

Gifted Local Advisory Meeting
3/25/2021
6:00 pm – 7:00 pm



Minutes

Members present: Dawn Napier, Tammy Edwards, Reginald Johns, Ph.D.

- I. Call to Order by Dr. Reginald Johns
- II. Review and approval of minutes from last meeting.
 - a. Motion to approve Dawn Napier
 - b. Second by Tammy Edwards
- III. Review results from parent and student surveys.

Total percentages for parent and student survey results were compared from 19/20 SY and 20/21 SY. This includes participation in art excel, talent pool, gifted resource, and Spratley Gifted Center.

 - a. Parents expressed increased satisfaction in gifted services.
 - b. A greater percentage of parents found class size acceptable.
 - c. More parents thought classes met frequently enough.
 - d. A greater percentage of parents thought the coursework met their child's needs.
 - e. A greater percentage of parents felt their children received sufficient support.
 - f. A greater percentage of parents strongly communicated their children's homework was sufficient.
 - g. A greater percentage of parents expressed their children had an overall positive experience with their teacher(s).
 - h. A greater percentage of parents rated the lessons and class activities for gifted students as excellent.
 - i. A greater percentage of parents rated parent communication and involvement as excellent.
 - j. A lower percentage of parents categorized the identification process as needing improvement and more parents rated it as excellent.
 - k. A greater percentage of students viewed gifted services on the scales of adequate to excellent.

- l. A lower percentage of students categorized their lessons and activities as very interesting.
- m. A lower percentage of students indicated that they learned lots this year.
- n. Students perception of the level of challenge they experienced in their gifted classes and the amount of support they received were very similar to last year.
- o. A greater percentage of students strongly agreed they had an overall positive relationship with their teacher(s).

IV. Analysis of newly proposed gifted regulations

The discussions held discussed

- a. How would the inclusion of cultural background in the definition of gifted impact the identification of students?
- b. How would the inclusion of a talent development process that involved classroom observations for all K-2 classes impact differentiation experiences for students with gifted potential who are identified for services? What staff would be needed to implement this model?
- c. How would the inclusion of classroom observations impact the rate of identification in a program that has rolling admission? What would be included in a student's portfolio?
- d. What would be used for the early identification of students for Kindergarten? 1st grade? How would this impact enrollment numbers across the division?
- e. What would be used to develop policies for acceleration (single subject and grade level)? What would be needed to unify these practices across the district?

V. Adjourn by Dr. Reginald Johns