

Monday, September 26th

3:30-5:00

BISD School Board Room (across from Commodore Options School)

Members in attendance: Jeff McCormick, Kristin Collins, Sam Cameron, Whitney Skarbek, Kim Kooistra, Ashley Crandall, Ellen Schroer, Abigail Hoag, Sheryl Belt, Tatiana Epanchin, Jill Phillips, Jason Shutt, Melinda Reynvaan, Anna Fehrenbacher, Juliette Brown, Michelle Smith, Erin Morgan, Kate Garfield, Sarah Auerbach, Lai Niimi, Nina Spruil, Amii Pratt, Kristen Haizlip, Jeff Hale, Warren Read

Topics and (times)

- Introductions and welcome (15)
 - We have several new staff and community members--please be prepared to share who you are and your interest/experiences with highly capable
 - We have a rotating two-year tenure for committee members. This rotation will be shared at the meeting
- Program design and goals (25)
 - Differentiation specialists and school staff will help to describe:
 - K-4
 - Differentiation specialists are collaborating a great deal. The focus is on depth, productive struggle, and meeting the needs of all HC students, creating a balance of topics. They will be using byrdseed.tv- Thank you to Jeff and Sheryl for making this available. There will be integration of technology. The model will include both pull-out services and in-class support. Elementary students are generally clustered. Something to consider is how the final products or the learning will be shared.
 - 5-6
 - The HC program at Sakai will focus on ELA this year, as the math program is already developed. Kim is working with teachers to develop tiered assignments, etc., to meet the needs of all students.
 - 7-8
 - There is not a pull-out program at Sakai and Woodward. There is a cluster model, so students are grouped together in the same classes. Jason is working with teachers to develop resources for differentiation of process and product within the classroom. They are focusing on ELA and Math. Woodward will be having 1:1 technology soon, which will provide even more opportunities for enrichment, etc. Currently teachers are assessing to gain information to help them differentiate.
 - 9-12
 - Ashley spoke about embedded honors, which is how the English teachers at BHS have taken on the task of providing options for HC students (though it is open to all). Teachers of these courses are looking at ways to make these courses available to all students, to get rid of barriers to some students accessing these classes.
- Referral process and timeline (20)
 - The referral window is currently open. It closes October 14.
 - Available to any currently enrolled student in the district.
 - Assessments and Multi-disciplinary team process will be discussed.
 - Measures for determining which students are highly capable are locally determined. Decisions are based on the preponderance of evidence as demonstrated by multiple measures. Students may be referred by parents, teachers, or community members.

Students take CoGat screener and that test, as well as other tests, are considered in determining who will take the full battery. The data review is aimed at screening students in, not screening students out. Students who have scored at the 95th percentile or above or who have been otherwise identified will take the full CoGat battery. The MDT will meet to look at all measures: CoGat, Teacher rating scales, Parent rating scales and notes, other assessments. The team is considering using some other instruments to help identify disadvantaged students who should qualify for HC but who are often overlooked.

- Ideas for speakers/training for the year (20)
 - Last year the SEAL program in partnership with BISD presented a panel discussion on the needs of 2E students.
 - Ideas and resources for speakers will be gathered.
 - BISD is part of the West Sound Highly Capable Consortium. This group plans and puts on professional development, including a summer institute in June. This year the consortium will offer after school trainings and another summer institute.
 - Requests were made for speakers/information on parenting children who are qualified vs. not qualified, tools to support parents in parenting highly capable children, ways to address the lag between intelligence and maturity level of highly capable children (asynchronous development), GRIT/Growth Mindset application at home, finding balance with highly capable children, age-appropriate yet advanced and interesting materials for highly capable children.
 - Please let Jeff know if you have other ideas for topics/speakers this year.
- Placement
 - The team would like to look at procedures to deal with cases in which students have previously been identified and their placement no longer seems appropriate.
- Communication (10)
 - Communication within the committee
 - Responsibilities for communication to schools and other constituent groups.
 - School representatives should share ideas that have been raised during HC Advisory meetings with administrators.
 - This committee will meet 4 times this year.