

## 11.4.20 Gifted Services Breakout Room Notes

**Q:** I spoke with someone who said that few services were available now for gifted students

**Q2:** (different person): I was also told there'd be little for gifted this year, that there wouldn't be any identification for lower grades and that there'd be no additional small group work.

**A:** Cheryl McCullough, Gifted Supervisor (CM from here): The state won't let us move forward with identification until we have an ability assessment, and we can't do ability assessments right now. But a child doesn't need to be identified to be challenged. There might be other activities the teacher is doing with support from the Resource Teacher for the Gifted (RTG) that the parent isn't seeing.

**Q:** When is the cluster teacher supposed to start to work with gifted students? Who is the cluster teacher?

**A:** CM: The cluster teacher is the homeroom teacher. Services start the first day, just like instruction.

**Q:** This is a question about twice exceptional students. Parents have to do a lot to just keep kids engaged and make sure school is happening. Why do we have to chase down the gifted teachers? Our family has had three or four IEP meetings since March; gifted wasn't even on the radar.

**A:** CM: The expectation is that the RTGs will be reaching out to the community. The expectation is that the RTGs will go to IEP meetings when they're invited and available. All of the RTGs did flipgrid videos to introduce themselves. Now they're moving to a town hall mode.

**Q:** What are the demographics of the gifted population? How can students self identify for classes in high school if they haven't been in this special little group of 5-6 kids. How do we not have it be just the kids who enter with advantages?

**A:** CM: One of my mantras is offering opportunity for all students. In Title I schools we have Young Scholars. We're looking at students with different backgrounds, including English learners and twice exceptional students. All students need to have struggle and support in elementary school and middle school to that they're prepared to get to high school and self select. We're working to develop an equity index – if you have 10 percent Hispanic students in your school are about 10 percent of Hispanic students being identified as gifted?

**Q:** Just to clarify: can parents expect small group work for gifted children in elementary school during this year of DL?

**Q2:** (different person) I have been told by my child's schools that elementary kids should NEVER expect small group work for gifted children. That is against the APS model.

**A:** Teachers are now allowed to have small group work in distance learning. But it's up to the teachers and their comfort level.

**Q:** We talked to a lot of parents in preparation for writing the December updates. There's concern that the APS model isn't always apparent, and that it seems like "trickle down gifted". Now we're around the students all the time and we still don't see it. What is APS doing to collect information on what's actually coming down to the students?

**Q2** (different person): Some students are having trouble just coping with the day-to-day requirements of distance learning. We also know this is very difficult for teachers.

**A:** CM: When we meet with parents, sometimes we find that the teachers have been offering different assignments for the students who are identified as gifted, but it's not necessarily noticeable. Thanks for understanding that the teachers are facing a lot of demands.

**Q:** Can you give the demographic data to ACTL?

**A:** CM: I'm not sure what's available on the dashboard. Each year the Gifted Services Advisory Committee requests data, including demographic data, and we try to get it for them.