

MINUTES

GE-SAC Meeting

Date: December 1, 2016

Lowry Conference Center

1061 Akron Way, Building 697, Denver, CO 80230

Minutes Taken By: Lindsey Reinert

Topic	Notes
Members Present	Jacquelin Medina, Mary Smith, Michelle Barkemeyer, Jane Goff, Blanche Kapushion, Jacklyn Noden, Cindy Gifford, Jennifer Gottschalk, Michelle Stout, Lisa Conner, Kittie Hook, Kimberly Servia, Courtney Childe, Brain Weaver, Julia Watson, Amy Graefe, Paula McGuire, Colleen Anthony, Nicole Jensen, Melanie Isenhour, Ruthi Manning-Freeman, Terri Jones Guests- Beth Knees for Caitlin Sahimi, Kathleen Robinson for Terry Bradley, Darcy Hutchins
Members Absent	Mary Ellen Beltracchi, Donna Buss, Sherry Crawford, Angela Denning, Nikki Myers, Jennifer Richotte, Ruth Rodgers, Susan Scheibel, Beverly Trail, Laura Tuthill
Introductions and Welcome Michelle Barkemeyer, Mary Smith	Wrap around introductions Break into congressional district groups Personal goals Select a snowball to connect with an individual. <ul style="list-style-type: none">• Three talking points what we want to accomplish or successes that important to us• Purpose to communicate/advocate for gifted education Talking Points CD 1- is planning to reach out to State Board of Education Representative, Val Flores. With Dr. Flores, we would like to speak about the following: <ul style="list-style-type: none">• The gifted population includes and represents, demographically, all students in the city and county of Denver.• While DPS offers the largest variety of pathways for students to "graduate ready" and to "meet and exceed standards", this always needs support and nourishing regarding opportunities for high potential, advanced, and gifted students.• One specific pathway, the International Baccalaureate pathway, is perceived to need additional support. Specifically, this pathway needs to be seen as fully connected both the DPS core values and the state goals. CD 2- <ul style="list-style-type: none">• Advocacy• Consider GT population for internships• Invite Board of Education to GIFTED EDUCATION Advisory to enhance awareness

	<p>CD 3-</p> <ul style="list-style-type: none"> • Reduction in funding for rural AU's due to the splitting of BOCES. The breaking up of BOCES increases the number of AUs receiving funding with the original pot of money staying the same. • Early access information needs to get out to the daycare providers and parents to educate them as to what it is and how it can help their students. • Sharing out progress that has been made. (One of our districts created a half-time coordinator, BOCES gifted coordinator position expanded to full time, etc.) <p>CD 4- worked on Parent Group talking points. It was wide and varied since we address very different size schools. But, here's what we came up with:</p> <ul style="list-style-type: none"> • How to support parents via SENG groups, speakers, networking meetings, etc. Spending time listening to WHAT parents want out of this. • How can parents be involved and DO in their school and with their child? • How can we create effective parent advocacy groups that work for the parents we are addressing (considering geography, technology, time, etc.) <p>CD 4- My goals are to raise awareness for the teachers with whom I work that there are unique affective and cognitive needs for gifted students and to provide them with ideas/support in modifying curriculum to meet their needs.</p> <ul style="list-style-type: none"> • In the past we have not allotted much time to this because we have so many needs with other student groups (ELL, poverty, SPED, etc...). <p>CD 6-</p> <ul style="list-style-type: none"> • Early Identification opportunities for outreach to parents about early access • Addressing the unfunded concerns to support identification for early childhood • Work on engaging school districts/AU's to adopt an early access process/addendum <p>CAGT/Adjunct-</p> <ul style="list-style-type: none"> • CAGT is continuing to work with diversity. Met with six freshman Legislators November 17 to discuss/gain support for Gifted Education Latino and Black students. All went well and they we're excited to learn about Gifted Education diverse students. • CAGT had Congressman Polis speak at the CAGT Conference in October. He spoke on supporting Gifted Education students. • CAGT also met with the Colorado Statewide Parent Coalition regarding GT. The coalition will be breaking off into a new group for school age students. They would like CAGT to come to a meeting to present on Gifted Education.
<p>Approval of Minutes</p>	<p>Additions to the framework – Dan “note on the district framework guidance template, which would direct people towards gifted student data.” E. D. Gifted students Brain Weaver – Motion Jacklyn Noden - Second</p>
<p>Remarks Jacquelin Medina, CDE Gifted Director</p>	<p>ESSA state plan with Gifted talking points</p> <ul style="list-style-type: none"> • References state power for AU's to have support gifted education • Advisement document for gifted lens connected to ESSA state plan <p>Review of ECEA rules pertaining to giftedness parent engagement and</p>

	communication
<p>Remarks Jane Goff State Board of Education</p>	<p>ESSA development work</p> <ul style="list-style-type: none"> • Election updates with full school board starting in January 2017 • ESSA state plan will be submitted in March/April 2017 to Federal Education Department, review of the plan will take 120 days. • Before the ESSA state plan is submitted to Federal it will be posted for public review/feedback. • Most of the authority has gone back to state and AU's. • NCLB responsibilities are on each state not the federal government. <p>Links of interest: CDE Updates ESSA</p> <ul style="list-style-type: none"> • CDE ESSA state plan feedback • CDE Accountability feedback – Due by Dec. 14th <ul style="list-style-type: none"> ○ Preview learning video • ESSA Standard draft feedback – Due by Dec. 14th <ul style="list-style-type: none"> ○ Read document and then complete survey • CDE Gifted Education will send out reminder prior to deadlines for completing survey <p>Seven Spoke committees, statewide HUB committee representing a variety of stakeholders. All resources on: CDE ESSA website</p> <ul style="list-style-type: none"> • Standards Committee <ul style="list-style-type: none"> ○ Every 6 years CO would revise and edit the content standards. Modify ELA & Math and incorporated the Common Core. July 2018 all revision deadline. ○ Alignment with state laws and federal laws/guidance. • Assessment Committee <ul style="list-style-type: none"> ○ Two years of baseline PARRC data • Accountability Committee <ul style="list-style-type: none"> ○ Utilizing the 2014 guidelines ○ Looking at matriculation (P20 concept) ○ Conversations about Early graduation w/certification ○ Encourage looking at High School Accountability <ul style="list-style-type: none"> ▪ Opportunities, Possibilities, & Flexibility ▪ New Matrices for options ▪ Pathways for graduation ○ ICAP –Individual Career & Academic Plan <ul style="list-style-type: none"> ▪ Full statewide implementation ▪ Amy Graefe shared a barrier- lack of technology & infrastructure with in AU for compiling ICAP portfolio. Still utilizing a paper/pencil portfolio system

	<ul style="list-style-type: none"> • Effective Instruction and Leadership Committee • School Improvement Committee • Title Program Plans/Assurances Committee • Stakeholder Consultation/Program Coordination Committee
<p>Standing Committees –</p>	<p>Communication</p> <ul style="list-style-type: none"> • Paula, Courtney, Lisa, Kittie, Brian, Nicole, Michelle, & Lindsey • Ruthi: Write thank you letter to guest speaker-Darcy Hutchins • Update GE-SAC website with agendas • Update of GE-SAC distribution list- some members are receiving invite and some are not. • How do we do more PR? • Action plan review • Lisa- check options with communication for more PR • Within C-GER review, could there be a place for documenting how GE-SAC is an opportunity for parent engagement? • Letter to all GT Directors about GE-SAC <p>Legislation</p> <ul style="list-style-type: none"> • Update of local election issues that passed • Unstable financial situations across state <p>Membership</p> <ul style="list-style-type: none"> • Several opening. Second term will receive notification if interested in renewing terms. • Reminder to send a guest to represent you if your absent.
<p>Guest Presenter: Darcy Hutchins</p>	<p>Topic: Meaningful Parental Engagement and Partnerships</p> <ul style="list-style-type: none"> • Handout #1: PPT presentation • Handout #2: PTA National Standards, Goals, and Indicators for Family-School Partnership (FSCP) • Visual of Lower and Higher Impact <p>Links of interest:</p> <ul style="list-style-type: none"> • CDE Resources for parents • CDE FSCP Survey • CDE Promising Partnerships <p>Take away:</p> <ul style="list-style-type: none"> • Partnerships of family, school, and community contribute & influence student success. • Start with the readiness districts, schools, teachers, families • Promote Efficacy Cycle- Positive experience with reaching out for partnership <p>Improve FSCP</p> <ul style="list-style-type: none"> • Site discussions about kids • Building relationships • Individual teacher practices • Incorporate into Induction programs and teacher preparation programs • Invite parents to part of training & building rapport with other families • Community involvement with student projects • Welcome tone from administration

Hindrance

- Volume of communication tools-which do we use
- Same percentage of parents-same parents always attending functions
- Hidden agenda of parent or administrator Trust=Success
- On way delivery of information

What to promote?

- Sharing with stakeholders the Perspective on Relative Impact of Family Engagement Strategies on Student Learning
- "An office of one," do our schools and districts know about FSCP?
- Knowing what people do and do not have in terms of resources and information.
- Specific population missions and visions, goals ...
- Tools templates, roadmaps and rubrics to track and ensure basic sharing.
- Ownership [issues] of work, communication, programs.
- We do see a lot of positive sharing as well and our leaders need to understand and prioritize GT.
- Data and post-secondary readiness and void of [Gifted Education] counselors
- Some districts feel there is nothing parents don't know much about it. You can't question the teacher, district, and what they're doing. Some districts feel parents are needed for support (assistance in the classroom when there's no one else, local experts, and carrying out of activities that we don't have the resources for without making it up).
- Some small districts are extremely hierarchical, principals run it and parents are afraid to speak up for fear of what will happen to their kids. Other small districts feel board and parents dictate what pet projects are occurring in the school such as bilingual programs and technology over basic language arts or math.

How do we put into action?

- Potential video modeling the implementation of a Higher impact strategy
- Share with accountability groups across the state & with AU's
- Coming Bias from a place of no bias and to a larger, more common group
- CEAGR – it's not about individual kids when we are looking at the whole program
- Complexity of communication and channels, unique community communication infrastructure
- Finding and analyzing all the effective communication
- Focusing on how positive inquiry and advocacy leads to successes and "working smarter"
- Separation of powerful vs. influential
- *Simplification* by GESAC for systemic , sustainable scale-up of FSCP
- We need to change the conversation. What has already been put in place may need adjusted. It has to come from the superintendents, but what are best practices? Parents need to know. We are not bringing it together.
- Create a best practice document. Conference for administrators.
- Education on ALPs for parents and all teachers. Now that parents, students, and GT teacher build ALP together there needs to be more education on how an ALP can assist your child.

- Use parent teacher conferences to assist in this. Great for gifted kids. Student led conferences can be good for this.
- Not all teachers know that their kids are gifted. Parents don't always realize where their kid falls in comparison to other children. How can we share data with parents beforehand?
- CASE and CASB may not be able to fit Gifted into their sessions; it may need to be smaller like in the BOCES with all of the superintendents. Gear it not necessarily toward Gifted only, but family engagement for all. Individualized communication for parents is the most beneficial. Sharing the successes in different districts and buildings is needed. Start somewhere. Invite involved parents in and build on that. Connect primary vs. secondary communication.

ECEA Rules Pertaining to Parent Engagement & Communication

Procedures for Parent, Family, Student Engagement & Communication

- Need for consistent communication for all avenues
- Need for following after universal screening to support families in interpreting and understanding cognitive results regardless of level of data
- Reaching out to a variety of languages & cultural groups
- Potential for re-brand to engage family & community members
- Promote efficacy cycle
- Parents are educated at first stage of identification.
- Teachers/All Parents are made aware of who to contact regarding gifted services.
- Handbook that has accessible information in ALL primary languages – pushing out this information to all parents, not just identified students vs. passive information.

ID & Portability

- Need for following after a student is identified
- Need for clarity of the portability criteria across AU's and school district
- Need for clarity of NEW CDE ID pathways
- Need for AU's yearly cycle of communicating CDE ID pathways
- Have a box to check on transfer forms that indicates that a student is gifted. For both incoming and outgoing students. Training needs to be held for office personnel who manage these documents.

ALP & Programming

- Need for clarification of program vs. programming
- Need for support in coordinating the PII utilizing technology infrastructure
- Need for support in communicating with in the high school system
- Not always happening in all districts. Can be a worthless document.
- Put in who is responsible for implementing the plan. What will the teacher do in the class to move them beyond in the standards? Administrators have bought in to monitoring that it is being done.
- Start parent and student education at rights and responsibilities at a young age so that by the time they get older, they are already self-advocating.
- ALL teachers are invited to ALP meetings. Strength area teacher is

	<p>committed to doing something for the student. ALL classroom teachers are aware of gifted students in their classrooms.</p> <p>Evaluation, Accountability, & Disagreements</p> <ul style="list-style-type: none"> • Need for communicating consistent procedures and processes available to families & community members • Process needs to be included with all information that is sent out to parents. • Consistent universal screener every year to ensure no students fall through the cracks if a year becomes skipped <p>Early Access</p> <ul style="list-style-type: none"> • Need for communicating the opportunity of early access • Connect to Childcare guidelines & licenses
Confirmation-Goals areas	<p>Under-represented Populations</p> <ul style="list-style-type: none"> • Goal-need parents, community, and educators members of GE-SAC representing all groups in CO <p>Parent Engagement</p> <ul style="list-style-type: none"> • Goal- Address admin level/leadership awareness or proactive • Are assumptions being made about the level of family engagement that parents want. • Goal- Develop a tool to identify barriers and limitations that families feel they are experiencing. • Goal-Develop resources “hub” relevant to data from above tool <p>Early Childhood</p> <ul style="list-style-type: none"> • Issues: lack of understanding of what GT kiddos are, lack of knowledge about programming options, access to all child care facilities to inform about ID, lack of formal education of staff, guidance/advocacy for parents • Questions: Who’s doing it right? How can we get funding for ID across the state? How can we connect to pediatricians? How can we educate ChildFind? How do we publicize across the state? • Goals: Influence increase of district adopting early access, advocacy for mandate, and advocate for consistency within BOCES rules.
BOCES	Worried about future financial concerns across the state BOCES due to the uncertainty.
CAEGTC	Upcoming banquet- 25 th year celebration: January 21 st , 2017 (2) \$500 scholarship recipients 7-8 new inductees Open Board Positions available
CAGT	
Gifted Education Coalition	

Upcoming Meetings	Thursday, February 2, 2017
Adjournment	3:09pm - Kimberly Servia- Motioned to adjourn Jacklyn Noden-Seconded