**Deb’s notes from the CANDO/Gifted Services Committee Meeting, 24 Oct. 2013**

(this meeting was rescheduled from its original Sept. 23 date)

Attendees:

* Dr. Brad Newkirk, Chief Academic Officer, BPS
* Dr. Kelley Karnick, Director of Curriculum and Instruction, BPS
* Dr. Pam Ciway, Mrs. Julie Allen and Mrs. Julie Preble—BPS Elementary School Gifted Coaches
* Deb Grizzell, Heidi LeRette-Kauffman, Jodie Pufundt, JBN School Liaison—CANDO Executive Board
* Colleen Nylund, HWS; Kerri Still, RMS; Eileen Pasero, HCS; Kathleen Barth LWS—CANDO School Liaisons; and Katherien Oosterwald, RMS Parent

Dr. Newkirk opened the meeting by talking about the efforts BPS makes to attend to the social and emotional needs of ALL BPS students, including gifted students. He said the experience of gifted and talented students is dependent on the particular staff person interacting with them. There are not systems in place to delivery of social/emotional development services for gifted and talented students in BPS.

Newkirk pointed out that BPS has long had Wellness in the curriculum structure for all Elementary students.

Dr. Ciway added that she is encouraging participation by LWS faculty/staff in a webinar on the subject of “Perfectionsim”, and feels similar opportunities would benefit staff across the district.

Dr. Newkirk responded to a question about social/emotional support for g/t students at RMS by stating that there are three guidance counselors at RMS. All three are members of the American School Counselors Association. He explained that their main area of focus with middle school students, especially gifted students, is in the area of academic motivation. Newkirk explained that they target intervention for students who have an apparent “gap between standardized testing and their grades” in coursework.

Deb Grizzell then introduced the materials provided by CANDO, which contain anecdotal information from parents who attended CANDO-sponsored focus groups in September; as well as information gathered by CANDO Exec. Board members in our literature review on the topic of “The Unique Social and Emotional Needs of Gifted and High-ability Students”. That information will be posted on the CANDO website.

Discussion from the group on the CANDO-provided information centered on the following points:

* Gifted students have higher expectations than their peers’ which leads to higher incidence of frustration
* Gifted students have difficulty with group projects. Related to the above, they typically feel they have to “carry the load” for group members whose contributions to the project don’t meet the gifted student’s expectations.
* Teachers frequently pair gifted and high-ability students with struggling students. This is not always a helpful pairing for either student.
* Perfectionism is a particular issue of concern for gifted and high-ability students. This is especially true for gifted and high-ability middle school girls, who are at particular risk for social and emotional difficulties.
* G/t students involved in group projects might enjoy and benefit from discussion of the “meta-process”—talking about the dynamics of their group and each members contribution.
* BPS staff at all levels could benefit from professional development/inservice training on the unique needs of gifted and high-ability students. This could possibly occur in the context of regularly scheduled faculty meetings at all schools, and could be delivered by Gifted Coaches, Guidance Counselors and/or CANDO parents or other professionals from outside BPS.
* There are webinars and other resources available on this topic for use by educators and guidance counselors.