

**Gifted & Talented Advisory Committee**  
**September 30, 2019 Minutes**

<b>Date: September 30, 2019</b>	<b>Facilitator:</b>	<b>Recorder: Bev Jebe</b>
<b>Present:</b> CJ Rhyne, Heather Baskin, Kaye Wergedal, Chad Nilsen, Ari Goldberg, Tami Jones, Andy Smith, Jayme Chiaro <b>Absent:</b>		
<u>Group Norms:</u> <ul style="list-style-type: none"> <li>• Start &amp; End on Time</li> <li>• Clear Communications in a Timely Manner</li> <li>• Everyone's input is valued and respected</li> </ul>		
<b>Agenda</b>	<b>Minutes</b>	<b>Action to be Taken</b>
<b>4:30-6:00pm</b> <b>1. Call to order</b> <b>2. Roll call/introductions</b> <b>3. Consent Agenda approval</b> ➤ 3/4/19 Minutes ➤ 9/30/19 Agenda <b>4. Old Business</b> a. <b>5. New Business</b> a. b. c. d. <b>6. Wrap up/next steps</b> <b>7. Adjournment</b>	<b>1. Call to order</b> a) CJ called the meeting to order at 4:35pm. <b>2. Roll Call/Introductions – Celebrations</b> a) Members present as listed above. <b>3. Consent Agenda Approval (Minutes, attachments, communications, reports)</b> a) None <b>4. Old Business</b> a) Heather gave a quick overview of all that happened since April of last year. 1- The Advisory Committee presented to the BOE in April. They had a lot of good questions. 2- At the end of May, we got approval for a ½ time GT Coach. Sue Dailey is also coaching one day a week as part of the reallocation of staff. With the new coaches the support for GT teachers in schools is amazing. 3- In April, the department moved forward with reallocation. There were three new hires at the elementary level due to staff leaving. Every GT teacher that was full time and not hired on a temporary basis, was able to stay full time and they got to choose from a menu of options. Depending on their first choice, that limited/determined their 2 <sup>nd</sup> choice school. Some teachers struggled with the end result and the buildings they ended up with. Shifts will happen again as we look at numbers from this year and open the new elementary school in Fruita. The identified numbers were averaged over two years for final determination. Some of the schools that only have two days a week will have some struggles, with things such as CogAT testing. 4- From our good, better, best model that was recommended to the BOE – GT didn't get anything. District funds went to hiring more assistant principals, ESL coaches, social emotional needs, and safety issues. 5- After receiving a question about our high school liaisons Heather explained that they each have to sign a memorandum of understanding with a list of duties. The meet w/each ALP student, encourage goal setting, and look at schedules. They should check the schedule to see if it meets the student's strength areas. Chad was asked what he thinks is missing from support at the high school level. He said that he misses GT extracurricular activities and activities that focus on one of his strength areas, which is math. There are GT students that aren't taking advanced classes, and there are at risk GT students at high school. 6- Committee members asked about conducting a survey regarding high school GT needs and Heather explained that we did surveys two years in a row two years ago, and we are looking at doing another one this year. The committee believes that since we received no funding from district for the high school that needs to remain our #1 focus. 7- The first GIFTED Day for our region was held June 10 – We got the word out to parents and had 4 participants. There were experts (judges) from across the region. We have another GIFTED Day scheduled for January and hope to have students from the whole region. None of the students were identified in talent areas but a lot was learned. The students got feedback about their strengths and the next steps to keep growing. Lining up experts with students that were coming in was challenging (i.e. string, vocal, needed piano player). It will be good to build a talent pool of mentors and judges. The day was a success from the learning that took place and looking to the future. The participants were given feedback when they received decision. 8- A new state GT director was hired, Rebecca McKinney. All regions are being surveyed as to what their top choices are to focus on. The new director is gathering data and hasn't determined a focus yet. The focus will not be	

based just on the metro area. Rebecca has postponed all audits to make sure glitches are gone before auditing again and she wants to look at everything to make sure we're doing things the right way.

9- Heather said she has addressed some questions about using CogAT tests especially for kids struggling with reading and writing. Aurora is doing full CogAT testing in 2<sup>nd</sup> grade at four of their schools and this made state headlines. We're already doing this testing in 2<sup>nd</sup> grade at all of our schools, our district is just not good at using the data. Heather has trained the school psychologists about using the CogAT data, and will train district administrators and building principals as well. Heather explained that we have to be cautious of using local norms (something other districts are doing). We can use local norms for talent pool but not for identification.

10- Heather hopes to have some new tools for helping to identify underserved population with the three department goals for GT. The district is focused on learning improvement science. We'll use the knowledge to look at GT growth and identification (better align our demographics). As we look at root cause analysis, improvement science could help us narrow down our fixes.

b) Kaye is attending Ge-SAC on Thursday. She will communicate with group via email rather than wait until next meeting. Kaye feels that the state GT office has been in disarray. They are not communicating with GE-SAC members. The new members had not been informed that they'd been appointed to the committee.

#### 5. New Business

a) Topics of focus for this year – The committee has identified high school as a focus. CJ would like to see us work at something that we can accomplish as a committee and not need someone's sign off. Andy has talked to several teachers and feels that there are no set procedures for identifying talent pool students and he would like to see us clarify talent pool.

b) The committee discussed Chad's comments from above. Would postings, pamphlets, and not necessarily a person, meet the need? We need a list of what needs aren't being met so we can brainstorm ways to meet those needs. A survey, could get us that information. The trend for identified students is that they start out high performing, then start to drop down. Yet no one is concerned when students go from Exceeded Expectations to Met Expectations. For GT students, we really need to look at growth. If there isn't growth, that should be a red flag. How many identified students at high school level quit achieving at the high level. The high school world supports high performing students very well. It's the students with affective needs that are getting lost. We don't support non-academic areas well in high school. The community, especially the business community, is seeing the need to retain our talent here in GJ. The committee hasn't been successful making changes inside the district. The committee does what the board asked but they don't respond to recommendations, even when asks were very specific. We are an advisory committee, not an action committee. Heather has put in her name to be the western slope representative on CAGT. The committee members feel like we need to step back from asking the district for anything. Instead we need a strong community of GT supporters as we have not had a community group for advocating. How do we generate parents and community members to become involved? How do we get parents passionate about wanting to serve and help GT kids? The school board doesn't necessarily have an understanding of what our purpose is and the school board doesn't necessarily focus on the bottom line with finances. Advising about spending comes from superintendent and she didn't see GT as a high need. On the front range the programs for high school GT students are fabulous. Our high school students are an underserved population; therefore, the board should be asking what they need. What does the board expect from this committee? Members feel they need to become an advisory for the GT department instead of the board. There is much frustration and anger on the committee regarding the refusal to fund anymore GT positions last year.

c) For the next meeting, we need to summarize items a, b, c of the addendum to the minutes into an actionable item. In regards to the survey, we should look at the questions and see if they will address what we need to know. We could look at high school data only, but it would be interesting to see how ALP students view their support from middle school compared to high school.

d) The DAC presence has helped and Jayme will stay on DAC.

#### 6. Wrap Up/Next steps

a) **Next meeting will be November 4, 4:30-5:30. (Has since been re-scheduled to Wednesday, Nov 13 at 4:30). We will set meetings for rest of year.**

**7. Adjournment-**

- Meeting was adjourned at 6:07pm.

**Next regular meeting 11/13/19- BTK**

**GTAC Members**

**4:30-6:00 pm**

1. Review 9/30/19 Minutes (DA/DI/R)
2. Review Agenda 11/13/19 (DA/DI/R)
3. Additional Agenda Items (DA/DI/R)
4. Closing and Assignments for next meeting TBD (DA/DI/R)

**Parking Lot/Future Meetings:**

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Addendum:

**What would you like to see focused on?**

Items with direct connection to CGER:

- a. Procedures for Parent, Family, and Student Engagement and Communication
  - i. Development FAQ and/or videos for each stakeholder
  - ii. Update website and written materials
  - iii. Define processes to communicate consistently to parents, teachers, and students (identification, programming, and program evaluation)
  - iv. Help revitalize and define WCAGT
- b. Identification Procedures, Criteria for Determining Exceptional Ability or Talent Pool, and Identification Portability
  - i. Develop ways to clarify requirements for all stakeholders
  - ii. Brainstorm ways to improve ability to identify all areas
  - iii. Reach out to community for collaborative efforts in Talent Area Identification
- c. Programming
  - i. Clarify how Talent Pool is decided at each level
  - ii. Clarify programming at each level
- d. Advanced Learning Plan Content, Procedures, and Responsibilities
  - i. Create documents/videos for each stakeholder on how they can be involved
- e. Evaluation and Accountability Procedures
  - i. Develop a process and timeline for continuous gifted program evaluation and progress monitoring (in between CGER years)
  - ii. Input on a new revised board policy – gifted education, acceleration, etc.
- f. Personnel
  - i. Evaluate requirements of GT teachers
  - ii. Develop requirements for GT Liaisons
- g. Budget
  - i. Formalize a collaborative process to developing gifted education budget
- h. Reporting
  - i. Review reports for possible recommendations to BOE (identified students, qualified personnel, disparities in ID, etc.)
- i. Record Keeping (we can examine this area as a team, but there is not a lot to focus on as an advisory team)
- j. Procedures for Disagreements
  - i. Review and evaluate current procedure
- k. Monitoring (we can examine this area as a team, but there is not a lot to focus on as an advisory team)
- l. Early Access Addendum
  - i. Review possible adjustments to process and/or BOE policy