

## PreK-12 Highly Capable Program Review Committee Minutes

Date: Tuesday, January 28, 2014

Central Services, Room 212

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, Laurene Rusing, Keith Schacht, Rebekah Sharf, Dana Smith, Rachel Smith, Adrienne Somera.

Topic	Discussion	Recommendations
1. Vision, Mission and Definition	<p>Michelle Kuss-Cybula welcomed committee members and summarized the remaining work to be accomplished by the committee. The group's written feedback (plus/delta) was reviewed from the previous meeting. Learning targets for this session included: 1) developing a deeper understanding of the committee's vision, mission and connections to the group's work; 2) answer the question: does our mission and vision fit our goals? 3) describe and identify characteristics of a high achieving, highly capable and most highly capable student; and 4) develop and outline a service model for a continuum of services.</p> <p>Michelle spoke to the group about the importance of being able to establish consistent definitions for terms within the district for serving highly capable students. She chose the term "program" as an example of a misleading term, as it refers to one program suited for all students. The district wants to make sure the services for highly capable students meet the needs of each individual student in a continuum of services.</p> <p>Adrienne Somera encouraged the committee to focus on the norms of posing questions and paying attention to self and others, as the group was required to rely on each other's expertise and make decisions. To see the Norms of Collaboration, <a href="#">click here</a>.</p> <p>The group re-visited their draft mission statement. After small and large group discussions, the mission was revised. To see the revised mission statement and an overview of the committee's meeting presentation for January 28, 2014, please <a href="#">click here</a>.</p>	

Topic	Discussion	Recommendations
2. Outcomes	<p>The <a href="#">Washington Administrative Code</a> (WAC) language requires the district's Highly Capable Program (HCP) to include a description of how the HCP will be evaluated. That evaluation is to include information on how the district's highly capable program goals and student achievement outcomes will be measured.</p> <p>Adrienne Somera led the group in an activity to identify observable and measurable student outcomes for the program. Members reviewed outcomes established for all students in <a href="#">The Bellingham Promise</a> and explored additional outcomes for highly capable students.</p>	
3. Case Studies	<p>The committee performed an analysis of student case studies. They analyzed each case study and determined whether the student was high achieving, highly capable, or most highly capable. They recommended a level of service for each student using the Response to Intervention (RTI) model and determined the appropriate tier level.</p>	
4. Findings	<p>Michelle Kuss-Cybula reviewed findings and recommendations provided by Gail Hanninen, the consultant who performed a review of the Bellingham Public Schools Highly Capable Program in the fall of 2013. The findings specifically relate to the <a href="#">National Association of Gifted Children (NAGC) Pre-K-Grade 12 Gifted Programming Standards</a>. To see the findings and a review of the committee's meeting presentation for January 28, 2014, please <a href="#">click here</a>.</p> <p>Michelle reminded the committee that the consultant did not provide a final Highly Capable Program recommendation for the district. Instead, the purpose of the consultant's work was to provide information and tools necessary for the committee to participate in a process to make a recommendation to the superintendent of the vision, mission and purpose of the K-12 Highly Capable Program for fall 2014 implementation.</p> <p>Michelle instructed the group regarding the <a href="#">Center for Educational Leadership's</a> (CEL) 5 Dimensions of Teaching and Learning. The CEL is one of the nationally known models for effective teaching in the classroom and is closing the achievement gap and raising rigor for all students. The 5 Dimensions are essential in addressing highly capable students. The group participated in a small group activity to address common core classroom instruction and the highly capable student using the 5 Dimensions of Teaching and Learning model. The group continued discussion looking at the levels of depth of knowledge and how those levels relate to highly capable students.</p>	

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5. Service Models	Members worked in small groups to suggest service delivery models for different grade levels.	
6. Closing	The committee decided to have an additional half-day session prior to the last meeting. Meeting time to be determined.  The meeting was adjourned at 3:00 p.m.  Next Meeting – February 11, 2014 – 8:00 a.m. to 3:00 p.m., District Office	