

**School Board Meeting:**

January 10, 2011

**Subject:**

Gifted Education Coordinator

**Presenter:**

Pam Miller

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**SUGGESTED SCHOOL BOARD ACTION:**

Report only. Action will be taken at the next school board meeting.

**DESCRIPTION:**

**Background**

BHM Schools has a long history of supporting gifted education. From the initial creation of the program in the 1980's, the program expanded to the point where five full-time coordinators provided direct services to students and support services to teachers at all district schools. As a result of budget reductions, at the start of the 2008-2009 school year, gifted education staff was reduced to two coordinators. The second round of budget reductions approved included the elimination of the two remaining gifted education coordinator positions. Board action in the spring of 2009 rescinded one position for a two-year commitment. This final one position is scheduled for elimination at the end of the 2010-2011 school year, unless the board takes additional action to continue with a gifted education coordinator model.

**Rationale for proposal**

A need for specific support for gifted students remains. Our gifted students who are not in the Quest Program currently receive limited support beyond what the classroom teacher can provide compared to our Special Education students. Classroom teachers and principals must make critical decisions regarding appropriate programming for students who need adapted curriculum, such as more challenging math and reading curriculum. These situations sometimes require accelerating students into higher grades for a single subject or for the entire day. These decisions need to be thoughtfully made, based on data, to be in the best interests of the child, and require the guidance of someone knowledgeable about the needs of gifted students. If the best decision is for the child to remain at their current grade level, classroom teachers need support to design appropriate differentiation to keep the student challenged.

Creating the Quest program has provided a wonderful option for our most gifted 4-6 graders to receive full-time instruction at their intellectual level. There remains a need for someone to identify high potential students and assess them for inclusion in the Quest Program. We have also created a number of enriched

classes at BCMS and BHS, and the same need to identify and assess potential students remains for these classes.

An important role of a gifted education coordinator is to communicate with and support parents of gifted students. Parents often have questions regarding their son/daughter’s education and needs. The gifted education coordinator often serves as a liaison between the classroom teacher, the school, and home.

Continuation of a district level of support in gifted education is crucial to the success of the Quest program and other high ability students in our district.

**Coordinator Options**

Two options are outlined here for consideration of gifted education services within our district and into the future. The first option is to provide a 0.5 FTE Quest & Enrichment Coordinator. The second option is to provide for a 1.0 FTE High Potential Services Coordinator. These two options and the level of service that position could provide are outlined in the table below.

<b>0.5 FTE</b>	<b>1.0 FTE</b>
<b>Quest &amp; Enrichment Coordinator</b>	<b>High Potential Services Coordinator</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><i>All roles and responsibilities listed under the 0.5 FTE would be included in this position. In addition, the 1.0 FTE could include the following roles and responsibilities:</i></p> <ul style="list-style-type: none"> <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</li> </ul>

<p>Provide acceleration testing, data analysis, and related teacher/parent meetings; incidental testing of new students for programs; provide recommendations to early entrance considerations</p> <p>Provide consultation services in elementary buildings for students who need additional challenge</p> <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>	<p>reading/math/other content areas</p> <ul style="list-style-type: none"> <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>
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**Financial Implications**

A commitment to the full-time 1.0 FTE position would be no change from the current budget.

Gifted education staffing commitment

Prior to 2008-09	5.0 FTE	3.0 Elementary Gifted Ed Coordinators 1.0 BCMS Gifted Ed Coordinator 1.0 BHS Gifted Ed Coordinator
2008-09	2.0 FTE	1.0 Elementary Gifted Ed Coordinator 1.0 Secondary Gifted Ed Coordinator
2009-10	1.0 FTE	K-12 Gifted Ed Coordinator
2010-11	1.0 FTE	Part-time Gifted Ed Coordinator Remaining 0.6 FTE provided to BCMS Quest
2011-12	Option #1 0.5 FTE	Quest & Enrichment Coordinator
	Option #2 1.0 FTE	High Potential Services Coordinator

### **Evaluation**

The coordinator position would work in a district capacity under the supervision of the Director of Teaching and Learning, who will evaluate the coordinator and the services provided therein.

### **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.