

A decorative border of various autumn leaves in shades of yellow, orange, red, and brown, interspersed with acorns and small red berries, surrounds the central text.

Gifted Advisory Board Meeting 11.9.2022

Gifted and
Talented



POUDRE SCHOOL DISTRICT

Tonight's Agenda

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Gifted Advisory Board (GAB) Meeting

November 9, 2022: 5:30-7:00 PM
Instructional Learning Center

BE THE CHANGE.

Agenda		
Participants	All new and returning GAB members and district gifted program coordinator	
Meeting Intent	We will collaborate to raise our collective efficacy, dispel myths, and work together to authentically advocate for and support the PSD gifted program at all sites.	
Desired Outcomes	<input type="checkbox"/> Welcome new members into the group of returners to start to form a cohesive board. <input type="checkbox"/> Learn about updates in gifted education at the district, regional, and state level. <input type="checkbox"/> Dig into the Future Ready website	
Presenter	Agenda Items	Notes and Takeaways
Kirstan	Welcome This is our first meeting with all the new 22-23SY members. Norms of Communication <ul style="list-style-type: none"> Poudre School District's Principles of Community Reiterate speaking norms--Circle Agreements 	
Kelly Glick	District Department Presentation WHO? Mental Health Education and Connection Specialist for Poudre School District <ul style="list-style-type: none"> NME Brain-Based Social and Emotional Learning lessons for gifted students 	LINK to short 14 videos: Dr. Bruce Perry (NME) talking with Oprah about Stress, Distress, and Trauma
Kirstan	Updates from CDE and North Central Region <small>(CDE Gifted Education Frustrational / NCEA Gifted Education)</small>	

Agendas and PPT are always posted on the PSD website after GAB meetings.



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1.

Welcome and Introductions

New Members

Gifted Advisory Board Members 22-23 SY

	Role or "seat" on this board	Member contact information	One- or two-year term
1	GAB lead and K-12 Gifted Program Coordinator	Kirstan Morris kirstanm@psdschools.org	Ongoing
2	PSD school administrator	Amanda Pawelski apawelsk@psdschools.org	One year left of two year term
3	PSD teacher, staff member, and/or GT site coordinator	Andrea Evans AndreaWahlEvans@gmail.com	One year left of two year term
4	FCHS feeder: Elem	Marybeth Rigali-Oiler rigali.oiler@gmail.com	One or two years. Not sure. Leaning towards two.
5	FCHS feeder: MS/HS	Rosann Winn rosannwinn@gmail.com	One year left of two year term
6	FRHS feeder: Elem		Two years
7	FRHS feeder: MS/HS	DaeSeok Chai daeSeok.chai@colostate.edu	Two years
8	Poudre feeder: Elem AND mental health professional	Crystal Malinski crystal@foundationmusicschool.org	One year left of two year term
9	Poudre feeder: MS/HS	Brandy Nelson bnelson@psdschools.org	One year left of two year term
10	Rocky feeder: Elem	Ryan McShane mcshanervanr@gmail.com	One year left of two year term
11	Rocky feeder: MS/HS	Mitzi Berger mitziana@hotmail.com	Two years
12	TMHS feeder: Elem	Jayanta Tripathi (Jay) Jayanta.Tripathi@gmail.com	Two years
13	TMHS: MS/HS	Tarraah Kirkpatrick tarrah_d@hotmail.com	Two years
14	WMHS: Elem	Monet Sinor odelia44@yahoo.com	One year
15	WMHS: MS/HS	Karen Marshburn kmarshbu@psdschools.org	One or two years. Not sure.
16	Fort Collins community stakeholder	Laura Hicks Laurawhicks@yahoo.com	One year left of two year term
17	Fort Collins community stakeholder	Amanda Taylor Taylor.amandajoy@gmail.com	One year left of two year term
18	Fort Collins community stakeholder	Jolie Beth Boudreaux jboudreaux@gmail.com	One year left of two year term
19	Fort Collins community stakeholder	Stacy Unger S_unger@comcast.net	One year left of two year term
20	Fort Collins community stakeholder	Amy Hennig heat9515@gmail.com	Two years

We're
glad
you're
here.



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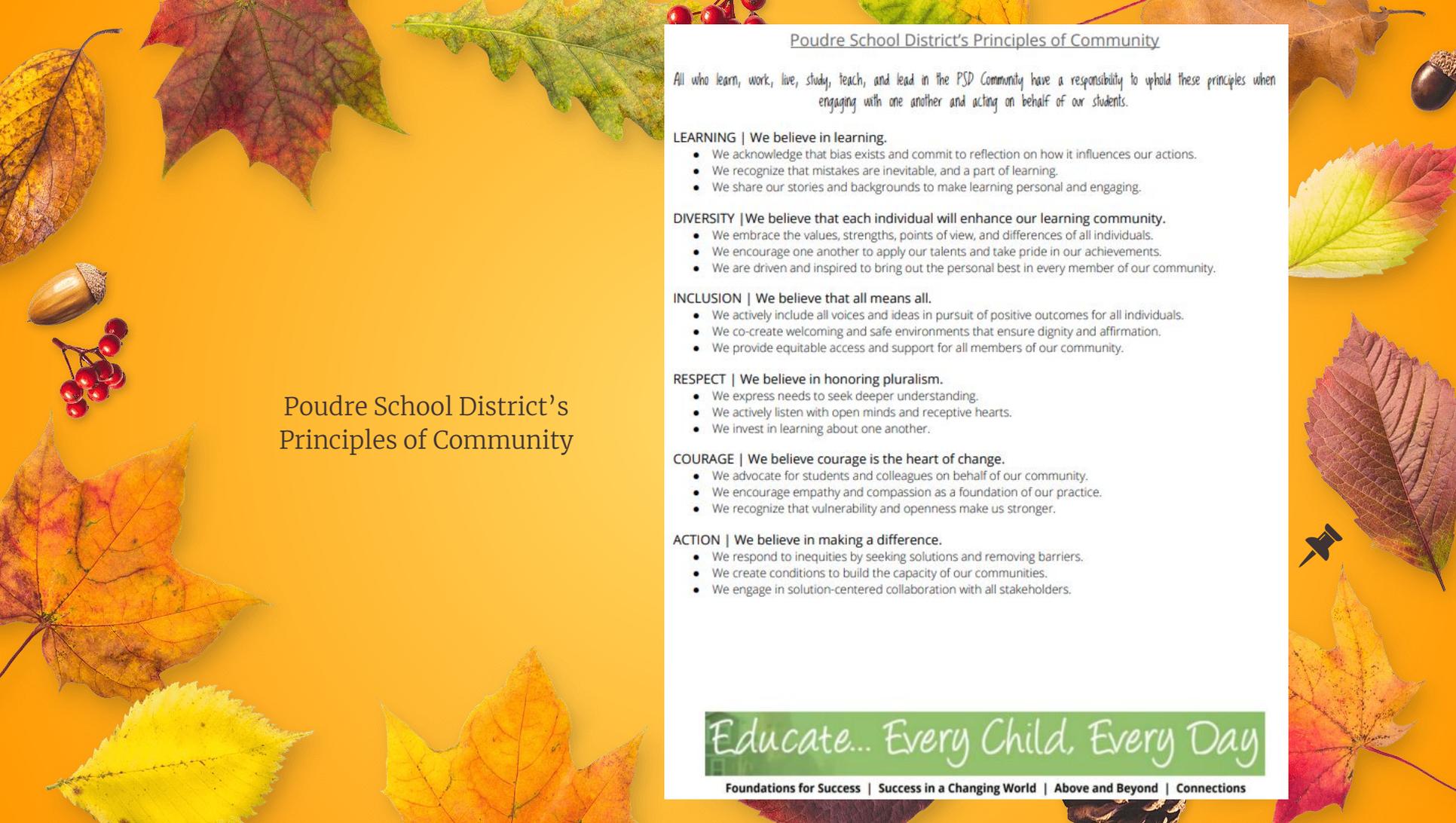


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2. Norms for Our Work and Our Communication

Principles of Community and Circle Agreements



Poudre School District's Principles of Community

Poudre School District's Principles of Community

All who learn, work, live, study, teach, and lead in the PSD Community have a responsibility to uphold these principles when engaging with one another and acting on behalf of our students.

LEARNING | We believe in learning.

- We acknowledge that bias exists and commit to reflection on how it influences our actions.
- We recognize that mistakes are inevitable, and a part of learning.
- We share our stories and backgrounds to make learning personal and engaging.

DIVERSITY | We believe that each individual will enhance our learning community.

- We embrace the values, strengths, points of view, and differences of all individuals.
- We encourage one another to apply our talents and take pride in our achievements.
- We are driven and inspired to bring out the personal best in every member of our community.

INCLUSION | We believe that all means all.

- We actively include all voices and ideas in pursuit of positive outcomes for all individuals.
- We co-create welcoming and safe environments that ensure dignity and affirmation.
- We provide equitable access and support for all members of our community.

RESPECT | We believe in honoring pluralism.

- We express needs to seek deeper understanding.
- We actively listen with open minds and receptive hearts.
- We invest in learning about one another.

COURAGE | We believe courage is the heart of change.

- We advocate for students and colleagues on behalf of our community.
- We encourage empathy and compassion as a foundation of our practice.
- We recognize that vulnerability and openness make us stronger.

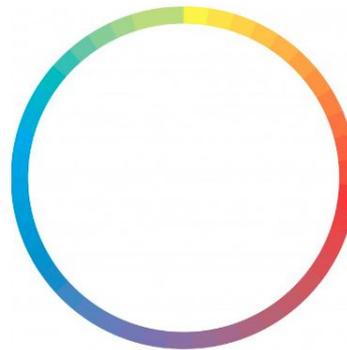
ACTION | We believe in making a difference.

- We respond to inequities by seeking solutions and removing barriers.
- We create conditions to build the capacity of our communities.
- We engage in solution-centered collaboration with all stakeholders.

Educate... Every Child, Every Day

Circle Agreements

- Respect the Space of the Speaker
 - Speak from the heart
 - Listen from the heart
 - Trust you will know what to say
 - Say just enough



These are speaking norms that are part of Restorative Practices across PSD.



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3.

District Department Presentation

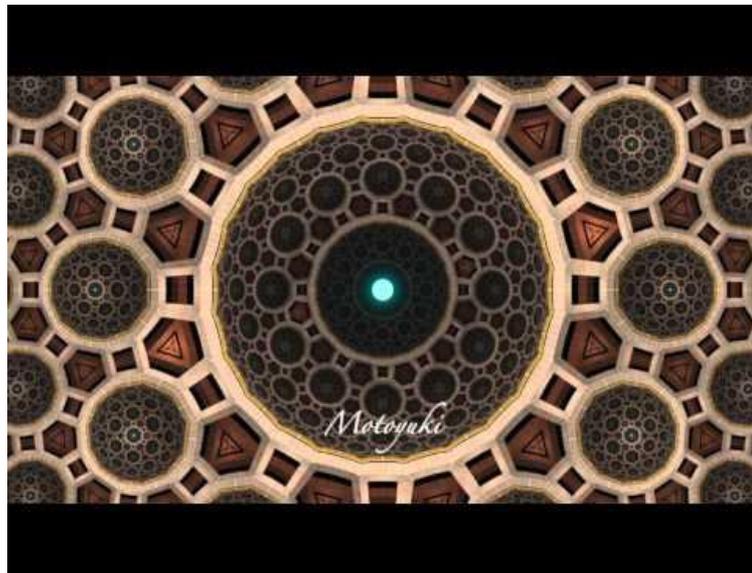
Kelly Glick, Mental Health Education and Connection Specialist
for Poudre School District

Overview of Topics for Today

- Regulate
- What is NME and Brain-Based Learning?
- Gifted and Mental Health
- Future Collaboration



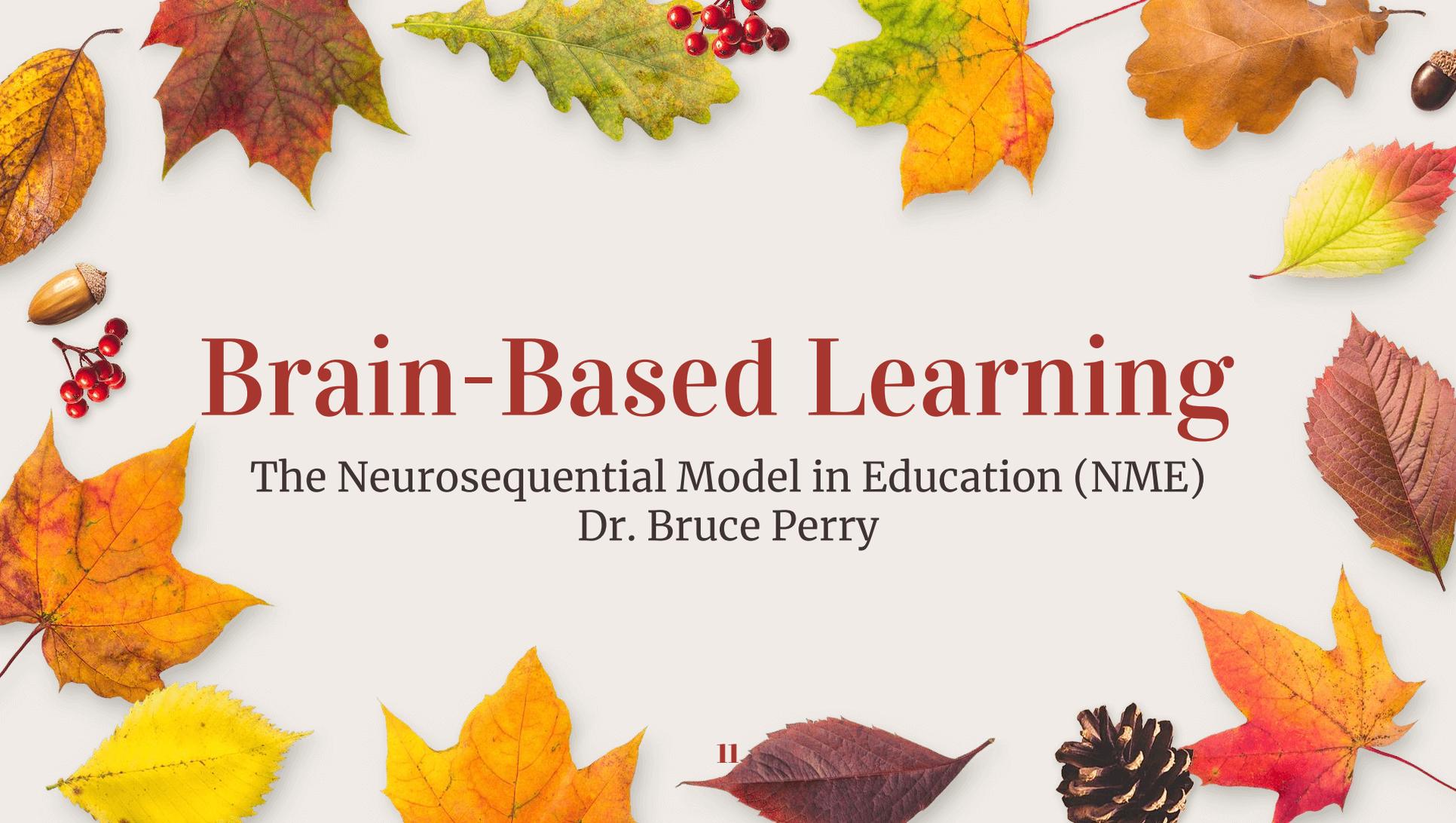
Regulate



Heart Rate Challenge (2 min)

Take your HR. Try to lower it into the 70's.

Options for regulating: slow breathing, closing eyes, listening to music, look around room for colors of rainbow

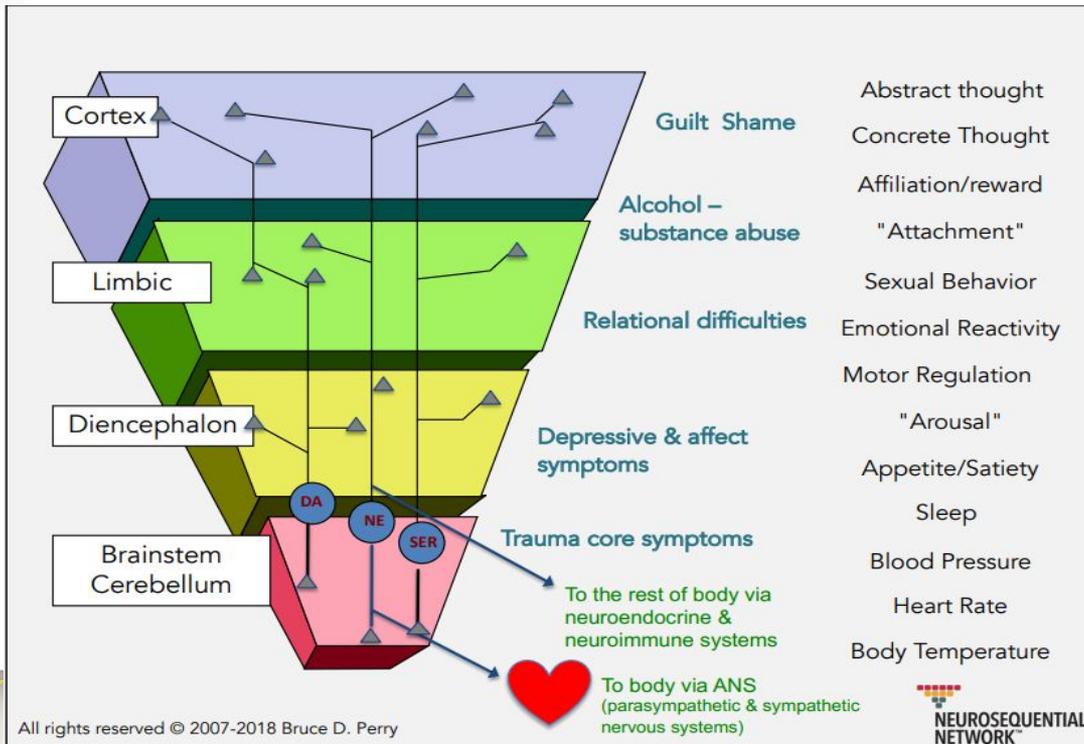


Brain-Based Learning

The Neurosequential Model in Education (NME)

Dr. Bruce Perry

Concept #1: Sequence of the Brain



Concept #2: State Dependence

<i>“STATE”</i>	CALM	ALERT	ALARM	FEAR	TERROR
<i>DOMINANT BRAIN AREAS</i>	Cortex (DMN)	Cortex (Limbic)	Limbic (Diencephalon)	Diencephalon (Brainstem)	Brainstem
<i>ADAPTIVE “Option” Arousal</i>	Reflect (create)	Flock (hypervigilance)	Freeze (resistance)	Flight (defiance)	Fight
<i>ADAPTIVE “Option” Dissociation</i>	Reflect (daydream)	Avoid	Comply	Dissociate (paralysis/catatonia)	Faint (collapse)
<i>COGNITION</i>	Abstract (creative)	Concrete (routine)	Emotional	Reactive	Reflexive
<i>FUNCTIONAL IQ</i>	120–100	110–90	100–80	90–70	80–60

Concept #3: Teaching to the Brain

Sequence of Engagement

Reason

Relate

Regulate

Dr. Bruce Perry, 2007

TOOSO

Report Date: 

Report Date: 3/26/2021

Exec Score: 0.83

2	2	2	3
	1	2	2
	2	1	
		2	

Report Date: 

Report Date: 1/3/2022

Exec Score: 0.82

2	2	2	1
	2	2	2
	1	3	
		2	

Minimap anomalies – – Kelly and Kirstan discussion

The NME and Gifted Intersection

- Minimap “light bulb”
- How gifted students are sometimes misunderstood
- Opportunity to teach GT students about their brains



Future Collaboration



Direct support for gifted site coordinators working to develop SEL and brain-based lessons for gifted students.

GT SEL Professional Learning Community 22-23SY



Continued conversations between departments to look at gifted students' SEL needs and how they connect to behavior.



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4.

Updates from CDE & North Central Region

Equity Goals in Gifted Education related to [Executive Order 13985](#)



Office of Gifted Education



Vision

All gifted students will receive rigorous, culturally inclusive, evidence-based academic and affective educational opportunities to develop their exceptionalities, leading to fulfilling and productive lives.

Mission

To provide evidence-based support to Administrative Units related to the implementation of ECEA gifted education rules and state statute to ensure equity and opportunity for every gifted student, every step of the way.

Equity Plan

The Office of Gifted Education leadership is committed to learning more, taking action and advocating for change to create a more inclusive organization and a more equitable school system where regardless of skin color, heritage language, socioeconomic status, disability, or gender identity, students with gifts and talents have access to equal and equitable opportunities in their lives.

Overall State Goal: Identification

Demographic	Overall State Percent	2021 October Count Gifted	22-23 Target	23-24 Target	24-25 Target	25-26 Target	Equity Target
Black	4.5%	1.8%	2.16%	2.52%	2.88%	3.24%	3.6%
Latino/ Hispanic	34.5%	15.4%	17.84%	20.28%	22.27%	25.16%	27.6%
English Learner	12.4%	1.4%	3.11%	4.81%	6.5%	8.22%	9.92%
Twice Exceptional	.6%	9.0% of ID GT					
FRL	37.2%	14.5%	17.55%	20.61%	23.66%	26.71%	29.76%

Colorado will lead the nation in equitable identification and high impact, culturally responsive gifted programming.

Measures:

- We will see an increase in the percent of typically underrepresented student groups identified as gifted each year for the next 5 years to reach our set **equity targets** for each group.





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5.

Updates from PSD that affect Gifted Program

Strategic Plan Feedback Loop and PSD Future Ready

District Strategic Plan

Draft 1: Board of Education saw all initial feedback (including ours) last night at the Board Meeting.

Draft 2: Next feedback loop starts Nov. 28.

- Email goes out with the next plan draft and survey.
- Are you on a district email list?

Department collaboration: Visited all high schools F22

- Careers and Innovation
- English Language Learners Graduation Advocacy
- Integrated Services and Transitions
- Gifted and Talented
- Counselors

CTE Pathways improve the grad rate across all special populations in PSD – – including GT



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6. Small Group Work

PSD Future Ready

Explore the PSD Future Ready Website

Lens to use: Your GAB role

Action requested: I would like you to look through the website. Does it make sense to a gifted student or parent? Do you still have questions about information here?





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7.

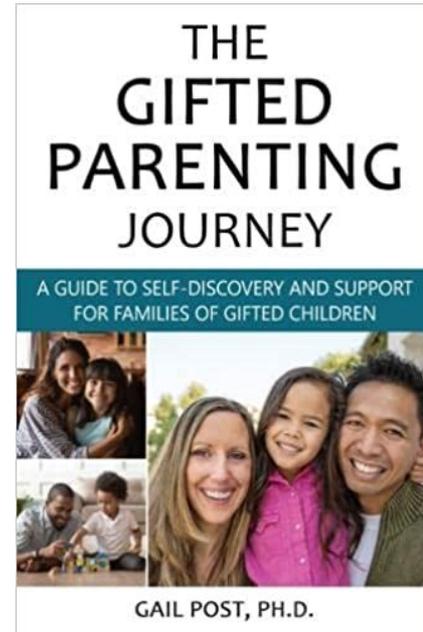
Homework for January 11th

NEW 23-24 Gifted Parent Book Study: Possible Titles

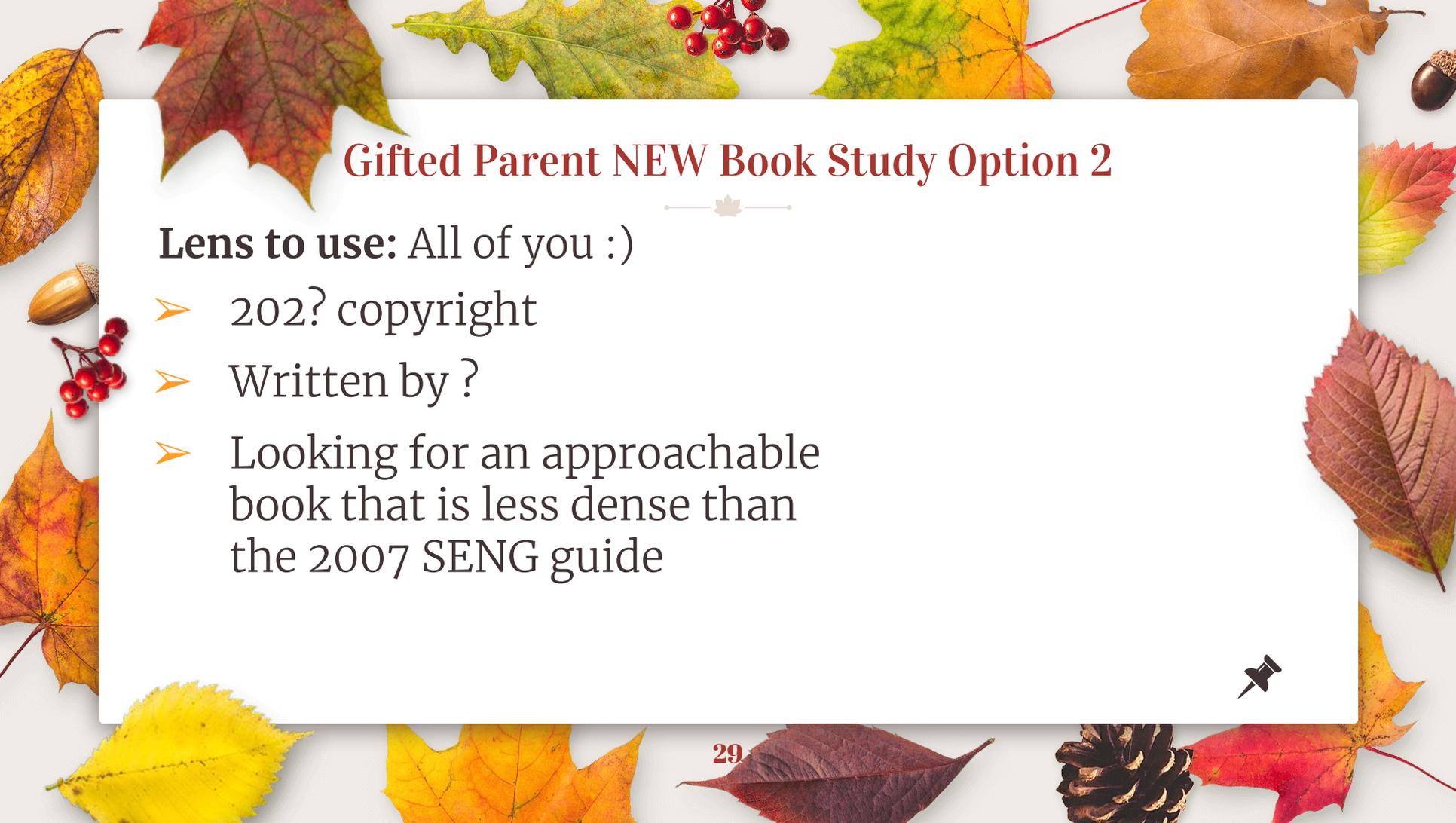
Gifted Parent NEW Book Study Option 1

Lens to use: All of you :)

- 2022 copyright
- Written by a licensed psychologist
- Looking for an approachable book that is less dense than the 2007 SENG guide



Gifted Parent NEW Book Study Option 2



Lens to use: All of you :)

- 202? copyright
- Written by ?
- Looking for an approachable book that is less dense than the 2007 SENG guide