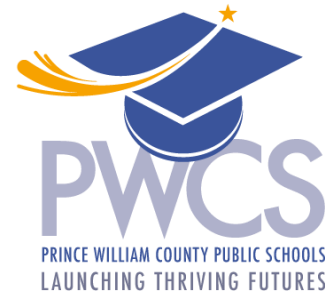


Gifted Education Advisory Committee Minutes
March 24, 2026, 7:00 p.m. - 8:30 p.m.
KLC Room 1101



Attendees

Role	Name	
Facilitators	Heather Ramsey, Chairperson and Brenda Bailey, Supervisor	
Invited	Gifted Advisory Committee Members	
Attendees	<p>At Large: Joseph Longobardo: Present</p> <p>Brentsville: Merianne Jensen: Absent</p> <p>Coles: Vacant</p> <p>Gainesville: Rebecca Chavez: Absent Alene Devereaux: Present Lisa Fox: Absent</p> <p>Neabsco: Adria Cooper: Present</p> <p>Occoquan;: Vicki Kieu: Absent Mary King: Absent</p> <p>Potomac: Stacy Davis: Present Heather Ramsey: Present</p> <p>Woodbridge: Vacant</p>	<p>Gifted Resource Consultants: Kerry Adkins: Absent Dan Bredbenner: Present Bridget Pine: Present</p> <p>Admin Consultants: Andrew Buchheit: Present Melissa Edmonds: Present Jackie Overton: Present</p>

Meeting Outcomes:

- *Members will hear from seniors representing each high school about their experiences in the gifted program.*

Agenda

Topic	Time	Meeting Outcomes	Minutes
Call to Order	7:00 p.m.	Meeting called to order	Mrs. Ramsey called the meeting to order at 7:02pm.
Minutes	7:03 p.m.	Approval of February 2026 minutes	<p>Corrections: None.</p> <p>Motion for Approval Made By: Mr. Longobardo</p> <p>Motion Seconded By: Ms. Devereaux</p> <p><u>Approval Votes</u> At Large: Yes Coles: Vacant Brentsville: Absent Gainesville: Yes</p>

			<p><i>Neabsco: Yes</i> <i>Occoquan: Absent</i> <i>Potomac: Yes</i> <i>Woodbridge: Vacant</i></p>
Citizen Comment	7:05 p.m.	Opportunity for citizen comments	No citizens appeared to offer public comment.
Parent Visit Feedback	7:09 p.m.	Parents are invited April 21 (Tuesday) from 7:00pm to 8:30pm to share feedback from school visits.	If members cannot attend, please email feedback to Ms. Overton.
DEIC	7:10 p.m.	Dr. Michelle Shelton will gather feedback and recommendations related to students and staff in Advanced Academic programs, particularly for underrepresented student groups	Dr. Shelton presented on Elevate 2030 Recommendations for Advanced Academics. The overall impact goal in Elevate 2030 is completion of advanced (AP, IB, Cambridge) or dual enrollment courses by underrepresented student groups will increase by 10 percentage points. Members worked in small groups to develop written recommendations on expanding equitable participation while strategically ensuring the successful completion of advanced courses for our underrepresented students.
Senior Student Panel	7:27 p.m.	Senior representatives from each high school share about their experience in the gifted program	<p>Senior students representing 11 high schools shared their experiences with the gifted program.</p> <p>Ms. Bailey asked the students about their favorite parts of the gifted program. Students appreciated the opportunity to engage in hands-on activities, out of the box and critical thinking, argument-based learning, and field trips.</p> <p>In response to a question about seminar topics, students called out the philosophy and ethics components where there isn't a clear answer; learning why things happen; what makes something real; addressing controversial topics; the opportunity to think deeply about who they are as individuals; and architecture.</p> <p>Ms. Bailey asked about the value of the gifted courses versus weighted, advanced academic programs, such as AP classes. Students noted that gifted classes allow them to ask the why, as opposed to just learning content; gifted classes, because they are not graded, provide a free space to learn in a much less stressful environment; the gifted space promotes individualism, independence, and student-led learning; students take AP classes for college credit and other advanced classes for grades, whereas in gifted the goal is to learn to think</p>

			<p>critically; and AP classes are lecture style, but gifted classes are discussion-based.</p> <p>Ms. Bailey prompted the students to identify barriers that students confront in choosing to attend gifted seminars. Students provided many responses, such as missing one AP class period puts students behind; a perception that gifted classes won't help you get into college; seminars that are only offered once a month and which often conflict with testing; and some teachers do not encourage students to miss their class to attend a gifted seminar.</p> <p>Ms. Bailey asked about students' standout projects or units from elementary or middle school. Students recalled a fourth-grade language unit that allowed them to explore different foreign languages; puzzle-work and hands-on experiences in elementary school, such as the Rubik's cube unit; and an invention unit in elementary school that allowed students to share their work with their peers. One student shared that their elementary school program focused on STEM and she was identified for humanities, and this wasn't ideal for their growing confidence.</p> <p>Ms. Bailey solicited students' ideas for improving the gifted program. Responses included a focus on improving seminars, such as advertising them better, opening Socratic seminars to non-gifted students, making them mandatory, and expanding access to seminar classes to non-seniors that are identified by teachers as heavily involved in class participation; and developing a better flow between elementary/middle/high school. Several students debated the value of expanding the seminars to more students.</p>
Adjourn	8:25 p.m.	Meeting is adjourned	Ms. Ramsey adjourned the meeting at 8:25pm.