

Broad Based Planning Committee Meeting

Tuesday, April 14, 2026

The third meeting of the year for the Broad Based Planning Committee was held in the White Oak Large Professional Development Room. Members in Attendance: Malari Williams, Jackson Williams, Kristen Hwang, Janet Craig, Laura Samide, Jennifer Miner, Dr. Sarah Pies and Barb Marcotte.

The meeting was called to order at 6:06 p.m. by Dr. Sarah Pies. Sarah started the meeting with high ability identification updates for the 2026-27 school year. There has been some feedback that students are participating in so many tests, how can we avoid or reduce the amount of testing for our elementary students. Last year we stopped giving NWEA to students in grades three through five. ILEARN Check Points are an example of standardized tests that provide similar information to our teachers and administrators to assist them in planning for each student's success. We will administer the screener to students in kindergarten, second grade, and students new to Avon in grades 1-4. Fifth grade students will take the full assessment battery to help inform middle school course placement. Students who score at or above the 80th percentile on the screener will be administered the full battery.

Dr. Pies introduced our guest speaker for the night, Hannah Mayo, DOE Specialist, to the group on how to build a strong Broad Based Planning Committee. In order to do this, you need three main components: 1. Programmatic Elements; 2. Professional Development; and 3. Program Evaluation. Programmatic Elements begin with the Mission Statement for the group and a definition of a high ability student. An Identification Committee is made up of building level school administrators, high ability teachers and the high ability coordinator. Proper identification instruments are needed to identify the correct students to be in the high ability program. Universal screeners are needed at least twice a year, and in Avon, in grades kindergarten, second and fifth for proper identification of students. The selection process needs to be defined and available to all, making sure that we have inclusive testing options for all students. Lastly, school districts need another option for students who fall just short of the qualifying scores to have a chance to qualify. In Avon, we use SIGS (Scales for Identifying Gifted Students) in grades three through five for parents and teachers to complete on students who are within the standard margin of error for the high ability program.

Professional Development should be available to anyone working with high ability students. Without proper professional development, some students with behavior issues may not be identified as high ability students. There are many free resources available to parents, administrators and teachers to assist with the many personality traits of high ability students.

Lastly, Program Evaluation. Program evaluation is essential for ensuring that high ability services meet their goals and support student growth. We are required to complete an annual evaluation with the state, identifying our strengths and weaknesses. A diverse group of stakeholders in the Broad Based Planning Committee is a great resource for the school district. Proper representation

from district and building administrators, teachers, parents, students and community members reviewing the program is imperative for a successful program.

The group thanked Hannah Mayo for addressing the group tonight. As we reflect on her presentation, please spend a moment to reflect on our group's areas of strengths, improvement areas and items that you would like addressed in the 2026-27 Broad Based Planning Committee. Please post your comments on the three boards as we prepare for the upcoming Broad Based Planning Committee.

Great information and discussions tonight. This will help us in preparation for the 2026-27 Broad Based Planning Committee. Sarah thanked everyone for coming. The meeting was adjourned at 7:30 p.m.