

GE-SAC Meeting
Date: October 10, 2022

AGENDA:

Zoom Meeting VIRTUAL
 Minutes Taken By: Shalelia Dillard

Topic	Notes
Members Present	Michael Scott, Kate Bachtel, Cecilia Quintanilla, Wendi, Jennifer Rizzo, Anna Zane, Becca Koster, Carrie Veatch, Connolly Sherwood, Darcey Perlman, Michelle Pacheco Dubois, Heather Savory, Jaci Durrie, Joi Lin, Kayla Steffens, Marcy Palmer, Marissa Benson, Mury Sutherlin, Natalie Brown, Noelani Ramon, Terri Loiselle, Wendy Niccoli, Kristin Shapiro, Shalelia Dillard, Diane Barranco, Robin Greene, Lindsey Reinert
Members Absent	Rebecca McKinney, Quing Hua
Introductions and Welcome	Name, role, Congressional district and choose between Apple cider and pumpkin spice
Approval of Minutes	Motion to approve minutes for May 5th made by Connolly Sherwood and seconded by Michelle Pacheco. Motion Passed.
Remark Robin Greene CDE Gifted Director	<ul style="list-style-type: none"> ● New Gifted education consultant Michael Scott, ● Update on Budget <ul style="list-style-type: none"> ○ Annual extended budget submission Sept 30th. Everything running smoothly ○ USQP (Universal Screening and Qualified Personal)for funding for CoGAT- NNAT, and district director/coordinator) Allocation were approximately 41% (\$2,130,859.50) add on \$177,000 grant (one time) \$10,035,469 was allocated to AU's for GT(3150). Fall meeting was first joint meeting with other ESSU's (including Sped, facility schools)) to have more collaboration. Looking forward to additional meeting and plan to have in-person meeting (in April) for the directors meeting. Focus on roles , Spring meeting focused on behavioral supports. 2E Collaboration with Cynthia Runquist (developing tiered behavioral support how as a whole team, instructional practices, and supports (gifted Voice) and RTI. ● Specialist working with Multilingual learners in Special ed for 2E learners. ● Working with CLD(Culturally,linguistically diverse), to make sure GT and CLD learners are supported and would like to get feedback. What supports and MTSS supports are offered while offering GT strategies. ● Now working with READ Act team and literacy for all students in literacy and FBA

	Created with commissioner --- GT and CDE Vision based on CDE values and principles. All work that CDE is conducting is tied back to the vision, mission and equity plan.
Guest Speaker:	No guest speaker
Topic:	
Remarks Karla Esser State Board of Education	https://app.peardeck.com/student/tlfpehopd Questions: #2 Comparing GT exceptional needs and needs of SPED exceptional needs. Add in Talking points for communication for Board, community related to mission and vision and how the board advises the state. Question #3 Through the JBC (Joint Budget Committee/Legislation), there was a Multi-year plan proposed, to fund the program over multiple years, to be fully funded in 5 years. \$7 mil. Discussed the discrepancies in the actual amount of funds that are needed. Will not know until the long bill is approved. Gifted funding perspective: GT has never really asked for multi-year funding so may get denied but will keep on trying Questions #4: How can we support students who have FBPs Context- traditional training and interventions have caused trauma Functional behavioral Plans. Using Cynthia Johnson (Bill Brown) training for 2E students and special populations. Trainings are starting to see what support would look like with tiered support* Have both come and present to GE-SAC Question #5: Are there people that we would like to invite CSEAC (Colorado Special Education Advisory Committee), etc. Questions #6: Support for 504's and 2E learners (How many students are on 504's in the State) Do not have to have and cannot demand or be required to have a note and it is illegal in order to have a doctor's letter to receive a 504 plan. MTSS is another place to have the conversation for 2E support. However, the National Testing board does require a doctor's note for SAT and ACT. Question #7: Is the equity plan completely inclusive and has there been discrimination in the past. May need a common definition of equity so that it doesn't get lost in understanding.
Affinity Groups Parent Community Educator	Questions for committees: What is your mission as affinity groups and what are your individual North Star goals for completing the work in these groups? Without seeing the handbook, what needs to be included from your perspective? Parent: Themes : Access and equity. Mission/ Vision <ul style="list-style-type: none"> To provide a parent point of view to help provide equity and universal screening for all children, and to particularly keep the 2E kids and

neurodiversity in general in mind as we are voices for students and their needs in the school setting.

- As parents who are not educators, providing more information on everything is extremely helpful. It provides opportunities for individuals to gain a big picture and understanding of how things fit together, so each person can be a more effective member of GESAC, and the greater gifted community.
- Educating fellow parents and being educated by fellow parents on giftedness. Breaking down barriers for underrepresented populations in location advisory groups to increase the parent voice of gifted.

Notes on Discussion:

Noticing how many people have 2E students and more conversations around 2E screening and there are equity issues from school districts and what local control will allow us to do. They also looked at transportation and education around what is GT and 504 education.

Educator:

Mission/Vision:

- To provide fair and equitable education to students, education that challenges them and supports their unique, gifted social-emotional needs. Educators' vision is to provide information to all educators and administrators involved in the student's school life to help them properly.
- Equity between school districts—sharing data to show which supports are effective in different districts

Notes on Discussion: Discussing different populations and where North Star comes into play in the committee.

Community

- Mission/Vision:
 - Advise the greater community and committee and the issues impacting GT education and seek and collect community input to inform the GESAC better.
 - Opportunities to educate the general public about what “gifted” means

Notes from discussion:

Opinions are not systematically recorded. More rural opportunities for activities for Developing a relationship with school accountability committees? Advise the greater community and committee on the issues and input, seek community input by collecting the community input. As community reps, who are we supposed to communicate with? Collecting and educating community?

<p>Affinity Groups Congressional Districts</p>	<p>Divided into 3 groups (1,2;; 6,5;; 3,4) Guiding Topic: Discuss what you would like to work on in each CD and get to know each other</p> <p>CD1</p> <ul style="list-style-type: none"> ● Might make an appearance at CAGT on Sunday. State added endorsement, but roles are being taken for higher roles. .5 FTE to have one of the 3 pathways. Not required to have GT endorsement and is district by district ● Larger discussion about different pathways in order to get director or admin licenses. If we are to create an expectation, then we need to hire accordingly. <p>CD2</p> <ul style="list-style-type: none"> ● OCR complaints and none of them have come from parents but inside of the school districts. Related to the biases in hiring processes and practices. There needs to be more accountability for the director roles. <p>CD3</p> <ul style="list-style-type: none"> ● Conversation about the distance and wanting to meet each other ● Parent resources, making apparent what resources are available for affinity groups <p>CD 4</p> <ul style="list-style-type: none"> ● Have a huge CD, and would like to meet in person. <p>CD5</p> <ul style="list-style-type: none"> ● No one present <p>CD6</p> <ul style="list-style-type: none"> ● Have presence at NAGC and CAGT to get more people involved <p>CD7</p> <ul style="list-style-type: none"> ● Conversation on how huge the district is and differences in experiences with different viewpoints <p>CD8</p> <ul style="list-style-type: none"> ● Getting used to being to GESAC and what meetings are previously ● Would like to possibly see the notes being taken while written ● Review in advance the handbook to share thoughts quicker with supportive materials.
<p>Subcommittees</p>	
<p>Standing Committees –</p>	<p>Outreach: Can there be another way of communication in between meetings in order to take action on what was discussed. Also, if there is a way that we could all meet in person at CAGT. Possibly bringing back the one pager to go out to members to talk about the key pieces that are needed for the near future.</p> <p>Legislative: Joint Budget committee did ask for feedback and Rebecca sent in strong support. Read ACT issues with students, for most neurodivergent people, it is not good for all students and is not best practices for high level readers and the impact on educator perceptions. For students that are reading chapter books, it can be cruel. Now that we have full day Kindergarten, there might be better access to GT.</p>

	<p>Describes the GT assessment in the state backing a HB for early access for kids under 6 (has not had a reading). CAGT pays lobbyists but did not get a reading and very forward momentum. A statement from GESAC to support advocating for GT issues with HBs. Parent Bill of rights to used to help advocate for GT in legislation. Researching current funded legislation to see how we can use that to move forward. Also, narrowing down terms to have a clear understanding of our stance in order to educate legislators on GT. CAGT has one pager for speaking to legislators</p> <p>Membership: Need to have things posted on the state page before we share. Also talking with Noelani about advocating for more students to be involved in GESAC. Advertise at conferences, school districts and GERCS (Gifted Education Regional Consultant) from the state other committees for new members, but do not have a strategized plan or coordinator effort to recruit. How to translate into different languages and how to make meetings accessible. Diane will post vacancies ESSU newsletters can also have vacancies.</p> <p>Vacancy List</p> <ul style="list-style-type: none"> ● Voted on chairs for subcommittees <ul style="list-style-type: none"> ○ Kristin and Cecilia-Outreach Chair ○ Wendy Niccoli- Legislation Chair ○ Connolly Sherwood- Membership chair
Guest Presenter:	None in the afternoon.
Partnership Reports	
BOCES	<p>Marcy (Colorado BOCES Association liaison)- Had July meet and October meeting, and discussed the Universal Screening funding with Michael to collaborate. Wanted additional ESSER funders to apply for so that rural students can have access</p> <p>Met in February and April will have another in July. Emphasis on universal pre-school. Looking at data management systems concerning IEP and ALP data. Joint paper that was given to the state , Paul Foster with DMS system with lobbyist. Universal screening grant, hoping for funding. School finance Act, looking great for everyone. Staff shortages impacting rural districts. Balancing having qualified Directors making slide decks, jury performance and portfolios.</p>
CAEGTC	<p>Colorado Academy for Educators of the Gifted, Talented, & Creative (CAEGTC) Soiree Event at CAGT 2022 Monday, October 17, 2022 4:30-6:00pm All are welcome to attend & network.</p> <p>Induction Ceremony Mt. Vernon Saturday, January 21, 2023</p>

CAGT

- Conversations with CAGT
 - Live sessions will end for this year at the end of May then return in the fall
 - All sessions from the first two seasons are archived on the CAGT website: <https://www.coloradogifted.org/resources/conversations-with-cagt/>

- Save the Date - October 16th-18th - Annual Conference - Unconventionally, Unconditionally Gifted at the Embassy Suites in Loveland, CO
 - More information, registration, etc can be found at our website: <https://www.coloradogifted.org/events/conference/>
 - <https://web.cvent.com/event/1d6f8b3b-8e18-4a94-b9c2-43e9f85b4b74/summary>
 - Keynotes:
 - Dr. Gil Whiting, Dr. Kristina Henry Collins, Dr. Ed Amend, Emily Kircher Morris, and Jenny Hecht, Colin Seale
 - Youth Impact Awards are open - close June 5th - closing soon - spread the word!!
 - Family Night 430 for two people in same family
 - Over 80 sessions to choose from
 - These awards are designed to recognize children ages 7-18, who have made a positive, meaningful, and beneficial impact on others in their classroom, school and/or community. CAGT will be choosing four children from the state of Colorado who will be named CAGT Youth Impact Award Students: one student for the Junior Division (ages 7-9), one student for the Senior Division (ages 10-12), and two students for the Masters Division (ages 13-18). All four students who are selected will receive a CAGT Certificate of Excellence and a cash reward.
 - Colorado Scholars (Educators in Title Schools)
 - Leaders in Action (Assistant Principals/Principals)
 - Mental Health Support
 - Teachers of Color
 - Each of these scholarship recipients receives:
 - A paid conference registration
 - A hotel room (if a certain distance from the hotel)
 - A mentor to serve as a support to implement an impact project in their setting based on learnings from the conference
 - CAGT Leadership Awards are open - close August 22nd

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Several options - see website ○ 2022 CAGT Student Art Contest ● CAGT Student Liaison Board Position <ul style="list-style-type: none"> ○ Two year CAGT Board Position available for 9th-11th grader - not for Seniors as this is a two year commitment ○ See link to apply ● Continuing work with our lobbyists <ul style="list-style-type: none"> ○ Focus is to have Universal Screening and Highly Qualified Personnel Grant fully funded ● Get involved with CAGT! <ul style="list-style-type: none"> ○ Always looking for people to become involved in CAGT! Several options, including: <ul style="list-style-type: none"> ■ Conference Committee ■ Volunteering at the CAGT Conference ■ Joining (or Chairing) a Committee: <ul style="list-style-type: none"> ● Communications ● Community Outreach ● Diverse Populations ● Education ● Legislative ■ Executive Board Positions (2 year positions) will be shared soon, then people will vote in conjunction with the annual conference in accordance with our bylaws
<p>Gifted Education Coalition</p>	<p>N/A</p>
<p>University Updates</p>	<p>Amy Graefe- Recruiting for next cohort of students (two cohorts in progress)24, and 33hrs, Director specialist. Tuition assistance in rural districts for GT masters and Endorsement.</p> <p>DU/Lindsey- University of Denver (DU) I-REECCH</p> <p>Congratulations to Dr. Norma Hafenstein (Ritchie Endowed Chair in Gifted Education; Clinical Professor, Teaching and Learning Sciences), Principal Investigator; Dr. Kristina Hesbol (Associate Professor, Educational Leadership and Policy Studies), Co-Principal Investigator; Dr. Lindsey Reinert (Postdoctoral Research & Program Fellow and Adjunct Faculty), I-REECCH Project Manager; and the I-REECCH team for winning the 2022 @nagcgifted Professional Learning Network Award. The NAGC award recognizes the work the I-REECCH team has done to increase professional development in Gifted</p>

	<p>Education. They strive to identify, and provide service to, traditionally underrepresented gifted and talented students in rural Colorado. WTG team!</p> <p>Learn more about I-REECCH: https://portfolio.du.edu/ireecch #GiftedStudents #GiftedEducation #DEI #EducationForAll #NAGC22</p> <p>DU- Gifted Education Policy Symposium & Conference Virtually March 30th- 31st, 2023 https://bit.ly/2023GEPSC</p> <p>CAEGTC share out for meeting minutes-</p> <p>UCCS- not present</p>
Gifted and Talented Leaders of Color and Allies	<p>Organization that uplifts the voices and professionalism of BIPOC Gifted Leaders and the allies that uplift the BIPOC leaders. Tentative CAGT Diverse Population honoring BIPOC Gifted Leaders (May 26th at 5:30pm). Outreach with Colorado League of Charter schools, Jeffco support for Latino students</p> <p>Some will be presenting at the Rocky Mountain Early Childhood Conference. Soft Meeting for GTLCA Members and interested others at CAGT. Registration area at 2pm, on Tuesday to connect to learn more</p>
Action Teams Strategic Planning Work- Prioritize two pillars to focus on for the year	<p>Focus on how to support teachers/ schools with SEL and also more information/education for SBE to understand the needs for SEL, especially for GT learners.</p> <p>Affective references in ECEA-</p>
Open Comment time	<p>Need to make sure to have State school board has access to vacancies. What can we say when we are meeting with GERCs (go by the agenda and talk about what topics were discussed. Have a succession plan and a strategic plan for subcommittees</p>
Upcoming Meetings	<p>Next meeting on Monday, December 12th- 9:00am-3:00pm</p> <p>Propose motion to approve the move GESAC Handbook to next Meeting vote Made by Michelle and Connolly seconds motion. Approved</p>
Adjournment	<p>Motion to adjourn made by Connolly Sherwood; seconded by Becca Kosner -. Motion passed. Meeting was adjourned at 2:56p.m.</p>