

**School Board Meeting:**

January 24, 2011

**Subject:**

High Potential Services  
Coordinator

**Presenter:**

Pam Miller

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**SUGGESTED SCHOOL BOARD ACTION:**

Recommend board approval of a 1.0 FTE High Potential Services Coordinator.

**DESCRIPTION:**

At the January 10, 2011 board workshop, the gifted education coordinator position was reviewed. Two options were presented for consideration: a 0.5 FTE Quest & Enrichment Coordinator, and a 1.0 FTE High Potential Services Coordinator position. Needs of high ability students exist beyond the Quest program and the enriched classes at BCMS and BHS. A 0.5 FTE would not be able to fulfill those needs beyond coordination of the programs in place. The 1.0 FTE High Potential Services Coordinator would provide the district the support needed for teachers and administrators in ensuring we are providing adequate challenge and rigor to all our students. An outline of the job roles and responsibilities of this position were presented at the January board workshop, and are outlined on the following page.

**Financial Implications**

A commitment to the full-time 1.0 FTE position would be no change from the current budget. It would be a recommitment to the position rescinded during the budget reduction process in 2008-09.

**Next Steps**

Following board approval a description can be fully developed, the position can be posted, and a coordinator hired for the 2011-2012 school year.

**BHM High Potential Services Coordinator**  
**Potential Job Role and Responsibilities**

<b>Roles and Responsibilities Related to Quest Programming &amp; Enrichment Classes</b>	<b>Roles and Responsibilities Related to Providing Additional Support &amp; Opportunities for High Potential Students</b>
<p>Test and identify students for:</p> <ul style="list-style-type: none"> <li>• Quest program</li> <li>• 6<sup>th</sup> grade enriched English &amp; math courses</li> <li>• 9<sup>th</sup> grade Enriched Science</li> </ul> <p><i>This process includes the following tasks:</i></p> <ul style="list-style-type: none"> <li>• Identify potential students by surveying MAP data</li> <li>• Update and send communication to parents about program availability</li> <li>• Collect applications; create spreadsheets; begin entering student test data</li> <li>• Schedule test dates at all elementary sites and BCMS</li> <li>• Score all tests; record and sort data</li> <li>• Meet with Quest application review committee</li> <li>• Notify parents of student placement</li> <li>• Record all test data in Infinite Campus</li> </ul> <p>Provide Quest Program support:</p> <ul style="list-style-type: none"> <li>• Observe in classrooms</li> <li>• Work with teachers to develop curriculum during professional development days</li> <li>• Work with teachers who will be new to the program</li> <li>• Plan for new classes to be implemented (grades 2-3, 7)</li> <li>• Write grants for technology</li> <li>• Market and publicize the Quest program</li> </ul>	<ul style="list-style-type: none"> <li>• Provide acceleration testing, data analysis, and related teacher/parent meetings; incidental testing of new students for programs; provide recommendations to early entrance considerations</li> <li>• Provide consultation services in elementary buildings for students who need additional challenge</li> <li>• Develop alternatives for elementary students not in the Quest program</li> <li>• Provide consistent consultation services available at all district sites</li> <li>• Provide recommendations for continuous improvement in all curricular areas with respect to high potential students</li> <li>• Provide some direct experiences for elementary students (i.e. Math Masters, Science Rocks, YAYA)</li> <li>• Develop an identification system with special consideration given to non-traditional high ability learners</li> <li>• Create extension materials for reading/math/other content areas</li> <li>• Facilitate professional development opportunities for staff</li> <li>• Offer parent education classes for parents to gain skills in working with the unique needs of their children</li> <li>• Provide regular communication opportunities for parents and teachers through a variety of formats</li> <li>• Guide the district programming and use of high-quality instructional strategies through research and communication of best practices with high ability students, including grouping practices</li> </ul>