



## 2018-19 JAGC Board Meeting Notes

Thursday, September 6, 2018

Jeffco Ed Center, 4th Floor Seminar Room 2A

### Attendees

Jean Willis-Brown, President (by phone)  
Danielle Hicks, Vice President  
Katherine Rickard, Treasurer  
Roger Dowd, ex officio, Jeffco GT Director

### Absent

### Members At Large:

Amy Dougherty  
Nancy Yanasak  
Guy Nahmiach  
Michelle Stone  
Ayrolyn Keady  
Beth Clark  
Lisa Girard  
Kelly Bunnell

### Agenda

- I. Open Meeting and Announcements – Jean – by phone (5 minutes)
    - Nominations for Secretary per By-Laws
    - Appointment of Secretary
    - Hand-off to Danielle for remainder of meeting
  - II. Introductions for Visitors (5 minutes)
  - III. Penelope Heinigk and Ginny Grimes Jeffco GT RTs (20-30 minutes)
    - Summaries of Artic Areas
    - ALP Examples
  - IV. Danielle and Katherine Report (10 minutes)
    - Superintendent Quarterly Mtg Update
  - V. GT Info Night Assignments and Strategies (5-10 minutes)
    - Who is covering where and material hand-out
  - VI. Committee Chair Summaries (30-45 minutes)
    - Amy - Communications
    - Guy - Community Outreach
    - Ayrolyn - Ambassadors
  - VI. GT Department Insider Scoop - Roger (30 minutes)
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## Minutes:

### I. Open Meeting and Announcements

Thank you, Nancy, for covering in the interim

Nominations for Secretary per By-Laws - Beth Clark nominated by Amy, seconded by Guy

Unanimous vote Yes for Beth; confirmed appointed

### II. Introductions for Visitors

### III. Penelope Heinigk and Ginny Grimes Jeffco GT RTs

Ginny. Elementary – Teachers are as different from one another as children are.

RTs meet with teachers about each child, look at scores. Over the last 2 years been working to bring in the collaborative piece of it, look at strengths, passions and set goals.

- Quantitative goal (write a novel, read 20 books) or
- qualitative goal (ask more critical questions when I read a book).

Comes down to the teacher's relationship with the child over the course of the year. Setting ALP goals should start with meeting teacher: child.

- ALP goals are based on strengths (not meant to address weaknesses).
- Should be year-long goals; what's the child's perception at the end of the year—how did they grow / change their thinking / want to continue?

RTs' role to look and see where the children are at (progress monitor on their goals) and make sure the teachers are aware. Behavior can overshadow progress toward goals; RTs can help teachers see that. Also answer questions and provide support for parents.

Teachers can access previous year's goals and summary. Parents can request (teachers can print).

ALPs should come up in conferences; experience of parents is not seeing ALPs, or coming up in conferences that "we will be doing one." ALPs are not a silver bullet. Can help guide a child's journey—in one area.

Internal GT website for teachers to access has templates and examples for ALPs. Teachers have varying challenges from 27 ALPs across a class (center school) to 1 ALP out of 27 students with varying needs.

Penelope. Secondary is a work in progress. Used to be compliance based. Then went to Naviance but not a very friendly platform; one option that schools can use. Schools are using different things: Google classroom and surveys.

Social/emotional goal and academic goal—set, progress and end-of year. Some schools have semester electives where they focus on their ALP; ranges to the other end of the spectrum (survey and done). Video available to intro ALPs, not extra/punitive. Some are using Schoology.

Challenge is to make it meaningful and manageable. Trying different things and at different schools in different years to get high schoolers engaged. Last year had a successful summit. This year it's about going into the school, finding out what their needs are, and working to support them / establish support.

## Goals

- This year all GT center students will have two goals: affective and academic (both strength-based)
  - Next year roll it out to all ALPs. This year, teachers can choose academic OR affective
- Teachers are excited about the affective part, to see that growth in the whole child

For ALPs in neighborhood schools, how do we keep teachers accountable? Part of the RT role. Coordination varies by school, usually not a teacher. Counselor or instructional coach. Tough when there could be 400 ALPs in a high school. Has to be meaningful; and has to be manageable for all stakeholders.

When students get involved in setting their goals, they are more meaningful—but also can mean that teachers are less focused on it.

Could ALPs be a tool for high schoolers who are ready to move past high school? Yes, it's about how you leverage it.

## Affective goals

- General public think gifted = high achieving, so “why do we need this soft stuff”? Big need to educate communities.
- Concern about affective goal on a child's record—if we do it as strength-based then it's not derogatory.
- A handout to describe affective goal-setting with examples to alleviate concern.

ALPs are a lot for teachers to manage, need to get parents involved.

- What can we do as parents? Engaged, supportive and compassionate. Not helpful when parents tell teachers what to do. Helpful when parents articulate child's strengths for a teacher.
- Amy – handouts about how to have conversations on Understood.org —something that helps parents and teachers breathe and work through it. Not the parent input form (Guy).
- Parents have to be involved in ALP development, so would mean connecting before conferences. But that's not manageable.
- **Take away:** Parents need to find out who in their school works their ALPs, and if they cannot find out then give them the RT's name.

ALP example circulated

## IV. Danielle and Katherine Report

Superintendent Quarterly Mtg Update – share strategic plan and talk about growth. Got a full hour of time

Talked about how to educate teachers on GT markers – what are they looking for. Not specifically identification. Pre-schools? October count is audited (no early access unless body of evidence). Process is reducing later retentions. Once student is in the system, they can accelerate then. 4yo who don't test in aren't in the system. Concern about non-verbal.

- Strategic plan: thank you for your quick input. **Action:** Let Danielle know of any changes
- **Action:** If you want to make changes to your email address, get to Danielle by Friday September 14

Offered to include pieces from us in weekly update to the board

Talked about how to get more ambassadors, particularly from neighborhood schools

- Friday folder? Lot of paper. Best to get parent that principal knows about.
- We have been including in JAGC newsletter. Could include in newsletter that goes to all GT families.

Making ALPs more strategic.

- Combining ALPs with iCAP
- Handbook—there should be one PDF that parents can download and make notes. Perhaps collaborate with other districts

For teachers and BLs, Vice Chair goes to BL trainings (2x/year); Roger and Danielle discussing

GT mental health day training – Roger shared handout for Jan 23.

- Not meant for parents (parents have evening sessions).
- Geared for mental health professionals. Share with neighborhood school resource officer.
- Counselors from GT center schools are the ones putting this on. Target is neighborhood schools.

Growth: Doc showed district comparison. Our numbers aren't great.

- We have more identified in this district (except one other district), but we don't have districts for comparison (free/reduced lunch). Littleton is doing something great; Roger is going to connect with GT director there.
- Roger will also break down data further, look for trends, i.e. what happens when a student leaves a GT setting and goes to traditional?
- Katherine recently sent Jean a list of number of ALPs by school.
- Danielle will share list of schools we don't have ambassadors for soon (pending responses to "are you still active as at this school?")

#### V. GT Info Night Assignments and Strategies

September 13

N Arvada – Danielle, Lisa

Ken Caryl – Nancy, Amy

Education center – Ayrolyn, Guy

Evergreen Middle – Katherine

Newbies should pick one and observe (if you haven't been as a parent)

#### VI. Committee Chair Summaries

- Amy - Communications – still formulating who's doing what, newsletter looked awesome.

Handouts are available on the website, handing out forms you can copy.

- **Action:** Send Amy your photo if you didn't have one taken.

Pathways – Nancy: Amy and I have met and done some research and are planning to meet with Matt Flores and Marna Messer. Counselors can't keep up.

- Planning to document choices/pathways—get it on our website so parents can access. JVA has good example—concurrent enrollment has to be accepted at any college in Colorado.
- Roger working on getting middle school students credit for taking high school classes

- Guy - Community Outreach – middle school inviting families of 5th graders to school, but the elementary school has a GT info night the same night.  
Met new principal at Maple Grove, wants us to come do a GT night. Upcoming meeting with another new principal.  
Nutrition / changing the food in Jeffco schools, will be creating a committee.

- Ayrolyn - Ambassadors – nothing to add right now

#### Danielle confirming roles and responsibilities

- Outreach (not Artic) – Guy
- Legislative – Michelle/Amy. Michelle unconfirmed/awkward. Meeting Oct 4.
- ALP committee – nixed
- Communications rolled up under Amy – see minute from last meeting. Katherine and Liz doing newsletter
- New committees? Michelle CAGT, NAGC? District SAC?

#### Video created and shared by Lisa Girard “to make it and not make it is what makes it best when you make it”

- Could be a great engagement tool, people want to share their voice
- Could we get high school students to support video production?
- Stories don't have to be video

#### VI. GT Department Insider Scoop

Roger will send out his updates 3-4 days prior to the meeting so board can ask questions and Roger will clarify.

- The clarifying questions are so helpful.
- Use comments or type in the text (italics); comments are great because he can answer in the margin/comment.
- Group agrees this is a good approach; will make the meetings less informative and more productive

New GT Advisory Council wants to gather feedback from all stakeholders. Any JAGC members who joined would not be representing JAGC but their area (where their children go to school)

- Some questions called out in his doc, and structure, logistics: meeting schedule (not on top of JAGC), term length. Get sophomores from each high school; address barriers (time of day, location, child care, membership \$, translation)
- **Action:** feedback by September 14 (email Roger or add to updates doc) so can update and roll out on September 24

Wants to revisit the ALP conversations

Prelude to high school for GT – they don't get how they're different as GT. Ideal to start that in elementary. Transition years are especially important

#### Closing

Our new consent agenda and transformation makes sense.

- **Action:** Use Roger's format across the committee leads so these meetings can be as productive or more than today

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## Action Items:

Let Danielle know of any changes to strategic plan

By Friday September 14:

- If you want to make changes to your email address/use a different address, get to Danielle
- Send Amy your photo if you didn't have one taken
- Share feedback with Roger re: GT Advisory Council

Use Roger's format (Google doc with commenting) across the committee leads

## Info/events prior to next board meeting:

September 13 GT Info Night

N Arvada – Danielle, Lisa

Ken Caryl – Nancy, Amy

Education center – Ayrolyn, Guy

Evergreen Middle – Katherine

## Meeting calendar:

Oct 4 Room 2A

Nov 1 Room 2A

Dec 6 Room 4E

Jan 10 Room 1C

Feb 7 Room 2A

Mar 7 Room 2A

Apr 4 Room 2A

May 2 Room 2A

June 6 Room 2A

## Next Meeting Agenda Items