



**MINUTES
SCHOOL BOARD MEETING
CHARLOTTESVILLE CITY SCHOOLS
Booker T. Reaves Media Center, Charlottesville High School
Thursday, June 13, 2019 (5:00 PM)**

1.1 Call to Order: School Board Vice-Chair Leah Puryear called the meeting to order at 5:01 p.m.

2.1 Moment of Silence: School Board Vice-Chair Leah Puryear asked all those present to observe a moment of silence.

3.1 Pledge of Allegiance: The Board began its meeting with the Pledge of Allegiance to the Flag of the United States of America.

4.1 Roll Call:

The following Board Members were present:	Mr. James Bryant	Dr. Sherry Kraft
	Mr. Ned Michie	Ms. Leah Puryear
	Ms. Lisa Torres	Mr. Juandiego Wade

The following Board Members were absent: Ms. Jennifer McKeever

The following Staff Members were present:	Dr. Rosa Atkins	Dr. Gary Blair
	Mr. Jeff Faust	Ms. Renee Hoover
	Dr. Kendra King	Ms. Kim Powell
	Ms. Julia Green	Ms. Leslie Thacker

The following Staff Members were absent: Mr. James Henderson

5.1 Approval of Proposed Agenda: Mr. Wade made a motion, seconded by Dr. Kraft, to approve the proposed agenda. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

6.1 Comments from Members of the Community: Carol Busching, Charlottesville City Schools Gifted Education Specialist and parent of two children who attended schools within the division, addressed the Board with concerns that the gifted education program has been discredited and vilified. She noted that academically gifted students do exist and must receive rigorous and challenging instruction to meet their needs and that academic gifted services staff have been working for years to acknowledge and address inequities within the program and has delved deep into research methods to diversify the caseload and to make sure they're not missing any students regardless of race, socio-economic status, or disability and have pushed back against an entitled group of parents who have wanted a school within a school for their children. Ms. Busching noted that gifted education staff want

change in meaningful ways and highlighted the need for staff to be included in discussions and decisions in order to move forward in an effective way.

Beth Ike addressed the Board with comments of concerns that the proposed changes to the gifted program may eliminate the positive services being provided for her child and many others. Ms. Ike also expressed concern that the description of the new model does not seem to follow the state regulations around gifted education services and that the proposed push in model will result in failure to provide service for students already identified. Pushing in with co teaching is wonderful in theory but is not the same as providing specific services as required.

Kathryn Laughon urged the Board to stay the course with the gifted education plan being proposed noting that there are many children who would display the advanced academic skills that were spoken of if they were exposed to the same teaching, reading and rich environment that some other children receive at home or other places. Ms. Laughon also highlighted the benefits that her children received in the 9th grade unlevelled reading environment which seems to be similar to the proposed gifted education model and noted that she doesn't see how equity can be obtained without tearing down and rebuilding such programs.

Matthew Christensen, social worker, addressed the Board with comments of support for changing the Quest Program so that all children can have the same opportunities. He commended the Board for taking a serious look at equity in schools and urged the Board to continue to look at ways to expand the program and adapt to each student.

Bekah Saxon addressed the Board with comments of support for proposed changes to the Quest Program noting that as the parent of an African American male she understands why parents of gifted African-American males may have made decisions to opt out of the program as the last four years of the program he has felt isolated in an intellectual way, and that some students felt silenced and uncomfortable. She applauded the board for taking a courageous step.

Andrea Massey addressed the Board with comments of support and appreciation for proposed changes to the Quest Program while striving to look at racial equity. Ms. Massey commended Zyahna Bryant and Trinity Hughes for their advocacy and the courage they displayed in the New York Times article. She also encouraged concrete identifiable action steps.

Student and Staff Recognitions

7.1 [2019 Golden Apple Award Winners](#): Better Living Supply and Better Living Furniture annually sponsor Golden Apple Awards for outstanding teachers from public and private schools in the City of Charlottesville and Albemarle County. The Golden Apple Award is a means of selecting and honoring some of our outstanding teachers. Teachers are most important in nurturing our children's inquisitive minds and preparing them for the challenges of the future. Congratulations to all area Golden Apple Award teachers for inspiring our students! We are especially proud of our exceptional Charlottesville City Schools educators: Kathy Claus (Greenbrier Elementary), Melissa Combs (Venable Elementary), Will Cooke (Charlottesville High School), Maelys Croce (Johnson Elementary), Robin Ellis (Clark Elementary), Meaghan Fenton (Jackson-Via Elementary), Chris Lorigan (Burnley-Moran Elementary), Michael McCrory (Lugo-McGinness Academy), Melissa Mitchem (Buford Middle), and Kevin Paquette (Walker Upper Elementary).

8.1 [Board Member Comments](#): Mr. Michie thanked those who provided public comment and also for recent email communications, he also provided an update on the SB Retreat and VSBA Law Conference.

Mr. Bryant thanked those who provided public comment and for recent email communications.

Dr. Kraft stated that board members remain focused on making sure that all students get what they need and also provided an update on recent activities she attended, such as the CATEC Completers Ceremony, ArtQuest Exhibit, Orchestra concert, and a Preschool Symposium.

Mr. Wade thanked those who provided public comment and stated that the issues of equity in gifted education have to be addressed in a legal manner. He also provided an update on recent attendance at the CHS Graduation, the VSBA School Law Conference, and visits to Clark, Venable, and Burnley-Moran. Mr. Wade thanked Dr. Atkins for her bold leadership.

Ms. Torres thanked those who spoke during public comment, thanked Dr. Atkins and her team for their countless hours on outreach and planning. She also provided an update on her recent attendance at the CHS Graduation, the Senior Awards Ceremony, Preschool Steering Committee Meeting, City of Promise Game Changers Luncheon, SB Retreat, and the Burnley-Moran Step Up ceremony. Ms. Torres also congratulated the CHS Soccer teams for their winning seasons.

Ms. Puryear provided an update on her recent attendance at the Ivy Creek graduation, and announced that the Public Education Foundation will hold its 2nd annual STEM Camp from July 22-July 26. PEF is also hosting a Walk/Run event. Ms. Puryear also wished students and staff a wonderful summer and thanked bus drivers, crossing guards, and staff for their work.

9.1-7 Adoption of Consent Agenda: Items from the consent agenda included [Personnel Recommendations](#), [Minutes from the May 2, 2019 School Board Meeting](#), [Minutes from the May 31, 2019 School Board Retreat](#), [Minutes from the June 1, 2019 School Board Retreat](#), [Business, Financial, Routine Reports](#), and [Authorization of Signature in Absence of Division Superintendent through June 30, 2020](#). Mr. Wade made a motion, seconded by Mr. Michie, to approve the Adoption of the Consent Agenda. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

Action Items

10.1 Approval - Textbook Adoption - World Geography: Kim Powell, Assistant Superintendent for Finance and Operations, addressed the Board stating that Annie Evans, Coordinator of Social Studies, presented the World Geography Textbook Adoption for Board consideration at the May 2, 2019 meeting. This item was presented for action. Mr. Michie made a motion, seconded by Mr. Wade, to approve the Textbook Adoption - World Geography. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

10.2 Approval - 2019-2020 Student Fee Schedule: Dr. Kendra King, Director, Student Services and Achievement, presented the Student Fee Schedules for Board consideration upon first reading at the May 2, 2019 meeting. Each year, the Superintendent approves the Student Fee Schedule for all schools within the division. The schedule is then shared as information for the Board. No schools may add any additional fees without prior approval of the Superintendent. Additionally, for each fee approved, the school administration has developed a plan for providing access to students who may not be able to afford the item or activity. This year, there is an additional fee schedule for the new tablet initiative. This schedule will be for any associated fees for that program. Plans are still being developed for the fee exemption but will be determined before the tablets are distributed. Dr. Kraft made a motion, seconded by Mr. Bryant, to approve the 2019-2020 Student Fee Schedule. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

Items for Discussion

11.1 Recommended Model for Gifted Services: Kim Powell, Assistant Superintendent for Finance and Operations, introduced Bev Catlin, Coordinator of Instruction, who presented the Recommended Model for Gifted Services item for Board consideration.

Information presented included:

Moving Forward

- Student Benefits
 - Quality services in the classroom
 - Opportunities for enriched & extended learning
 - Flexible & differentiated interventions
 - Interests & talents identified and developed
 - All students gain from the lessons
 - Supports self-actualization
- Teacher Benefits
 - Collaboration to support planning & teaching
 - Increased differentiation of instruction
 - Lessons integrate with the core curriculum
 - Maximizes strengths of teachers & specialists
 - Recognizes and develops student talents
 - Shared responsibility for student growth
- What the Research Says
 - Programming options for gifted and talented students may occur in a variety of ways.
 - What matters are the strategies that allow students access to appropriate levels of challenge and complexity. “Almost any form of grouping (flexible, targeted, and not permanent) used will provide an academic or achievement gain to gifted learners with researchers reporting positive social and emotional gains as well.”
 - Effective Components of Gifted Programs
 - A written curriculum
 - Clear student learning goals
 - Differentiated instruction
 - Acceleration
 - Enrichment
 - Assessment of student growth
- Screening

Currently (Traditional)	Moving Forward (Inclusive)
<ul style="list-style-type: none"> ● 1st graders complete portfolio activities ● All 1st graders take an ability test ● Teachers complete checklist of gifted indicators 	<ul style="list-style-type: none"> ● All 1st, 2nd and 3rd graders complete portfolio activities ● Division develops observation protocols, revised checklists and rating scales ● K–3 teachers keep observation notes & collect student work ● All 2nd graders take a nonverbal ability test ● All 3rd graders take ability & achievement tests

- Identification

Currently (Traditional)	Moving Forward (Inclusive)
<ul style="list-style-type: none"> ● Major identification is at the end of 1st grade ● Nominations available at schools 	<ul style="list-style-type: none"> ● Major identification is mid-year of 3rd grade ● Culturally sensitive identification protocols ● Observation notes & portfolios of student work systematically reviewed ● Nominations available online and at schools

- Services

Currently (Traditional)	Moving Forward (Inclusive)
<ul style="list-style-type: none"> ● Mostly pull out services ● Many isolated learning experiences ● Lessons for targeted students ● More isolated decision making ● Identifying talent in some students 	<ul style="list-style-type: none"> ● Direct services in classrooms ● Lessons for all students ● In-class clustering of students ● Shared decision making ● Cultivating talent in all students

- Curriculum

Currently (Traditional)	Moving Forward (Inclusive)
<ul style="list-style-type: none"> ● Plan individually ● Develop lessons for targeted students ● Share instructional resources with teachers 	<ul style="list-style-type: none"> ● Collaboration ● Develop differentiated lessons and resources for all students ● Use components of 4 models <ol style="list-style-type: none"> 1. CLEAR Curriculum Model 2. Depth & Complexity Model 3. Differentiated Instruction Model 4. Integrated Curriculum Model ● Add lessons to CCS curriculum frameworks

- Professional Learning (PL)

Currently (Traditional)	Moving Forward (Inclusive)
<ul style="list-style-type: none"> ● Provide ongoing PL ● Attend PLCs when possible ● Make teachers aware of differentiated practices 	<ul style="list-style-type: none"> ● Provide targeted PL ● Participate regularly in grade level & content PLCs ● Teach lessons that support differentiation ● Hire UVA expert as consultant

Ms. Torres thanked Ms. Catlin and Dr. Atkins for their work, time, and outreach to the community in pulling this proposal together.

Dr. Atkins provided an overview of the proposed changes (details of those changes are above) and noted that the law does require that students be identified in kindergarten through 12th-grade. The division does begin identification in kindergarten but the current model begins formal identification until 1st-grade. She provided an update on critical partners at the University of Virginia who will provide training and continued support.

Ms. Puryear asked for examples of culturally sensitive identification protocols and also asked Dr. Atkins to speak to the benefits of having an additional education specialist in the classroom while also implementing the unlevelled courses. Dr. Atkins responded that currently the division has one gifted specialist at each elementary school and asked that the Board increase that staffing to two at each of the six elementary schools as well as two additional specialist for Walker and/or Buford for a total of eight additional gifted specialist positions. She noted that it is important to recognize that not all students come into elementary school with the same experiences. Some have extensive travel experiences and come in prepared to take on the most rigorous curricula while others who come in have gifts and high potential but have not had those experiences and that it is important to use other tools to

assess those students as some current assessments are based on experiential learning that those children have not had the opportunity to receive.

Dr. Atkins noted that with the proposed inclusive model teachers for the gifted will be pushing into the classroom with the same rigorous and rich lessons that they currently provide. Instruction in the classroom will be differentiated so that students that start off early showing high potential will receive what they need and students who do not have the same experiential learning opportunities will have their needs met as well.

Dr. Kraft noted that the proposed model seems to be in line with best practices and asked how the proposed positions will be funded. Dr. Atkins responded that if the Board is in support of the proposal then staff will reach out to City Council to seek funding. The requested funding totals \$620,000 (8 teachers at \$78,000 including benefits).

Dr. Kraft asked if previously identified students will continue to receive services. Dr. Atkins responded that students will continue to receive services with the push-in model.

There was discussion related to the definition of a “gifted” student versus and academically advanced student.

Mr. Bryant thanked Bev Catlin and Dr. Atkins for their work on this model and asked if the current model will be presented to Council. Dr. Atkins responded that staff will share the presentation with Council.

Mr. Michie noted that there has been discussion around this issue since his tenure on the Board. Would like to acknowledge that there have been continued efforts to diversity the program and that it likely helped the Board get to the current model.

Dr. Atkins noted that having a written curriculum and standards provide a foundation to provide good instruction in the current model and that Walker and Buford teachers will be participating in workshops this summer on how to offer differentiated instruction. Dr. Carol Tomlinson from UVA will provide specific training.

Mr. Michie asked if there are other school division using the push-in model. Ms. Catlin responded that there are many different models and that a number of divisions do use a push-in model.

Dr. Kraft made a motion, seconded by Mr. Wade, to authorize the Superintendent to speak with the Charlottesville City Manager to seek funding \$620,000 for eight additional gifted teacher positions for the 2019-2020 budget. Upon a roll call vote, with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. The motion passed 6-0.

11.2 [2019-2020 Federal Consolidated Application](#): Kim Powell, Assistant Superintendent for Finance and Operations, introduced Patrick Farrell, Intervention and Support Coordinator, who presented information on the Federal Consolidated Application noting that the plan is due July 1 and is required to access funding for these programs. It was requested that the Board review and approve the plan so it can be submitted by the deadline. Ms. Torres made a motion, seconded by Mr. Bryant, to approve the 2019-2020 Federal Consolidated Application. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 5 ayes, 0 nays. Dr. Kraft was not present for this vote.

11.3 [2019-2020 Budget Update](#): Kim Powell, Assistant Superintendent for Finance and Operations, provided information regarding technical updates needed for the FY 2020 budget in response to state funding changes. These updates will not change the total budget that was adopted for FY 2020.

Overall FY 2020 Budget

- No Change to the ALL Funds Total Budget of \$88,055,130
- Technical Change between Operating (General) Fund and Special Revenue Funds

	General Fund	Special Revenue	Total
FY 2020 (Adopted)	\$73,511,105	\$14,544,025	\$88,055,130
FY 2020 (Amended)	\$73,373,105	\$14,682,025	\$88,055,130

Designating Use of Fund Balance

- Reduced State Revenue - \$74,540
- Local Funds for NEW \$250K Maximum Security Equipment Grant - \$75,000

Action to Designate Fund Balance

- Request that the School Board approve the designation of \$150,000 of the Budgeted Fund Balance to address the reduction of State Revenue and the maximum local funds required for pending Security Equipment Grant.

Ms. Torres asked what the current fund balance is. Ms. Powell responded that \$782,000 is the current fund balance and that the best practice is three month of operational funding and that the division is well below the recommended amount by GFA. Dr. Atkins noted that the Division has an agreement with the City related to any year end fund balance. The first \$100,00 goes back to the city and the second \$100,000 is split. The current balance is a result of approximately ten years of saving.

Dr. Kraft asked what the changes are for the division to receive the grant funds. Ms. Powell responded that we have received the max in the last few application processes.

Mr. Michie made a motion, seconded by Dr. Kraft, that the Board approve designation of \$150,000 of the Budgeted Fund Balance to address the reduction of State Revenue and the maximum local funds required for pending Security Equipment Grant. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

11.4 2019-2020 Policy Update: Dr. Kendra King, Director of Student Services and Achievement, will present the 2019-2020 Policy Update for Board consideration. The annual policy update meeting for VSBA was held May 22. The recommended changes to policies were presented at that meeting.

Presented were six files with proposed changes:

1. Chart of Major Policies
2. Major Policies
3. Chart of Minor Policies
4. Minor Policies
5. Chart of Reviewed but not Revised Policies
6. Reviewed but not Revised Policies

It was requested that the Board review the policies and determine if the proposed changes are acceptable to the Board. For review purposes, anything underlined except in titles or headings is proposed new language. Anything crossed out is recommended to be deleted. Spacing and format is not formally set since changes will occur with language changes after the review. Page numbers are provided in the charts.

Policies discussed in detail included:

- BBFA/Conflicts of Interest and Disclosure of Economic Interests: request to clarify that training is for provisions of the state and local government conflict of interest (add to title).
- EBB/Threat Assessment Teams: Mr. Michie asked if the division has a threat assessment committee. Dr. Atkins responds yes and that Mr. Henderson provides oversight of that committee.

- EBCB/Safety Drills: Mr. Michie asked for clarification on what occurs during safety/lock down drills. Ms. Powell responded that the division has systematically been implementing procedures that this legislation is trying to address.
- GBEC/JFCH/KGC - Tobacco Products and Nicotine Vapor Products: Mr. Michie asked that there be signage at all school properties/venues regarding this policy.
- IGAG/Teaching about Drugs and Alcohol: Mr. Michie asked that the 3rd sentence be included in the new policy (will encourage and support a climate where students may seek help).
- IGBF/English Learners: Mr. Michie noted that the language in the policy that indicates “The School Board accepts and provides programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their 12th birthday” and that it seems to indicate that students younger than 12 are not required to be served. Dr. King will get back with Mr. Michie about the intent of that sentence.
- JFG/ Search and Seizure: Mr. Michie asked if the division has a MOU with the Charlottesville Police Department. Dr. Atkins noted that the Department of Juvenile Justice will provide some guidance, including mandatory training for SROs and that the current MOU will be reworked.
- JO/Student records: Dr. Kraft asked how the division enforces protective orders. Dr. King responded that the division follows the letter of the protective order. Dr. Atkins noted that the administrative assistants at the front desk of schools are the gatekeepers for these situations.
- KBA - request for public records: - Mr. Michie (add section A from the code section) - Staff will consider

11.5 2019-2020 School Board Member Committee Assignments: Dr. Kendra King, Director of Student Services and Achievement, presented the 2019-2020 School Board Member Committee Assignments for discussion and/or approval. During the June 1, 2019 School Board Retreat there was discussion related to proposed changes to the School Board Committee Assignments. Those changes have been applied and are highlighted in the attached list.

Dr. Kraft made a motion, seconded by Mr. Bryant, to approve the 2019-2020 School Board Member Committee Assignments. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 6 ayes, 0 nays.

12.1 Comments from Members of the Community: David Murphy thanked the Board for their hard work and provided comments of encouragement that they do what is necessary to fully fund whatever changes are made as to not overburden an already stretched staff. He noted that it will take significant funding to expand the program as described and that gifted education staffing at the high will need to be increased as well as discussed at Quest advisory committee meetings. He encouraged the Board to stay the course with a level headed and balanced approach despite the pressures.

Margaret Thornton addressed the Board with comments of encouragement that the Board keep centered.

Aven Kinley addressed the Board advocating for full support for teachers, asked what measures and data will be completed, and encouraged a results driven mindset to provide a solid foundation for all kids. She also asked what would happen if City Council does not fund the request.

Ben Henderson encouraged the Board to communicate that it is a qualitative change.

Karen Sleezer addressed the Board noting the importance of communicating that the eight additional teachers will serve all students and that it seems late to hire eight teachers.

Julie Arbolizer addressed the Board with comments related to concerns about unleveling classes without seeing a discipline plan and that she is curious to know what instruction, support and tools will be given to teachers to manage classrooms.

Amanda Nelson addressed the Board with comments of concern related to teacher supports and behavioral issues and that she would like more parent communication on events that disrupt the instructional day. She also noted that she would be grateful for help supporting administrators and teachers.

Graham Scharf addressed the Board with comments commending the increased identification to additional grades and proposed professional development for teachers. He also encouraged the Board to look at the Cambridge model and asked that the Board take similar strong measures to close the equity gap and to work with professionals to improve instructional design in all areas.

Laura Santiago addressed the Board with comments of support for the model that Mr. Scharf recommended and noted that she would like to see outcome measures identified and reviewed at a certain date and re-evaluate if not successful. She also noted that Walker teachers already struggle with discipline in classrooms and noted the potential impact to unlevelled instruction.

Ted Nelson addressed the Board with comments of concern related to the quick implementation of the plan and asked if the division is taking the necessary time.

Bekah Saxon noted that equity has been a topic of conversation on the Quest Advisory Committee for many years, that is is time to make changes and that if the division waits any longer, the already difficult situation at Walker and Buford will become untenable. She added that changes have to be made and that providing fully integrated classes may change the anger that children have and consequently may minimize some of the disruptive behaviors.

13.1 Board Member Comments: Mr. Michie thanked those who provided public comment and noted that it is a good point that the division is trying to do a lot during a short amount of time. The Board would like to move forward but if funding isn't received there may be a need to reconsider how to best implement the model.

Mr. Bryant thanked those that provided public comment and hopes that city council will fund the request to benefit all children of Charlottesville City Public Schools.

Dr. Kraft noted that she finds the community to be amazing and supportive and that they raise good questions and concerns. Encouraged the community to help advocate for the necessary funding to provide the appropriate resources.

Mr. Wade encouraged Dr. Atkins to work with Principals to allow parent volunteers and encouraged the public to contact City Council to advocate for requested funding.

Ms. Torres thanked those who provided public comment and for sharing their concerns and support and noted that she appreciates the energy that the public brings to the community and welcomes any outreach for funding. She also stated that the Board has a tremendous amount of respect for all teachers and what they have done and continue to do for students.

Dr. Atkins noted that this summer (despite the Board not taking action until August) professional development will be provided to gifted teachers. The division is still in the process of hiring general education teachers so hiring additional gifted education staff will not be an issue. She added that she recently met with a group of parents and that many of the proposed gifted education plan elements came from that meeting. Dr. Atkins also noted that the division wants the best and strongest program possible and that the Board and staff will engage with city leaders for funding and that the division will move forward with training and positioning itself to be ready for implementation.

Ms. Torres highlighted the recent communication regarding free community meals.

14.1 Superintendent's Comments: Dr. Atkins provided an update on the following activities (excerpts):

- CATEC 2019 National Signing Day
- Congratulations to our 2019 Golden Apple Award Winners!
- 2019 CATEC Completers Ceremony
- 2019 Minds In Motion
- Congratulations, Class of 2019!
- Congratulations to the CHS Girls Soccer Team!
- Congratulations to the CHS Boys Soccer Team!
- 2019 Administrative Leadership Conference

15.1 Work Session Wrap-Up - Dr. Kendra King: There was one request from the Board:

- Host Parent University meetings to present changes to the Gifted Program

16.1 Upcoming Meetings: Ms. Puryear read the list of upcoming meetings and activities.

17.1 Adjourn: The meeting adjourned at 9:06 p.m.

A video of the June 13, 2019 meeting can be located at:

<https://drive.google.com/file/d/1F0zf0IIQq0JtDPyW9sNRV-EHrGVsygkp/view?ts=5d039dfc>

Jennifer McKeever, School Board Chair

Leslie Thacker, School Board Clerk