checked="" type="checkbox"/> Vicky Reardon<br><input type="checkbox"/> Carrie Schwarz<br><input checked="" type="checkbox"/> Brad Stone<br><input type="checkbox"/> Maia Thomas<br><input type="checkbox"/> Sarah Walker<br><input type="checkbox"/> Sara White<br><input checked="" type="checkbox"/> Greg Piper |
|---|--|--|

TOPIC	DISCUSSION	DECISION
<b>WELCOME</b>	<ul style="list-style-type: none"> <li>- The meeting was started with introductions as there were new or visiting members.</li> <li>- Dawn Christiana, Director in the Department of Teaching and Learning, and lead for Highly Capable, shared the start to her day was an email from a parent who has been happily surprised by the work we are doing for students identified Highly Capable.</li> </ul>	<b>*Talk to communications about sending out email inviting families from the last few years.</b>
<b>REVIEW OF WEBSITE CONTACT LIST</b>	<ul style="list-style-type: none"> <li>- Dawn shared her discussion with the Communications Department regarding sharing personal email/phone numbers of Parent Advisory Committee members and how it can cause a conflict because it is a public website and any one can obtain a member's information.</li> </ul>	
<b>TEACHER RECOGNITION</b>	<ul style="list-style-type: none"> <li>- Dawn talked about conversation with the Executive team and Communications regarding how to honor teachers working with students identified Highly Capable.</li> <li>- One idea shared by Dawn was a Promise story to be shared on the Promise Website for Bellingham Public Schools and the story would focus on differentiation happening in our schools.</li> <li>- A parent voiced their excitement about this approach to honor teachers.</li> <li>- Another parent mentioned their hesitation that the Promise story felt like a one and done experience rather than ongoing recognition.</li> <li>- Dawn had members turn and talk about possible opportunities for continued ways to recognize teachers.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Some parents wondered if the Parent Teacher Associations (PTAs) would prioritize recognizing teachers for Highly Capable, and yet PTAs are often in best position to recognize teachers</li> <li>- Another group of members shared possibly having a representative for Highly Capable at the PTA meetings would allow for Highly Capable representation within the PTA and the ability to share at the school level what is happening with Highly Capable.</li> <li>- Some members questioned the focus on Highly Capable and why the focus can't be on all teachers who are doing really good work.</li> <li>- A parent shared their frustration regarding differentiation as their student does not share with them what is happening in the classroom.</li> <li>- Dawn cautioned that there are times when what a student says is happening is not necessarily what is happening in the classroom.</li> <li>- A principal shared an experience with a transfer student and how the student was frustrated because mini-lessons weren't happening. However, once he was questioned about what was happening in the classroom it became clear that the student was receiving all the supports he thought he wasn't.</li> </ul>					
<p><b>ENGLISH PATHWAY</b></p>	<ul style="list-style-type: none"> <li>- Dawn grounded members in the information shared regarding the English pathway in the previous meeting.</li> <li>- Dawn posed the questions “what are the needs of our students?” And “who might benefit from advancement?”</li> <li>- A principal commented this is not an advancement but a grade acceleration path.</li> </ul> <table border="1" data-bbox="506 873 1585 1078"> <thead> <tr> <th data-bbox="506 873 1045 911">Needs of students</th> <th data-bbox="1045 873 1585 911">Benefits</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 911 1045 1078">           Increased engagement            Opportunity to be challenged            Higher Level conversations and texts            Concerns of students maxing out because they have done all the classes         </td> <td data-bbox="1045 911 1585 1078"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Dawn shared that currently high school teachers are developing courses for the new eight period high school schedule. The other purpose is to focus more on the whole child so students are not overwhelming themselves.</li> <li>- A parent asked if there are pitfalls with over identification and how it will affect this track?</li> <li>- Dawn shared a story from Rhonda Schraeder-Young, Case Manager working with students identified Highly Capable, regarding students that she is meeting with throughout the year.</li> <li>- Another parent shared she doesn't know if her student should actually be identified due to his scores and the areas he was identified.</li> <li>- A parent wondered why there isn't a school counselor as a part of the Highly Capable Learners Parent Advisory Committee.</li> </ul>	Needs of students	Benefits	Increased engagement Opportunity to be challenged Higher Level conversations and texts Concerns of students maxing out because they have done all the classes		<p><b>*Possibly look at universities and what they are looking for beyond a well-rounded academic career.</b></p> <p><b>*Possibly ask counselors to come and talk about high school schedule changes and what they are seeing in the schools.</b></p> <p><b>* Check into availability for typing instruction for middle school and high school students.</b></p>
Needs of students	Benefits					
Increased engagement Opportunity to be challenged Higher Level conversations and texts Concerns of students maxing out because they have done all the classes						

	<ul style="list-style-type: none"><li>- Another parent shared her experience as an online Advanced Placement (AP) teacher and the anxiety many of her students experience and that it is becoming a mental health issue.</li><li>- Dawn went over an example of third graders and their differing reading levels, the materials available and impact on students.</li><li>- A parent shared the struggle she had with age appropriate reading and how can we change the mindset from just because you can read it doesn't mean you can comprehend or discuss it.</li></ul>	
--	--	--

**FOR NEXT MEETING:**

- Differentiation
- Over identification in Bellingham Public Schools
- Continue English Conversation