

Meeting Minutes

In attendance:

Members:

Jessica Huntoon	Chair, Parent
Dr. Patricia Costis	Gifted Resource Teacher, Recording Secretary
Karla Stead	Sr. Coordinator, Office of Academic Rigor, Parent
Vicky Greco	Parent, Nominating Chair
Christina Ohlrogge	Parent
Tom Ambler	Community
Katie Humphrey-Morgan	Gifted Resource Teacher

Guests:

Bruce Brady	Executive Director, Curriculum and Instruction
Kim Walsh	Gifted Resource Teacher
Abbie Watson	Principal, Academy of Discovery @ Lakewood
Laura Ahmadi	Parent
Maury Howard	Parent
Jori Beck	Community
Andrew Sytsma	Gifted Resource Teacher
Dr. Karen Nelson	Gifted Resource Teacher
Jacob Becker	Parent
Tanya Scott*	Gifted Resource Teacher
Derya Durak	Parent
Catherine	Parent
LaToya Rivers	Gifted Resource Teacher

Mrs. Huntoon called the meeting to order at 6:00 pm

Introductions: All present introduced themselves and their connection to NPS

Review of Meeting Norms: meeting norms were not reviewed.

Review of meeting minutes: Dr. Costis presented minutes, but they did not share on the screen correctly. Mrs. Huntoon postponed approval of the minutes until they could be emailed to all members, read, and approved.

Public Comment: Mrs. Huntoon reminded all present of the public comment portion of the meeting and opened the floor for comment. None were recorded.

Old Business

Officer’s Slate: No nominations thus far. Mrs. Greco moved to postpone slate announcements until the School Board has voted on all applications, and we have an up-to-date listing of GEAC members. Unanimous vote carries the motion. Mrs. Greco agreed to send the GEAC job description to all active members. Asked for members to send nominations to her via email.

Senior Coordinator’s Report


No old business

New Business

What is Gifted? Jamboard brainstorming activity to define or give impressions of what giftedness is. Discussion regarding responses on Jamboard. Discussion included:

- Behaviors- grasp material quickly, thinking creatively, thinking deeper, bored with standard lesson pace
 - Negative behaviors- negative perfectionism, immaturity, mask as ADHD
- Need for different education, talent development
- State and nation definitions of gifted were included

William and Mary Needs Assessment: Mrs. Stead summarized the findings and recommendations of the researchers (from the PowerPoint)



William & Mary School of Education

- Scrutinize resources available for gifted services, particularly GRT assignments
- Evaluate training offered to NPS staff
- Evaluate gifted service offerings at elementary, middle, and high school levels
- Evaluate the quality of offerings, particularly the level of challenge and amount of work
- Assess communications among stakeholders; Students, parents, teachers, and counselors
- Evaluate the support given to students identified via Tier 2 and 3 criteria
- Determine whether identified gifted students are appropriately exited from services

Discussion Included:

- Exit protocol: do students cease being gifted?
- Available resources for services
- Quality of offerings- most directly affects gifted students
- Interdependence of all 7 recommendations
- Budget considerations to bring recommendations to fruition

Next Steps: explore Local Plan objectives, W&M recommendations. Organize a Google Drive for GEAC to share documents and work product. Exit ticket: place in the chat the highest priorities among the recommendations from the needs-assessment:

From the Chat:

Maury Howard to Everyone (7:04 PM)

1, 3/4, 6

Katherine Humphrey to Me (Direct Message) (7:04 PM)

6 and 7 seem related

Tanya Scott to Everyone (7:07 PM)

Good point! But underachievement?

Kimberly Walsh to Everyone (7:09 PM)

Some teachers use gifted services/differentiation as a punishment or reward.

Abbie Watson to Me (Direct Message) (7:10 PM)

Why does NPS not created gifted "iep" plans like other districts where they are reviewed annually?

Christina O to Everyone (7:10 PM)

all of these are important, otherwise W&M would have not prioritized them but ...will the school board come to a conclusion soon on how they will react/ will proceed/ will change/ will prioritize etc.

We can put in a lot of work and get nowhere (as often before) if we work contrary to the proceeding of the school board...

Christina O to Everyone (7:11 PM)

sorry , my laptop is so lagging behind, my personal frustration here

Tanya Scott to Me (Direct Message) (7:15 PM)

Thank you, Jessica!

Aaron Ahmadi to Everyone (7:15 PM)

In order of importance 4,3

Andrew Sytsma to Everyone (7:15 PM)

3, 4, and 6

Tanya Scott to Everyone (7:15 PM)

I agree!!

Vicky Greco to Me (Direct Message) (7:16 PM)

1, 3, 4

Karen Nelson to Everyone (7:16 PM)

I agree with Andrew - 3, 4, and 6!

Catherine's iPhone to Everyone (7:16 PM)

4,3,6

Tom Ambler to Everyone (7:16 PM)

To me 1 is most critical, but also 3/4 and 6

Me to Everyone (7:16 PM)

https://jamboard.google.com/d/1GWDtrnlaND22ZY86_CL_-c2A-28y1gY4j7ScGikuj4U/edit?usp=sharing

Vicky Greco to Everyone (7:17 PM)

1, 4, 3

Jori Beck to Everyone (7:17 PM)

Wouldn't each of these also have very different budgets/costs? That seems like an important consideration, too.

And I agree, Abbie

Tanya Scott to Everyone (7:26 PM)

How could we take the best of what we used to have and add them to current best practices?

Christina O to Everyone (7:27 PM)

1,3,4 aim to the actual quality of services 2 supports this

5, 6,7 are more practical needs addressed, which are part of gifted process but not the core

Patricia Costis to Everyone (7:28 PM)

We can make some of the recommendations in our local plan mandatory (i.e. replace "may" with "shall") in areas of grouping gifted students in elementary and training of classroom teachers at all levels

Maury Howard to Everyone (7:28 PM)

Training NPS staff for differentiation in the classroom is difficult if it's 1:24. Significant help with materials and curriculum would be needed for each teacher for the gifted kids.

Karen Nelson to Everyone (7:30 PM)

3, 4, and 6 form the foundation for requests that support what is necessary to meet the students' needs and GRT resources specified in number 1.

Catherine's iPhone to Everyone (7:30 PM)

Thank you, this was informative.

Patricia Costis to Everyone (7:30 PM)

I agree, Karen

Katherine Humphrey to Me (Direct Message) (7:30 PM)

1,4,6

Vicky Greco to Everyone (7:30 PM)

Thanks so much!

Abbie Watson to Everyone (7:31 PM)

I'd like to explore cohorting of Gifted students. Not necessarily all of them in the same room but similar to how we handle sped students. not making sure they are more than 50% of the class

The meeting adjourned at 7:30 pm.

Formal Recommendations to the School Board (2018-2019)

Recommendation #1: Communication - GEAC recommends NPS allocates additional resources to Gifted Education Academic and Rigor Services (GEARS) focused on improving communication/education efforts.

Recommendation #2: Gifted Referral Benchmark- GEAC recommends the current NPS gifted referral benchmark be increased from 70% to 90% incrementally over a three-year period.

Recommendation #3: Centralized Management of Gifted Services- GEAC recommends centralized oversight of the Gifted Local Plan to insure fidelity of services, versus the current site (school)-based management system.

Recommendation # 4: Guidance Counselor Training / School Counselor Collaboration with Gifted Resource Teachers- GEAC recommends guidance counselors be mandated to complete gifted education training.

Recommendation # 5: Increased course options-GEAC recommends NPS increase opportunities for appropriate electives available to targeted students, students, especially within specialty programs geared for gifted/high ability students.