

## Notes from October 11<sup>th</sup> Community Conversation Hosted by Michelle Mazey/LEADS

### CHALLENGES

Non-uniformity in **GIFTED** service delivery

What type of, if any, environment (grade acceleration) is best for student

Special needs students do get more energy/\$\$\$\$

Parents are not supported in serving their gifted child

Perception is that gifted kids don't need the attention → or to be "pushed"

Inconsistent

Acceleration based on specific talents – Math vs. Art

Lacking staff training to make this decision

Principals need willingness to coordinate schedules

Lost the gifted specialists which hurt parent advocacy and challenging the kids and addressing their needs

Now, teachers can't do that as well because there is so much else to worry about

Gifted vs. special needs parents are pitted against each other

### CHALLENGES – BIG GOAL

Meet all children where they are so they reach full potential

Classroom integration

Grade integration

Level

There are good things that all parents might not know about

\*Parent awareness issue

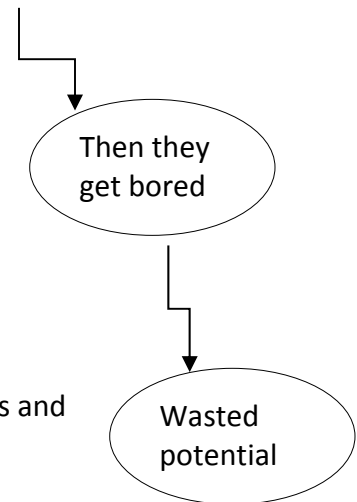
Staff needs to plant those seeds

Upper grades easier to navigate; harder to be an advocate for kids at lower levels

Lack of awareness of what is gifted

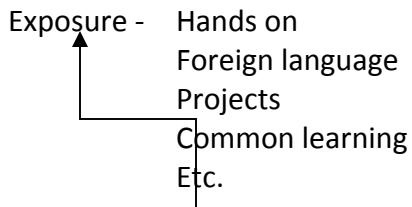
Not enough services beyond acceleration

Not a uniform process for finding the gifted kids



## SUCCESS

Kids need to be challenged

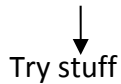


Character development including environment

- Who their friends are
- Relationship with teaching
- Good people

Good people

Willingness to research, etc.



Principals and teachers need to be willing to explore new resources

Educators qualified to teach

- Get them in the right spot
- Tailor jobs to their gifts

Performance of teachers includes input of students

We remember our favorite teacher – Left an impression and not subject matter

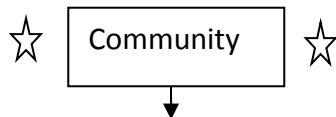
Train all teachers in working with gifted students

Teach to test takes away time from gifted

Smaller class sizes

- Individual attention

Engaged parents



Especially because so many households without kids in Lakota

Principals need to listen to and act on parent feedback

Parents are partners with principals