

HC Advisory Committee Meeting
3.26.2015
Continuation of 3.12.2015

DRAFT

In attendance: Carrie Strayer, Juliet Shier, Cathy DeLorey, Cheryl Cain, Judy Levine, Emma Steger, Sam Cameron, Janette Dodge, Sarah Auerbach, Anna Steen, Elizabeth Cromwell, Jeff McCormick, Amii Pratt, Kristin Nelson, Kristin Collins, Sheryl Belt

Observer: Alli Krug

Note taker: Carrie Strayer

Celebrations:

- Judy taking DI teams to state tomorrow
- Glorious day!
- Jeff got to be on the playground today, opening night of daughter's play and she has a lead

Nomination window for 2015-16 and beyond - brainstorm:

- end of October
- start window around Oct. 10, close around 24th to give 2 full weeks
- teachers nominate in spring for fall, specialists consult with fall teacher
- how will it affect placement for fall at Sakai and Woodward
- need for a checklist of some kind to help nominators decide which students are truly strong candidates for HC
- teacher nomination remains simple, parent gets form - signs, completes checklist, returns to specialist
- the two transitional grades - 4th, 6th test in late winter/early spring
- is there a need to rescreen HC students at the transitions
- fall testing of new students, spring watchlist & open nominations

CogAT administration - we will begin using the online CogAT in the fall

Models for next year - brainstorm:

High school -

- AP, honors, and other things already in place with more options being added over time.
- Add counselor/case manager for HC students
- Create intentional clusters for humanities classes to make sure they will be with other HC-identified students
- Targeted professional development for teachers with those clusters.

Woodward/Odyssey -

larger clusters or full class of HC students in ELA

teacher differentiation within gen ed classroom

Add counselor/case manager for HC students

Create intentional clusters for humanities classes to make sure they will be with other HC-identified students

Targeted professional development for teachers with those clusters.

Sakai -

- Accelerated math is believed to be meeting most HC needs,
- Focus on Language Arts next year
- Create intentional clusters for language arts classes to make sure they are with other HC-identified students
- Targeted professional development for teachers with those clusters.

Elementary -

We know we want:

- intentional clusters,
- more access to HC specialists,
- keep students at their home schools

Could this work:

- Third & fourth grade - one day a week, full day pull-out, both grade levels together
- Second grade - approx. an hour a week for pull-out, plus in-class support,
- K-1 - in-class support

Concerns:

- what students will miss in gen ed if going to a full-day pull-out
- missing specialists
- content vs. project-based
- where do specialists capture time to collaborate with every gen ed teacher of HC students and plan lessons if it is content-based and the expectation is that the content matches what is happening in the gen ed classroom
- having 3 different identifications (math, LA, or both) creates issues within the full-day pull-out if it is content-based and the expectation is that the content matches what is happening in the gen ed classroom

Other concerns/ideas, not model-specific:

- What curriculum/materials will be used?
- Targeted professional development to help teachers learn where to find enrichment/acceleration options so they aren't having to develop their own.
- Looking at curriculum through different lenses (HC/SpEd/EL) is critical.

Elementary discussion will be the major agenda item at our next meeting.

