

HC advisory notes for December 18 and January 8.

Notes were combined due to the work that committee did identifying pros and cons of different service models. A summary of those are included below.

Other topics: Welcome to new members, Annie Edwards who will represent Ordway and Joe McRitchie who will be officially joining the committee in February as the representative from Wilkes.

Tenure				
ongoing	Chair	District	McCormick	Jeff
ongoing	HC Specialist	District	Shier	Juliet
ongoing	HC Specialist	District	Strayer	Carrie
Ending 2016	Secondary Admin	WMS	Nelson	Kristin
Ending 2016	Intermediate Admin	Sakai	Pratt	Amii
Ending 2015	Elementary Admin	Wilkes	Belt	Sheryl
Ending 2015	Secondary Admin	BHS	Haizlip	Kristen
Ending 2015	Teacher	BHS	DeLorey	Cathy
Ending 2015	Teacher	WMS	Garfield	Kate
Ending 2015	Teacher	Sakai	Walter	Jana
Ending 2016	Teacher	Blakely	Cameron	Sam
Ending 2016	Teacher	Ordway	Dodge	Janette
Ending 2016	Teacher	Wilkes	Collins	Kristin
Ending 2015	Teacher	COS	Steger	Emma
Ending 2016	Community	Eagel Harbor	Levine	Judy
Ending 2016	Community	Sakai	Cromwell	Elizabeth
Ending in 2015	Community	COS	Stephens	Stephanie
Ending 2015	Community	Blakely	Steen	Anna

Ending 2015	Community	BHS, Blakely	Faust	Ellen
Ending 2016	Community	BHS	Jenkins	Patty
Ending 2016	Community	Blakely	Cain	Cheryl
Ending in 2016	Community	Ordway	Edwards	Annie
Ending in 2016	Community	Wilkes	McRitchie	Joe

We may need to have one additional parent member who has already served at least two years step down after this year in order to maintain our goal of having half of the members rotate off the committee each year.

The HC specialists provided updates that included modeling a lesson using depth and complexity icons and having the school counselors run the highly capable hour at elementary schools on the week when specialists would be assisting with kindergarten screening.

Administrators from Sakai, Woodward, and BHS provided information about current services at those schools along with new course offerings at the high school for sy 2015-16.

CogAT screening for all kindergarteners has been scheduled for the week of January 12-17.

Spring testing for HC will be March 16-21. This will be communicated with all constituents (staff, parents community in February).

Summary of HC education program service models pros and cons

Pros and cons for all groups.

<b>Service Model</b>	Pros	Cons
Pull-Out	Intellectual peers Accelerated pace and level Consistent scheduling Cross discipline teaching	Offers HC services only part of the time. Potential additional cost for staffing
Cluster grouping	Current practice Leadership opportunities for HC students More contact with academically diverse peers.	Requires more differentiation in the regular classroom Less contact with intellectual peers Requires more training for classroom teachers Need enough students to create clusters Concern about equity and classroom balance
Full time self-contained	Intellectual peers Accelerated pace and level Highly individualized Cross discipline teaching	Less contact with academically diverse set of peers Cost Fluctuation of numbers of students makes staffing difficult Some parents/students opting out

Pros and cons unique to each grade level.

	Grades					
Service models	K-2		3-4		5-6	
Pull-out	<u>Pros</u> Students stay at home school Can work well with walk to model	<u>Cons</u> Changing locations with only some students going could be confusing for young students.	<u>Pros</u> More service to students than current model More consistency of program	<u>Cons</u> Scheduling Potential classroom space issues at some schools.	<u>Pros</u> More consistent services in English Language Arts	<u>Cons</u> Scheduling Missing time from regular classroom
Cluster grouping	Less movement to different locations during the day	Identification timelines can impact cluster groups	Less concern with potential stigma of “sticking out”	Less consistency of support Greater need for differentiation and training for teachers	Building scheduling easier	Less consistency of support and differentiation
Full time self-contained	Greatest amount of time of service	Numbers of identified students at early ages varies greatly Busing young students to different schools	Greatest amount of time and service	Classroom space Cost Need for building level services for families that opt out Busing cost	Greatest amount of time and service	Space in building Conflicts with current accelerated math classes Inconsistent number of students year to year

Service models	7-8		9-12	
Pull-out	<u>Pros</u> Trained teachers	<u>Cons</u> concern about stigma of being pulled out Missing content in class	<u>Pros</u> Social emotional support Opportunity for acceleration	<u>Cons</u> Disruptive to students to get pulled out of regular class, loss of instructional time Currently many options exist through course offerings (and are being expanded)
Cluster grouping	Already in place and easiest to maintain when new students enter Students in cohort group	Logistically difficult to provide that much differentiation Potential for having to teach two separate sources within in class	Intellectual peers	Does not work with mater schedule Could limit course options for HC students
Full time self contained	Higher level course offerings Easiest to train, since fewer teachers	Separates students from rest of peers Could give HC students fewer course offerings	Intellectual peers	Significantly limits course offerings.

Next meeting will be February 5<sup>th</sup>.