



KENTUCKY DEPARTMENT OF EDUCATION
State Advisory Council for Gifted and Talented Education (SACGTE)
SUMMARY

July 13, 2022

Purpose: The State Advisory Council for Gifted and Talented Education is hereby created and attached to the Kentucky Department of Education. The council's purpose is to make recommendations regarding the provisions of services for gifted and talented students in Kentucky's education system.

MEMBERS PRESENT:

Katie Booth, Lindsay Burton, Mason Dyer, Hannah England, Paulynn Covington, Kirk Haynes, Brenda Martin, John Maxey, Kim Nettleton, Julia Roberts

MEMBERS ABSENT:

Shaundeidra Bradford, Kimberly Code, Brandy Corbin, Byron Darnell, Phillip Kash, Jeanne Lee, Tiffany Marshall

SUMMARY:

Agenda Item: Welcome

Presenter: Gretta Hylton, Associate Commissioner, Office of Special Education and Early Learning, Kentucky Department of Education

Summary of Discussion:

Hylton welcomed the members and thanked them for their service to the council.

Agenda Item: Introduction of Members and Roll Call

Presenter: Julia Roberts, SACGTE Chairman, Western Kentucky University (WKU)

Summary of Discussion:

Roberts read the council's purpose and called the roll.

Agenda Item: Review of SACGTE Meeting Minutes

Presenter: Julia Roberts, SACGTE Chairman, WKU

Summary of Discussion:

Roberts asked if everyone had reviewed the meeting summaries for June 7 and April 13, 2022. Hannah England's name was added to the attendance for April 13 meeting. Paulynn Covington made a motion to approve the meeting minutes as amended and England seconded the motion. The minutes were approved unanimously.

Agenda Item: June 7, 2022 Special Called Meeting Update

Presenter: Kathie Anderson, Gifted Education Program Consultant, Division of IDEA Implementation and Preschool, Kentucky Department of Education

Summary of Discussion:

Anderson stated that a summary of the feedback gathered from the SACGTE members on the proposed changes to the Gifted Student Services Plan (GSSP) in Infinite Campus had been sent to the associate commissioner. Anderson asked members if there were any questions or concerns regarding the proposed GSSP. Another update will be given at the next meeting. Anderson reminded the members that the proposed GSSP form will not automatically save in the documents tab of a gifted and talented (GT) student's record. Roberts noted that the GSSP should be valued as highly as the Individual Education Plan (IEP), as it is the service plan for the gifted category of exceptional children.

Agenda Item: Gifted and Talented State Grant Funding

Presenter: Kathie Anderson, Gifted Education Consultant, Division of IDEA Implementation and Preschool, Kentucky Department of Education

Summary of Discussion:

Anderson stated Gifted Education funding was increased from \$6.2 million to \$10 million. The Gifted Education funding formula was revised for the 2022-2023 based on the increase of \$3.8 million. For school year 2022-2023, every district will receive \$20,000 for a base no matter the size of the district's total enrollment. In addition to the base, each school will receive a per pupil amount based on total district enrollment. The district award amounts are listed on the [State Grants webpage](#).

Roberts clarified that the per pupil rate would be based on total students, not per gifted students in the district. She praised Lynette Baldwin and others for their advocacy and requested groups continue to ask that total funding for gifted education be increased to \$15 million.

Agenda Item: Membership Terms

Presenter: Joe McCowan, SACGTE Liaison, Office of Special Education and Early Learning, Kentucky Department of Education

Summary of Discussion:

McCowan stated June 30 of each year is the date of a member's term expiration. Tracy Herman-Goff is working with the governor's office to ensure all membership vacancies on the SACGTE are filled. Membership terms expired for Katie Booth, Emily Lawson and Julia Roberts on June 30, 2022. Timothy Travis and Lawson, who represented parents of gifted students, chose to not be reappointed.

Joe McCowan reviewed the members whose terms end in 2023 and 2024. Anderson posted the [application](#) link from the Kentucky Office of Boards and Commissions for those interested in serving on the council.

Booth and Natasha Menifee requested clarification regarding the need for prospective new members to fill out an application if one is already on file. Resubmission or calling the governor's office to check on an application was recommended. The number to call is 502-564-2611 Ext. 370.

Agenda Item: Preparations for Upcoming School Year

Presenter: Kathie Anderson, Gifted Education Program Consultant, Division of IDEA Implementation and Preschool, Kentucky Department of Education

Summary of Discussion:

Anderson reviewed SACGTE priorities. After a review of each priority, she asked the members to suggest ideas to implement each priority.

Priority # 1: Equity

Menifee discussed the process of developing guidance in the Office of Special Education and Early Learning (OSEEL). McCowan reiterated the role of the council is to advise guidance. Kirk Haynes requested to include information and guidance about local norming to ensure that the needs of students are met while protecting the integrity of the regulation. Booth suggested ensuring that special considerations information is distributed to districts to assist in finding students who need GT services.

Haynes asked about including information regarding the Multi-Tiered Systems of Support (MTSS) model which includes GT students in their intervention model. England asked Haynes for name of the book which would help the council advocate with districts regarding Response to Intervention (RTI) practices. Haynes suggested the book: "RtI for Gifted Students: A CEC-TAG Educational Resource."

Covington asked to include information, not only about the language of assessment, but also the context in which students are assessed. She discussed the value of parent surveys and input in addition to providing teachers with a platform for providing examples, noting the importance of providing a set of tips for parents in terms of how giftedness is expressed and manifested, as

well as tips for teachers and coordinators that addresses culturally responsive practices.

Menifee reiterated that when her branch is charged with producing GT guidance, they look at research-based practices including issues like culturally responsive assessments.

Priority #2: Clarity on Accommodations within GT Testing and Identification

Menifee asked for clarification on the heart of this issue. Roberts clarified that students who have accommodations must receive these accommodations when they are being assessed for potential GT identification. England reiterated that she was part of the origin of this priority, as she saw that districts seemed to use different processes for assessment if a student is already identified for special education services. England asked for a session at the Kentucky Association for Gifted Education (KAGE) Update or cohorts within regions to ensure districts understand how various assessment concerns might be managed, especially for General Intellectual Ability (GIA) identification.

Anderson discussed the ability for this information to be covered at new GT coordinator monthly meetings and liked England's idea of using scenarios to assist coordinators in understanding how to apply accommodation to student assessment for gifted identification.

Roberts asked if there was a clear and concise statement that could be conveyed at the KAGE Update virtual meeting. McCowan noted that a unified statement would be a solid way to convey information out via all channels.

Covington asked for clarification about accommodations for students who are English Language Learners (ELLs). McCowan noted the importance of messaging to districts to ensure they put language accommodations and clear messaging to parents about its availability at the top of their priorities list. The Kentucky Department of Education (KDE) could help districts build capacity across the state toward this goal.

Brenda Martin asked for guidance to be included for retesting any special education students who had already been assessed without accommodations. Menifee would like to research this question as it is a rather particular scenario. England noted that her district scans quarterly Measure of Academic Progress scores as a safeguard to look for any students who need to be retested. Haynes suggested linking with someone in Office of Assessment and Accountability to help create an FAQ and a point person who could be listed for questions from districts to show partnership and collaboration across KDE divisions.

BREAK until 10:45 a.m.

Priority #3 Social Emotional Support for GT Students

Anderson reminded the group that a [Social Emotion Guidance document](#) was created several years ago in collaboration with the council. She suggested there could be collaboration with others in KDE who work with school counselors to ensure awareness and availability:

Roberts noted that getting resources out to counselors/school psychologists is critical. England asked that cooperatives such as the Green River Regional Cooperative provide a training. Also, in the state's Suicide Prevention Training, an example of a GT student is provided.

Haynes suggested having a parent approach to support those raising children with GT needs, as

well as the need to support educators. England shared the [Bounce Network](#), which Russell County has been working with for several years. Professional Learning Communities (PLCs) and school-wide trainings could be a venue to disseminate information.

Roberts shared that KAGE's October Fall Workshop would be about social-emotional needs for gifted students. McCowan said in past council meetings, a brief KAGE update had been given and asked if an update could be a part of future meetings. Anderson said any member of the council could be added to the agenda to share important issues.

Roberts discussed next steps for work regarding the priorities. She stated there could be short- and long-term goals. A short-term goal could be a message from the commissioner regarding gifted identification and equity. A long-term goal could be guidance on practices that support equitable assessment and talent development. A committee might give advice on guidance by April 2023 to be used in the 2023-2024 school year.

Priority #2 could be a KDE approved statement regarding GT assessment accommodations. This statement could be shared at KDE and KAGE professional development opportunities.

Priority #3 could be focused on gathering social emotional resources for educators in various role groups.

Martin would like the group to come up with a checklist of the types of evidence, especially in the arts, that parents could use to advocate for their student. Anderson suggested communication to parents that they can refer their child for assessment for potential identification.

Roberts suggested creating a group of four or five people who could work between meetings to assist KDE in working on these items. Anderson could contact the larger group to form committees.

McCowan stated that the council could begin mapping out dates for the work of committees to take place during the next school year. The goal could be to ensure work is evenly distributed and that all members serve.

Menifee and McCowan said guidance is not always a document. The council's information and input could drive the format of guidance that could take the form of trainings, social media marketing campaigns, flyers and short videos. England suggested bringing student voice into the process to produce short videos. McCowan encouraged the group to take the great ideas and make them actionable.

The following are upcoming GT professional development opportunities:

- Aug. 1 - New GT coordinator training video will be posted with a follow-up meeting to ask in person questions. A GT Beginning-of-the-Year Training is schedule for Sept. 1.
- Aug. 27 - KAGE Gifted Update will be held virtually.

WKU's Center for Gifted Studies will be administering above grade level testing for elementary students and ACT assessments for under-13s beginning this year.

"Gifted Child Today" will have two upcoming articles on the importance of policy in areas like acceleration

Agenda Item: Closing Remarks and Exit Slip

Presenter: Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner, Kentucky Department of Education

Summary of Discussion:

Glass discussed the importance of customizing education for all students. He said the upcoming school year is an opportunity to make gains because this is the first time in several years that schools will remain fully open after the pandemic closures. He stated it is especially important to restore human connection with students and stakeholders.

Agenda Item: Adjournment

Presenter: Julia Roberts, SACGTE Chairman, WKU

Summary of Discussion:

Roberts asked if there were any further comments. McCowan reminded everyone about the meeting exit slip link to be placed in the chat box and emailed to all members. Covington moved to adjourn and Booth seconded. Members unanimously voted to adjourn.

DRAFT