

## **ACCESS PTA Meeting 2/11/15**

### **Call to order – 7:00**

### **Guest Speaker – Andrew Johnson, Director, PPS TAG Office**

PPS TAG Director, Andrew Johnson, addressed the group explaining his new role with the TAG office and answered questions.

- How does the TAG Dept work with ACCESS families to develop relationships in the short term and long term? The TAG office understands that our families are interested in getting support that may or may not look the same as support for other TAG families. Andrew came to our PTA meeting to introduce himself and to get a better understanding of our questions and needs. He will continue to work with Mr. Wood to learn more about ACCESS so the TAG office can help provide the best support for our families and all TAG identified children in PPS.
- What is the scope of the TAG director's responsibility in the TAG office?
  - evaluating processes
  - evaluating services and determining whether they are being provided to students
  - review and revise how the TAG office communicates with PPS students and families
    - are we looking for newsletters? Speakers?
- How, as a department, do they provide emotional and social support to TAG identified students and families?
  - Andrew's job right now is to review all the services being provided to TAG students in PPS to see if they are getting the support they need. He is bringing with him the following experiences which may help him better serve TAG students in Portland:
    - Andrew was a twice exceptional student so may have a better understanding of the needs and wants of similar students;
    - Andrew is a former principal in a Vanguard school (where a high percentage of students are identified as gifted) so he is knowledgeable about the curriculum and school organization that is well suited for this population.
- The TAG office realizes that students of color are underrepresented and is going to coordinate an outreach effort to reach all students in PPS.
  - Andrew and David have talked about:
    - How to best identify all students who are in the 99% to reach out to them to see if they would like to learn more about ACCESS;
    - Technical support: what is the best tool to use to identify students who are the correct candidates for ACCESS, e.g. is a student who tested in Cogat in 1st grade as 99% still in need of ACCESS support in 4th grade?
- ACCESS parents asked for better messaging around the words "talented and gifted" so others realize that being gifted is not always a gift but rather a burden in some cases.
- Parents noted that we are advocates for PPS students who could be here at ACCESS but who have not been accepted or who have not applied but could use the service.
- Is the TAG office thinking that it's better to expand ACCESS to reach all TAG students or should TAG services actually be provided at all PPS schools?
  - Andrew would like to change the entire system so PPS reaches all TAG students. He is talking to all PPS principals to determine how TAG students are being assisted to start the process of learning. He would like to see the quality and depth of programming at ACCESS available at all schools.

- Parents expressed frustration with the timing of nominations for TAG testing because they happen early in the year and often parents and/or teachers don't know yet which students are in need and then the nominations don't happen.
  - Andrew: we need to have timelines and processes for testing and identifying more students in PPS. Understand that parents can advocate vigorously for their children and the TAG office can advocate for all TAG students in the district.
- How can the TAG office better support TAG students in high school?
  - Having awareness that giftedness doesn't stop. Also, start having conversations with high schools. While we are mainly focused on elementary schools, it doesn't mean that we won't expand the view.
  - Andrew: we don't talk with the KIDS enough. If a school isn't providing services for TAG students, another source might be to invite the students to the table to discuss needs and interests.
- David, please talk about the alternative aspect of ACCESS and what is the TAG office's vision of what they hope to learn from ACCESS.
  - We have to do what is right for the ACCESS community. We need to look at the bright spots at ACCESS and spread the lessons that have been learned here to other schools. Not all classrooms will look the same or should look the same. How is ACCESS going to be the most genuine community possible?
  - ACCESS is looking for partnership from the TAG office in supporting the alternative nature of the offerings at ACCESS so when parents/families are informed and choose the alternative education offered at ACCESS, PPS will honor the opportunity and allow it to continue as long as there is accountability.
- How are "best practices" spread throughout the district so that real TAG services are given throughout the district?
  - Andrew - we would like to work with the principals, teachers, administration, etc. to create a framework that is beneficial to all TAG students and transparent to all parents
- What is the relation between David's position and Andrew's?
  - neither one supervises the other but there is communication, support, and mutual work to be done together, e.g. reaching out to all 99 percentile kids
  - the TAG office is there to help problem solve, strategize and create a vision for ACCESS and other TAG programs.
- Andrew invites ACCESS families to contact him with questions, concerns or thoughts on how to improve services. His email is: [wjohnson1@pps.net](mailto:wjohnson1@pps.net)
- Heather Kent asked for Andrew to return to ACCESS at some point in the near future to get an update.

### **Financial Review:**

-the Atomic Cabaret brought in about \$650

-Heather K. said that although our fundraising isn't as strong as it has been in the past, our approvals from last meeting will still be covered, we just won't have as much in reserve as in years past

-budget report attached

### **Principal's Report – Mr. Wood**

-PLEASE fill out the school survey as soon as possible

#### -Run for the Arts Programming:

- We are looking for off campus cultural opportunities. If you have suggestions, please contact Mr. Wood.
- Imago Theater will be performing for both 1-5 and middle school grades.
- Scheduling Spanish for first and second graders was really difficult so they decided to do two bilingual art opportunities in Spanish/English
- Chinese New Year performances on the 19th

#### Growth at ACCESS

- Now that we have support for our growth, we should be able to have new 3rd and 6th grades. David would like help reaching kids in the 99 percentile in varying schools. He will review with Andrew the test results for the past two years to see if we need to reach out to schools or students with populations that did not apply to ACCESS.

#### Site Council

- The focus will mostly be on the sibling preference issue and a possible relocation.

#### Odds & Ends

- David should get initial staffing numbers later on this month
- See attached report for Run for the Arts programming update, co-location update and admissions update.

#### New Business

- Sarah reviewed ACCESS' sound equipment with Mr. Diltz and they have agreed on what we need. They need \$517, in addition to the Cabaret profits, to purchase the needed equipment. A motion was made and seconded to approve \$520 for the purchase, \$260 will be given from the PTA and \$260 will come from Mr. Wood's accounts.
- Motion to approve December and January meeting minutes. Motion approved.
- Rose parade is going to be allowed but optional activities will be provided for those classes or students who remain in school.
- Feb 27th movie night is being run by the 7/8th graders - drop off kids, pricing tbd

Meeting adjourned at 8:25 p.m.

## ACCESS Academy PTA – Principal’s Update - February 11, 2015

### 1. Co-location and Growth Plan

- ~~Still no final decisions from PPS staff~~
- Planning for 2015-16 assuming net growth +1-2 classrooms, 45-95 new students
- Expect to admit new students all grades 1-8 – number depends on (1) BCS co-location plan; and (2) buildout of Rms 17 and/or 3.

### 2. Admissions for 2015-16

- Application materials and FAQs online
- Deadline: 3/20/15, or 14 days after 2015 TAG scores mailed
- Parent information events:
  - 2/12 AM (Grades 1-5 focus), 2/27 PM (Grades 6-8 focus), 3/5 (Grades 6-8 focus), 3/16 (Grades 1-5 focus)
- Ongoing contact with TAG, “rolling” receipt of 99%ile qualified students starts next week through March
- Family to family outreach
  - Parent survey indicating availability
  - Targeting underrepresented schools
- Letters to prior years’ 99%ile scorers at target schools
- Sibling preference?
  - Parent survey online
  - Site Council will make recommendation on 2/23; Principal will decide with approval from PPS Senior Director

### 2. Run for the Arts Programming

- Thanks to ACCESS EA Dana Ticker, parent Christine Nagle and other parent-volunteers who have helped reach out to art
- Still working on: Additional outside-of-school performance and field trip opportunities
- Planned performances and workshops 2<sup>nd</sup> Semester

Grades 1-2	Grades 3-5	Grades 6-8	“All School”
-- Habiba Addo: African Storytelling and Dance Residency (Grs. 1-5), Feb-Mar -- Al Andaluz: [bilingual Spanish-English] music/geography residency, Mar-Apr. -- La Tierra: [bilingual Spanish-English] culture of Mexico, Apr-May.	-- Habiba Addo: African Storytelling and Dance Residency (Grs. 1-5), Feb-Mar -- Imago Theater performance and workshop (Grs. 3-5) -- 3 <sup>rd</sup> grade play support (licensing Ralph Nelson music), March -- 4 <sup>th</sup> /5 <sup>th</sup> play support (TBD)	-- Bodyvox: Science/body motion (Grs 6-8) -- Dance for Joy: social dance workshops (Grs. 7-8) -- Al Andaluz (Grs. 6-8 Spanish collaboration) -- Imago Theater performance (Grs. 6-8)	-- Art supplies/materials for S. Brachman -- Habiba Addo culminating performance 3/3 -- New Moon Prods.: ACCESS Talent Show, Feb-Mar -- Chinese New Year assembly