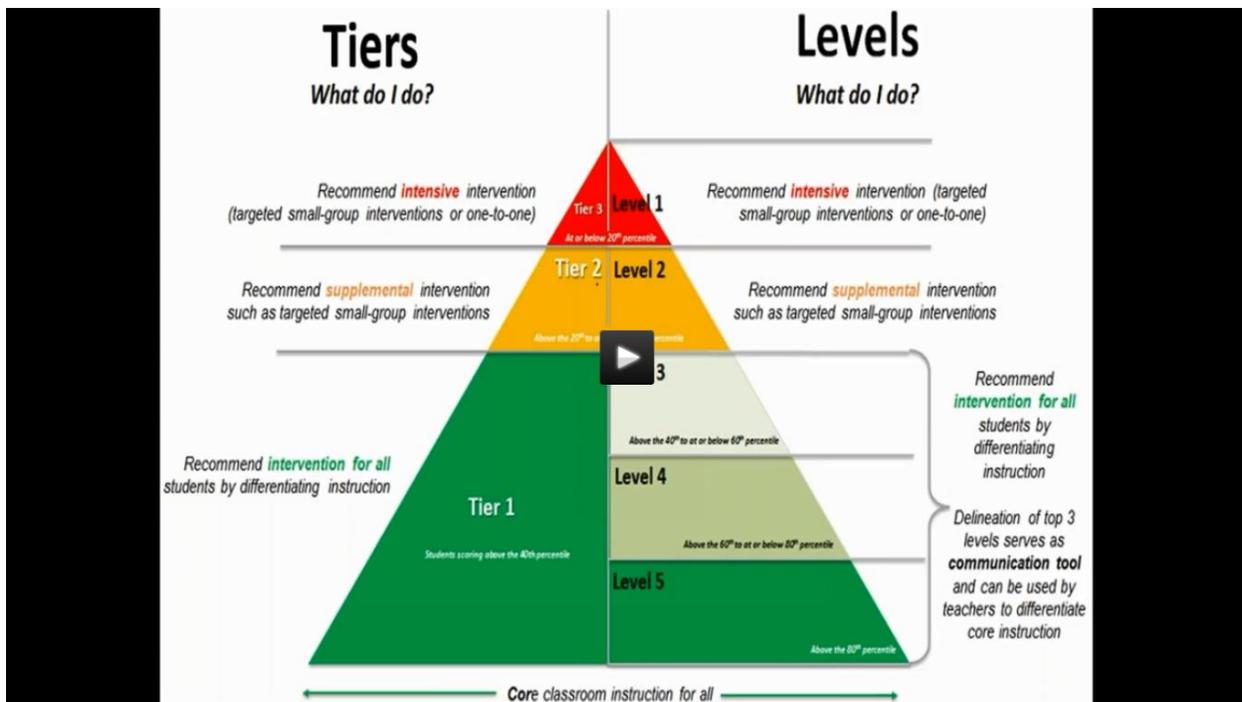


- Can APS email and robocall gifted parents at least a week or two before gifted advisory meeting? **All meetings times and locations are posted on the APS website.**
- Parent expressed concerns that IQ tests are culturally biased. She recommends looking at the SAT process. (Her child did not meet the New Mexico criteria and they used an outside evaluator). Also expressed concern about computer testing.
“The district has made updates to the SAT process based on feedback from teachers and parents and analysis of the data from last year. The criteria for gifted eligibility has been determined by the state.
- What resources are available and are they consistent in middle school? **Gifted education teachers have access to the gifted resource library and are supported by the gifted resource teachers.**
- APS links available in other languages?
- Is the SEM model the same in all levels? **Not at all. Grade level needs, school needs, and resources differ according to the needs of the students at each school. The objective of the SEM is the same at all levels - provide “engagement, enthusiasm and enjoyment” for all students. The SEM focuses on student strengths and interests and the application of gifted education pedagogy to total school improvement.**
- Does any school have a Twice Exceptional Program? (ADHD + gifted)
A student’s individual needs should be met at their home school through their IEP.
- What is a Principal Liaison? Role?
- Is there a jargon list? Something to break down the Alphabet Soup? An acronym list for non-teachers?
Great question! There is an old version and we are updating it now at your suggestion!
- SAT can be initiated and screening provided for: K-2 “advanced.” What measure or tool is being used with those grades has “advanced” as a category?



- Please provide an agenda by email before the next GAC meeting.
- What and how should I interpret the scores of PARCC and i-ready tests to prepare for IEP? **Your child's teacher can review those scores with you at the parent teacher conferences and/or a scheduled meeting.**
How do I advocate for a higher number of hours for my gifted child? **The hours of service on a child's IEP is a team decision determined an IEP meeting.**
- Will the district advocate for universal testing or screening? **During the 2017-2018 SY, the district gifted resource teachers and diagnostic team conducted a pilot universal screening of all 2nd graders at five elementary schools. Of 466 students screened, 4 qualified for gifted services. After the data was accumulated and analyzed, the SEM was implemented in the struggling schools (as identified by the PED). The gifted resource team is piloting the SEM in 5 elementary schools (using funds obtained through an APS Foundation Grant) and actively supporting and training through professional development for all 65 of the PED designated schools. In addition, professional development is held for all other schools interested in implementing the SEM. It is our hope that all schools in the district will implement some form of the SEM in coming school years. Providing more students with opportunity to learn and exposure to gifted education pedagogy will result in total school improvement and more identification in underrepresented schools.**
The gifted education team, the special education team and Language and Cultural Equity are working closely also to help with identification of underrepresented students.
- Could the district support: 1) More frequent gifted meetings (beyond 3 per year) **The New Mexico Administrative Code does not mandate a particular infrastructure for**

advisory committees, including meeting dates, times or frequency, so long as the committees are properly representative, and meet at least three times per year. By its own terms, the Code leaves this structure to the discretion of the district.

2) Small group focus teams studying certain issues* (a. Data transparency, with Chris West b. Path to Calculus c. Gifted Assessments - tied to data to assess progress)

The New Mexico Administrative Code provides a mechanism by which an advisory committee for a gifted education program may make proposals for action to District Administration. NMAC 6.31.2.12 (G)(4). The Code then calls for a response from the District before the next scheduled meeting of the advisory committee. NMAC 6.31.2.12 (G)(4). The Board of Education of Albuquerque Public Schools accepts public comments during its open forum at its regular Board meetings. There is no requirement that APS assemble Task Forces for particular issues. The advisory committees may communicate their concerns and priorities through the process delineated in the Administrative Code and APS will respond in return. and 3) A cross-zone outbrief at end of year to share themes, progress by focus teams, etc.

NOT SURE ABOUT THIS ONE LISA - MAYBE LUCINDA??????

- How does the SEM meet the social-emotional needs of gifted learners? The SEM meets the social-emotional needs of all learners - especially gifted learners. The University of Connecticut website <http://www.gifted.uconn.edu/> contains a number of articles and research around the social emotional needs of gifted students. Gifted learners continue to receive services according to their IEPs and continued engagement in their general education classroom. Students can learn with their strengths and interests as a focus and those underachieving students have demonstrated growth along with the more engaging activities.

“Separate studies on the SEM have demonstrated its effectiveness in schools with widely differing socioeconomic levels and program organization patterns (Olenchak, 1988; Olenchak & Renzulli, 1989). The SEM has been adopted in over 2,500 schools across the country (Burns, 1998) and programs using this approach have been widely implemented internationally. The effectiveness of the model has been studied in over 20 years of research and field-testing related to the following topics:

1. the effectiveness of the model as perceived by key groups, such as principals (Cooper, 1983; Olenchak, 1988);
2. research related to student creative productivity (Burns, 1987; Delcourt, 1993; Gubbins, 1982; Newman, 1991; Reis & Renzulli, 1982; Starko, 1986);
3. research related to personal and social development (Olenchak, 1991);
4. the use of SEM with culturally diverse or special needs populations (Baum, 1988; Baum, Renzulli, & Hébert, 1999; Emerick, 1988; Taylor, 1992);
5. research on student self-efficacy (Schack, 1986; Schack, Starko, & Burns, 1991; Starko, 1986);
6. the use of SEM as a curricular framework (Karafelis, 1986; Reis, Gentry, & Maxfield, 1998; Reis, 2005; Reis & Fogarty, 2006);
7. research relating to learning styles and curriculum compacting (Imbeau, 1991; Reis et al., 1993); and

8. longitudinal research on the SEM (Delcourt, 1993; Hébert, 1993; Westberg, 1999)”
<https://gifted.uconn.edu/schoolwide-enrichment-model/semresearch/>

Gifted Science and Social Studies:

APS works with individual schools on delivery of services in all areas to maximize school resources and to focus on the individual manifestation of giftedness of each student.