

## PreK-12 Highly Capable Program Review Committee Minutes

Date: Tuesday, January 7, 2014

Central Services, Room 205

Time: 8:00 a.m. to 3:00 p.m.

Bellingham Public Schools

A Collective Commitment

Attendees: Michelle Abernathy, Kate Baehr, Kris Carpenter, Susan Cotton, Veronica Douglas, Michael Finley, Jeff Jacobs, Michelle Kuss-Cybula, Lori Radvany, Rebekah Sharf, Dana Smith, Adrienne Somera.

Topic	Discussion	Recommendations
1. Overview of the Day's Work	Michelle Kuss-Cybula welcomed committee members and reviewed the committee's previous work. The group's written feedback (plus/delta) was reviewed from the previous meeting. Meeting goals for this session were to define the identification and nomination process and research best practices for meeting the needs of individual students.	
2. Orientation of the Identification Process	Michelle Kuss-Cybula emphasized the importance of creating a program service model that will be sustainable for future years and one that can be successfully built upon each year in order to reach yearly program goals. The group discussed the identification process and reviewed Standard 2: Assessment, of the <a href="#">NAGC Pre-K – Grade 12 Gifted Programming Standards from the National Association of Gifted Children (NAGC)</a> . The committee reviewed recommendations and data from the draft program review and examined current practices. To view the PowerPoint, <i>Gifted Program Review – an Overview</i> , please <a href="#">click here</a> .	
3. Informing the Identification Process	<p>Michelle Kuss-Cybula stressed the importance of the group's mantra, <i>Many Voices, One Mission</i>, as the committee engages in deep discussion for the remainder of the sessions. The mantra is designed to keep the group focused as they prepare a final recommendation to the Superintendent.</p> <p>Adrienne Somera asked each member to read <a href="#">the NAGC's Position Paper – The Role of Assessments</a> in the Identification of Gifted Students and led the group in further discussion of the identification process, including underserved populations and the nomination process. Committee members shared ideas and provided recommendations for the identification process.</p>	

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4. Orientation to Programming for Highly Capable Learners	<p>Michelle facilitated a group discussion regarding Standard 5: Programming, of the <a href="#">NAGC Pre-K – Grade 12 Gifted Programming Standards from the National Association of Gifted Children (NAGC)</a>. The group looked at further recommendations from consultant Gail Hanninen’s program review, including the importance of a program that offers a continuum of services for the most highly capable students vs. highly capable students, to be included in a variety of formal and informal options. Other program review recommendations included examining researched base models and delivery service options.</p> <p>Michelle played a portion of an audio clip from the video, <a href="#">Bright Idea, from Duke University</a>, and showed the video, <i>Class of 2024</i>, from Bellingham Public Schools. To watch the video, please <a href="#">click here</a>. Project Bright Idea, Duke University, focuses on closing in on the underserved population and closing the gap in K-2 classrooms.</p> <p>The committee re-visited the Bellingham Promise and the role of instruction for all students in a highly capable program.</p>	
5. A Letter Back to the Students	<p>Members were asked to write a letter to a highly capable student, describing their role in the review committee process and what their promise, vision, and commitment is to the student.</p>	
6. Making Sense Around Program Model Types in Grade Level Groups	<p>Susan Cotton showed a PowerPoint presentation, <i>The Highly Capable Quiz Show</i>. To see the PowerPoint, please <a href="#">click here</a>. Michelle presented a <a href="#">Research Based Themes PowerPoint</a> and the group discussed various program model types. Susan Cotton asked members to review a handout of terms, <a href="#">Program Models and Strategies for Highly Capable Programs</a>. Susan led the group in an activity to determine where each strategy fit into the Response to Intervention (RTI) model.</p>	
7. Virtual Site Visits	<p>The review committee spent time in the computer lab viewing levels of service for highly capable learners. Virtual site visits included Fairfax, VA, Frederick County, MD, Virginia Beach, VA, and Pasco, FL.</p>	
8. Closing	<p>The group concluded the meeting with a discussion of the virtual site visits. Committee members were asked to conduct one additional virtual site visit before the next meeting. Members were also asked to read chapters 6, 7, and 8 of the book <i>Helping Gifted Children Soar</i>.</p> <p>The meeting was adjourned at 3:00 p.m.</p> <p>Next Meeting: January 28, 2014 – 8:00 a.m. to 3:00 p.m., District Office</p>	