

TAG Advisory Committee Meeting

February 23, 2020, 6:00 p.m.

Location: Board Room, Central Office



Background	
TAG Board Appointed Committee Charter	
1. Welcome and Minutes	
Minutes from January 23, 2020	
February 27 Committee reflection on student interviews and follow-up discussion: <i>Poignant comments from students, don't get anything out of it, want to be seen, want to be acknowledged for my work, guide my interest areas going into high school, a lot of work (more work vs. different), some are excited about capstone in MS, we didn't get what we were promised in TAG (or what we interpreted would happen), is there flexibility with the MS project? Could TAG be part of HS, challenge in high school AP/Honors is so much work and time--tough for athletes and social, there's more work than deeper, junior year has half the original cohort, communication could be improved about TAG offerings/happenings (National Junior Honor Society, robotics, range of offerings, descriptions, make regular or systematic via ParentVue, Google Classroom, even kids' methods on social media/controlled chat room/IG for communication), could Advisory period be used to bring TAG kids together at MS to increase touchpoints (vs. 1-2x per year 1:1), some feel exasperated, contempt, dismissed, flippant about TAG, some activities seem like PR for the district, would love for parents to love TAG, develop sense of belonging, backward mapping from TAG young adults who attended LO schools for inspiration, video to incoming 8th graders to help with capstone (could be a capstone project), kids change a lot from 6th to 8th grade (initial project survey), help prepare students for Geo and Spelling Bees (anxiety) by avoiding surprises, lots of notice, and seeing it in prior years.</i>	
Agenda	Notes
2. District and Board Appointed Advisory Committees: TAG-AC Applications for 2020-22	
The school board wishes to synchronize the application process for board and district-appointed committees. We are approaching the end of our second year for our group. If you'd like to continue into the next two-year term for the TAG Advisory Committee, please use this link to find the application. Please email it to me by Friday, April 3.	Information given.
3. LOSD Equity Lens	
Click here for the LOSD Equity Statement (also see below)	Gifted students are included in "each and every" and should feel a sense of belonging in school programs, instruction, and being known. At times, students in program do feel ignored

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	or that the system doesn't see them for who they are. Socioeconomic factors apply for gifted students whose parents do not have the resources or access to be advocates or to provide additional instruction or enrichment.
4. TAG Handbook Work Session	
TAG Handbook (2/12/2020 revision) Task: Review the next iteration of the TAG Handbook. <ul style="list-style-type: none"><input type="checkbox"/> Read this with two lenses: classroom teacher, parent of a TAG student<input type="checkbox"/> What questions come up? What remains unclear? What could be tightened up?	TAG AC members may take these handbook copies home. We want to provide time for a deeper look. Please email your comments to Lisa Olvia, Educational Programs Executive Assistant at olival@loswego.k12.or.us You may also drop off written comments or a marked up TAG Handbook to Lisa.
5. Preparation for Middle School TAG Work Session on March 19 April 16	
The next meeting is positioned right before Spring Break. Does this date work for committee members? Should we consider moving the middle school TAG work session?	Frank will work with Lou Bailey, Kevin Mills, and Kurt Schultz on providing a middle school-specific meeting in April.
Next Meeting, Thursday, March 19 at 6:00 p.m. (maybe...) Because of its proximity to Spring Break, our committee opted to merge the March and April meeting to Thursday, April 16. That agenda's focus will be on TAG at the middle level.	

LOSD EQUITY LENS

LOSD Equity Statement: In alignment with [The LOSD Equity Policy](#), we are committed to equity, access, inclusion, embracing diversity, and the success of each and every student. We strive for an inclusive and barrier-free environment, with practices that ensure that each and every person has meaningful access to a high-quality education and opportunities to thrive. We align with the commitments in the LOSD Equity Policy by using the following guiding questions.

Guiding Questions *When making decisions and taking action, we apply the following questions:*

1. How does this decision align with our mission to create an inclusive, safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens? How does this decision support our strategic priorities of 1) diversity, equity, inclusion; 2) college and career success; 3) facilities and infrastructure; 4) communications and community relations?
2. Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, sexual orientation

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groups affected by this practice or decision? What are the potential impacts on these students, staff, families, community members? Who has opportunities and who does not?

3. Does this policy, program, practice or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences?

4. How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?

5. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?