

**Accelerated Programs  
K-8 Highly Capable Program Review Committee 2023-24**

**Meeting Notes**

**Date: February 22, 2024**

**Time: 4:30-7:30 p.m.**

**Notetaker: Erin Fleshman**

Action Item	Presenters: Myra Arnone, Crystal Batlle, Erin Fleshman, Ryan Smith, Dr. Tamra Stambaugh	Time: 4:30-7:30 p.m.
Welcome and Agenda	Myra Arnone	
Notes: Committee reviewed the CCAR Compass. Objectives and agenda were presented for the meeting, with the goal of continuing to understand best practices in serving Highly Capable students and exploring the OSPI mandate for a continuum of services K-12. Objectives and agenda on presentation.		
Digital Posters of Models - Group Review	Crystal Batlle, Erin Fleshman, Ryan Smith	
Notes: Committee reviewed ACCA posters for the different service models introduced in January. Committee members reviewed their own and other groups' contributions to the understanding of each model to include opportunities, challenges, resources needed, students best served. Each group worked through questions to ponder in preparation to share their thinking with the whole committee. Questions groups considered: Who are the students that benefit from this model? Which students may be missed in this model? What criteria/other considerations do we want the District to pay attention to? Based on your conversations, where would the model your group considered fit into a continuum of services (CofS)? What are the "big picture" questions we still have?		
Continuum of Services	Dr. Tamra Stambaugh	
Notes: Dr. Stambaugh led the committee on an exploration of what is meant by "continuum of services." She introduced the guiding questions of "Who needs what, in what content areas, and at what level of intensity in order to continue to learn and grow?" These services may be different at different grade levels or in different subject areas. Dr. Stambaugh reviewed that gifted education is considered part of basic education in WA. The committee reviewed different examples for how to think about and plan for, as well as considerations for, a continuum of services. These considerations include: <ul style="list-style-type: none"> <li>● Students have different needs/strengths; not one service delivery model will fit everyone.</li> <li>● The emphasis is on the service, not where the service takes place.</li> <li>● The continuum of services provided may look different in different contexts/districts/content areas.</li> <li>● There are several evidence-supported service delivery models. Focus on NEEDS not placement.</li> </ul>		

Closure	Myra Arnone	
Notes: As part of the closure, the committee was asked to think about what they had a better understanding of, what they still needed to learn about in order to make recommendations, and what they were still worried/concerned about.		