

**Van Hise Elementary PTO Meeting Minutes - February 12, 2013 - 6:30pm**  
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**Meeting called by: Shelby Connell, PTO President**

**Attending: Principal Keeler, Sue Schaar MMSD TAG Coordinator, 15 parents, 0 teachers, Carousel Bayrd, Tara Pabellon, Dana McCloskey, Shelby Connell, Sarah Van Riet**

Discussion lead person	Notes
<p><b>Sue Schaar</b> Coordinator of TAG program MMSD</p>	<p>Detailed information about MMSD TAG program (including some presentation slides and diagrams discussed tonight) can be found at:  <a href="https://tagweb.madison.k12.wi.us">https://tagweb.madison.k12.wi.us</a></p> <p><b><u>TAG overview:</u></b> in 2009 after parents requested it, DPI looked at MMSD TAG program and found it “not in compliance” in 4 areas required by state law. Sue began in position as coordinator 1 1/2 yr ago and MMSD working hard to become in compliance with TAG program. Now, out of 4 areas identified out of compliance in 2009, 2 areas are in partial compliance (identifying kids and delivering interventions) and 2 areas fully in compliance (having a director for program and offering services free to students).</p> <p>MMSD can currently offer interventions to students in areas of:</p> <ul style="list-style-type: none"> <li>-math</li> <li>-reading/language arts</li> <li>-writing (some)</li> <li>-science</li> <li>-some social studies (hoping to expand here)</li> </ul> <p>Budget is one limit to expanding areas of advanced learning (to include geography or foreign languages for example). For example, the district currently pays over \$5000/month just in transportation costs to take students from middle schools to high schools for advanced courses.</p> <p><b><u>What makes a child talented/gifted and how to identify?</u></b>            By nature/development some people learn in accelerated way and have talents above average in some areas.            *See handout, Characteristics of Advanced Learners to understand what teachers and parents can look for in a student to identify advanced learning. Note hidden strengths to watch for. Child may be bored or act out if not challenged to their level. They may seek out bigger projects, etc. Generally if the student is strong academically but is happy at school, intervention may not be needed.</p> <p>Van Hise Elementary does already offer many opportunities for leadership, creativity, etc. (including Friday lunch VHE’s Got Talent shows!) but generally this has been less formalized and opportunities haven’t always been documented formally.</p> <p>RTI is a process designed to identify student needs and provide next level of challenge for that student whatever stage of learning they are at.(see website for more detail on RTI) We do not want to push students ahead without fully testing to be sure they have mastered the content.</p>

<p><b>Principal Keeler</b></p>	<p><b>Parent question: What does the process for TAG/RTI look like at Van Hise Elementary?</b></p> <p>*See Referral Flowchart for TAG Interventions.” Students are referred to program and then assessed (teaching interventions are only added if data from assessments shows child has mastered grade level standards and then team including parent works out a plan)</p> <p>MOST IMPORTANT is :</p> <p>ALWAYS START BY COMMUNICATING WITH THE CHILD’S TEACHER. Must have open communication. If you feel you are not getting the response your child needs from teacher, then discuss with Principal Keeler and can submit online parent referral at TAG website.</p> <p><b>Parent question: How do multiage classrooms (mixed grade levels) affect the challenges of students not getting the extra or advanced materials they need?</b></p> <p>Regardless of straight grade levels or mixed grade rooms, teachers always need to assess a wide range of students and Peg does not feel that the mixed grade levels interfere with teacher assessments or content taught. Looping with same teacher for 2 years is advantageous with multi-age rooms and we are better able to use our teaching specialists in multi-age classes. Multi-age classes have increased the sense of community among the students at VHE also. However, the new curriculum the district will be using is NOT multi-age so teachers will have to adapt to new materials and assessment tools which will be challenging. New core curriculum nation wide is more rigorous and expectations for learning are higher than they have been in past. The suggestion has been made by a committee within MMSD that the district to go to straight grade level classes to best work with new curriculum but we do not know yet what MMSD will decide. It will cost the district an additional \$3 million each year to change to straight grade classes which is an issue. It also changes the way services are delivered to students in the school, the structure of the school day, etc. to make a change like that.</p>
<p><b>Sue Schaar</b></p>	<p><b>Remember to always start the conversation with child’s teacher first if you have concerns.</b></p> <p>TAG team at district is able to answer questions from parents as well.  Julie Carter is VHE TAG resource staff (part time also at Shorewood): Ph 442-2919  Sue Schaar MMSD TAG Coordinator: Ph 663-5245</p>