

**Douglas County School District
Gifted and Talented Task Force Meeting
Wednesday March 25, 2015
3:30 p.m.**

***Minutes Approved
May 14, 2015***

MINUTES

Present

Committee Members: Jason Reid, Principal – PHES
Robb Lehmann – Board Member/Parent
Manya Brooks – Parent/CCMES
Jennifer Spohr – GT Teacher- PHES
Kristy Reck – GT Teacher – CCMES/SES
Keely O Donnell – GT Teacher – JVES

District Personnel: Brandon Swain, Director of Education Services – Area 4

Call to Order:

Mr. Swain called the meeting to order at 3:38 p.m. The Pledge of Allegiance was taken.

The group came to a consensus to approve the agenda, as presented.

Public Comment:

Lisa Bytheway, a teacher at CCMES and a parent of a GT student, was not able to attend the meeting but wanted to provide public comment via email. Mrs. Bytheway feels that the push-in model is the way to go for GT, using the current teach model. This would prevent students from missing out on instruction time and experiences during their general education classes. Board policy states that teachers cannot make GT students accountable for their missed assignments. GT students have difficulty when they miss class time to complete their class assignments because of missing instruction. It is also difficult for parents to help their children when they don't have all of the information.

Approval of Minutes of the meeting of February 17, 2015:

The group came to a consensus to approve the minutes of the meeting of February 17, 2015, as presented.

Revision of AR 320(a):

Mr. Swain reviewed Administrative Regulation 320(a) and amended the policy by striking out the Gifted and Talented teachers from the list. Due to the cost, there may be resistance in approving subs for the GT teachers. The other programs noted in the policy that service students, for the most part, are able to make up lost time with their students. Examples given were: the counselor would make-up a scheduled lesson plan and the Speech Pathologist would make-up the hours of service, as it is written in the IEP. GT teachers do not get the make-up time. Mr. Swain noted that the intent in creating AR 320(a) was that those listed were specialized in their area and that the instruction they deliver is not easily provided by a substitute. GT teachers feel that they need to advocate for their students and that it is important that their students receive services. Finding a sub that specializes in the GT field may be difficult, but if good lesson plans are provided a substitute should be able to provide the instructional piece. With the 6th grade classes leaving the middle schools, there may be some additional time for make-up at the elementary. Teachers may be reluctant to release their

students because of the instruction that they are required to provide students. Pushing into the classrooms may be a direction to consider, as this benefits the entire class and the GT teacher can support the classroom teacher. Consent was given by the group to move forward with the proposed change to Administrative Regulation 320(a). Mr. Swain will check to see which Board meeting this may be presented at.

Discussion of Push In vs. Pull Out

Mr. Swain reviewed some models of the push-in pull-out from various websites. Specifically, the Davidson Institute has 4 or 5 different modalities:

- Full time program – pulled out as GT students all of the time;
- Cluster grouping – Board Policy indicates that need to have between 5 and 8 gifted learners at a grade level and placed with a GT teacher in their regular learning environment;
- Grouping for accelerated curriculum - Mostly secondary level;
- Grouping for enriched learning on specific subjects – pulling GT out for a specific subject;
- Cross grade grouping or non-graded classrooms – synthesis of grouping researched for cross grade grouping for reading and mathematics at elementary level;
- Enrichment pull-out programs – substantial improvements in achievement critical thinking and creative thinking;
- Within class ability grouping – differentiated instruction;
- Cooperative learning – students placed in groups with different ability levels and assign roles.

The goal of this topic is to make recommendations as to what might work best at each site or what is the best way to service the 6th grade at the middle school level. The AR currently reads that services can be provided as a push-in or pull-out which gives options. It would be best to have a middle school administrator at the meeting to further brainstorm ideas. We are currently in a holding pattern until a plan is brought forward for next year. This program is an unknown entity to the middle school, but this group can provide guidelines in order to help develop the program at the secondary level. Mr. Swain will invite the middle school principals to a collaboration meeting for further discussion.

Public Comment:

No public comments were offered.

Future Agenda Items:

- Assess membership for the committee
- Middle school principals

Adjournment:

The meeting adjourned at 5:30 p.m.

Submitted by,
Margaret Guzman
Douglas County School District
Education Services; Area 4