



Administrative Unit

Administrative Unit name: Fort Lupton/Keenesburg - 21490	Region: North Central	
Name of Lead District Superintendent: Alan Kaylor Name of Gifted Education Director/Coordinator: Arby Burkhardt (Rachelle Franklin)	Email: aburkhardt@weld8.org	
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Number of Districts within Administrative Unit: 2	
Member District	Superintendent Name
Weld Re8	Alan Kaylor
Weld Re3j	Greg Rabenhorst

12.02(2) **Comprehensive Plan** "...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU's program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules"

Directions:

Write the administrative unit's description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

Procedures for Parent, Family and Student Engagement and Communication

The Ft Lupton / Keenesburg Consortium supports Parent, Family and Student Engagement and Communication through multiple resources; CDE website, district handbook, Google Drive sites, district website that includes GT section, letters home and teacher training.

- Each district has a parent handbook and building GT liaisons as resources for parent questions or concerns.
- Information is provided to parents at parent nights and teacher conferences
- Frequently, GT information is reported through the local newspaper.
- A series of handouts describing characteristics of giftedness for parents, teachers and students.
- Parents are included in the development of the student's ALP and are updated at parent/teacher conferences.



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- ALPs are housed in the APAS section of ALPINE for ease of access and ability to update and share with parents. Yearly, ALP meetings are held as well as parent interactions at parent/teacher conferences.
 - Each district has several opportunities for programming options to include, but not limited to: honors classes, AP classes, GT mini-classes, affective education lessons, Battle of the Books, and Mad Science.
 - Each district also has concurrent enrollment with AIMS and Ft Morgan Community College.
 - Students are able to participate in career and college fairs, college nights, CSU college partnership (Ft Lupton), and college parent nights.
 - Families are able to attend informational nights covering topics of; completions of FASFA, college applications, weekend ACT prep classes.
 - Interpreters are available and correspondence from counselors is available in English and Spanish.

AU Focus

The Ft Lupton / Keenesburg Consortium has taken the first steps to providing more consortium oversight and support to each district. Each district is taking an opportunity to better define our GT programming and support to students by consistent, predictable communication throughout the system. We have participated in the CDE screening grant and will be applying for additional grants in the future. From the data collected in the screening process, we are providing professional development to teachers, and information to parents, regarding student's whose strengths are in non-language based learning.

Definition of "Gifted Student"

The Ft Lupton / Keenesburg Consortium uses the state definition of gifted students; "Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. We identify students in all area as defined by the state of Colorado and offer appropriate programming in each identified area; General or Specific Intellectual Ability, Specific Aptitude; Creative or Productive Thinking; Leadership Abilities; Visual Arts, Performing Arts, Musical or Psycho-motor.

AU Focus:

Assure that the definition is available to all stakeholder; parent/guardian, teachers, staff, and students through the district's website, GT handbooks and consultation with building liaisons.

Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

The Ft Lupton / Keenesburg Consortium identifies students in each category of giftedness outlined in the state definition; General or Specific Intellectual Ability, Specific Aptitude; Creative or Productive Thinking; Leadership Abilities; Visual Arts, Performing Arts, Musical or Psycho-motor. Specific information and an identification flowchart can be found on respective district web sites www.weld8.org and www.re3j.com.

- Building liaisons have testing material, screening data, state and district assessment information and observational forms to make informed decisions.



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- Information, including appropriate assessments, regarding students that are acquiring English is taken into consideration in the process of determining eligibility.
 - Parent and staff handbooks have information, that is aligned with state guidelines, available to all stakeholders about the identification process and the requirements of identification.
 - Building teams consisting of no fewer than 3 people, one having expertise in the area of gifted identification meet on a monthly basis to assure that all referrals are reviewed within 30 days.
 - A body of evidence that includes GT ID checklists, teacher/parent interviews, and a portfolio of authentic works is used to determine eligibility. A BOE worksheet is available to organize and document information. Additionally, district GT liaisons meet regularly throughout the school year to discuss inter-rater reliability between building teams.

Consortium-Approved Assessments for Identification of Gifted and Talented

Administrative Unit: Re8 and Re3j

Based on Matrix of Commonly Used Measures, CDE,

Department of Gifted Education

- **TESTS OF COGNITIVE ABILITIES:** Cognitive Abilities Test Form 7 (Reasoning and Problem Solving using verbal, quantitative, nonverbal symbols.) and Naglieri Nonverbal Ability Test, Third Edition (Reasoning and Problem Solving using nonverbal symbols)
- **ACHIEVEMENT TESTS:** ACT consists of subject area tests in: English, Mathematics, Reading, Science, and optional Writing. Acuity (former Re3J) measures growth and progress within and across grades, Colorado Measures of Academic Success is a standards-based summative assessment of ELA, Mathematics, Social Studies, and Science, Galileo (current Re8) assesses student progress in reading, math, writing, and science, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (former Re8 and current R3J) assesses progress on Common Core State Standards, PSAT assesses academic readiness for college.
- **OBSERVATION/BEHAVIOR SCALES:** Scales for Identifying Gifted Students (SIGS) provide teachers and parents to measure general and domain-specific characteristics (language arts, mathematics, science, social studies, creativity and leadership, Gifted Rating Scales (GRS) measures intellectual, academic readiness, motivation, creativity, and artistic talent.
- **ADDITIONAL SUPPORTING INFORMATION:** Kingore Observation Inventory 2nd Edition (KOI) identifies GT behaviors in students and provided differentiation instruction to teachers to properly educate their GT students, Art Portfolio is juried by a team of art teachers and local artists with CDE-advised rubric.

CDE guidelines are used for the identification of each category of giftedness, to assure portability. Data is collected and noted on individual student data catchers and data tracking sheets.

- The 95th percentile or above is used on aptitude and performance assessments.
- Not meeting criteria on a single assessment does not prevent further consideration for identification. Criteria for identification includes; data from screening tool, teacher or parent referral, a standardized assessment tool as well as, district assessments and collected data.
- The team also considers non-qualifying students for the talent pool to ensure ongoing monitoring and provided enhanced learning opportunities.
- A district parent letter is sent home to make parents aware of the identification results and decisions of the building team, as well as, include them in the development of the ALP. New students transferring into our districts with an ALP will have that ALP reviewed immediately and added to the roster as appropriate. If transferring information is incomplete, all efforts will be made to gather previous data as well as create a body of evidence to determine eligibility for GT services or inclusion in the talent pool.



AU Focus:

Ft Lupton / Keenesburg Consortium will continue to focus on system supports to identify students including those with strengths in non-language based learning, dual language learners and underrepresented populations by increasing understanding and recognition of giftedness in these populations. We will continue to review our district demographics as each district grows/changes and be aware of any disproportionality that may become evident.

Advanced Learning Plan Content, Procedures and Responsibilities

- ALPs are written for all GT identified students within APAS/Alpine system.
- All teachers then have access to the student's data, which includes a description of the student's body of evidence. ALPs/APAS require teachers signatures. Teachers and school counselors are responsible for the instructions and progress toward ALP goals in consultation with the building liaison.
- IC has a "flag" to make all teachers aware of a GT specific plan
- All levels (elementary, secondary) are encouraged to include students, as well as teacher, parents and support staff, in the development of the ALP.
- Smart goals are standards-based and are written in the area of strength and giftedness.
- ALPs are written annually, monitored and reviewed twice a year at parent/teacher conferences.
- ALPs are transferred as students matriculate between elementary and secondary schools in the spring of each year in a formal meeting between building liaisons.
- Individual ALPs reflect a students affective goals, supplemental curriculum, activities, instructional strategies, and extended opportunities.
- Parents are engaged in the development and implementation of the ALP goals; meetings, phone calls or written communication. Documentation of parent involvement is included in ALP/APAS.
- All ALPs for students transferring into the district are reviewed by the building liaison and the building team immediately. Any incomplete information, or inconsistencies with the state identification of GT are resolved at that time.
- Each district works toward the identification of twice exceptional students; however, there are few identified at this time.
- ALPs are transferred between grades and schools personally by the building liaisons and in Infinite Campus.
- ALPs are kept in Alpine and available to building liaisons as students move between schools and levels.

AU focus:

- ALP will be used as a greater focus for post-secondary readiness with strategies, activities and individual considerations included.
- Assure that ALPs articulate a transition process when students move to the next school level.

Programming for GT students in the Consortium varies by schools. Our districts represent single elementary schools with few identified students and a large talent pool to a small school with many identified students and several more in the talent pool. Each building liaison works closely with the



general education staff to meet the needs of the identified students and students in the talent pool. Frequent conversations serve to build capacity among GT building leaders.

- GT building liaisons work with classroom teachers to provide first, best instruction with differentiation and enrichment.
- All students, especially secondary students, are involved in writing meaningful ALPs.
- Affective needs are addressed through small group pull out programs or within mini class instruction. School counselors and School Psychologists are available to see GT students directly or through consultation.
- Secondary students are able to participate in concurrent enrollment with Aims Community College or Ft Morgan Community College.
- Pre-AP and AP classes are available, as well as, credit recovery if necessary.
- Several community resources have been identified to meet the need of students identified with specific talents if the schools are not able to meet the identified needs.

AU focus:

- Continue to provide strategies to enrich and differentiate instruction within the regular classroom.
- Provide professional development regarding differentiation for all students, including students with strengths in non-language based areas, dual language students and underrepresented populations.

Programming

Programming within the consortium meets the needs of GT students by providing classroom differentiation, enrichment activities, providing student choice and encouraging student ownership and self advocacy.

- Elementary programming: flexible grouping, compacting curriculum, student contracts related to content and other interests, monitoring services to adapt to student needs, project based learning, cross grade/cross school instruction with academic peers, Battle of the Books, MTSS process, given additional time as an accommodation, meeting with building liaison, strong AVID program.
- Secondary programming: monthly meetings with GT students and HS liaison, student choice of electives, Honors classes, AP classes, dual enrollment, college visits, strong AVID program, MTSS process, given additional time as an accommodation.

AU Focus:

- Strengthen the connection between ALPs and post-school outcomes
- Archive student product/authentic product for future audience or personal portfolio
- Support working with academic peers, in area of strength, on authentic work
- Strengthen classroom teacher's participation and monitoring of ALP goals in content area
- Provide guidance on the identification of twice exceptional students in the area of Autism Spectrum Disorders.

Evaluation and Accountability Procedures

Gifted student achievement and growth data are disaggregated when the district accountability teams meet to report out to stakeholders.

- Unified improvement plans in each district are considerably different. Re3j reviews the UIP addendum bi-annually and Re8 modifies the UIP annually.



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- Unified improvement plans addendum's are based on student achievement.
 - Affective growth, based on goals outlined in the ALP, is measured and monitored to ensure continued development through self-reporting, goal setting, reflections, and conversations with teachers and GT liaisons.
 - An annual program self-evaluation includes administrators, teachers, principals and GT building liaisons. Each provide feedback based on CDE tools, observations and parent input.
 - Each school board is updated annually in regard to GT program plan, district leadership teams discuss programming, process and needs within individual buildings.

AU Focus

- Assure monitoring of affective needs of all students, including students with dual language, non-language, and underrepresented populations.
- Participate in an AU self-assessment in the spring of 2017 with all stakeholders.

Personnel

GT responsibilities are within the job descriptions of Director of Special Education (Re8) and the Director of Support Services (Re3J). Each district employs GT building liaisons (5 in Re3j and 8 in Re8) to meet the needs of students. We have an additional .5 FTE that works for the consortium.

- GT staff oversee identification, provide programming to students, develop ALPs and provide support to staff, parents and students.
- The AU does not employ paraprofessionals to act as sole instructional providers.
- All teachers of core academic areas are highly qualified.
- Re8 participates in a partnership with CSU to promote student advancement to college. CSU partners make field trips to campus, college exploration, and academic counseling available to students.
- Each district provides funds for building liaisons to attend at least one professional development conference/seminar per school year.

AU Focus:

- Continue to employ staff necessary to provide GT programming and services to support individual student needs

Budget

An annual budget plan is submitted to the state which reflects state funding and AU contributions. All budget dollars go to salaries and stipends for GT personnel in the Consortium. Additional general fund dollars may be used for supplies, PD and training for building liaisons, college visits and services to support ALP goals.

Coordinated services to both districts regarding professional development are funded.

AU focus:

- Continue to provide salaries from GT budget.

Reports



The consortium is current with GT submissions to CDE including; UIP addendum, budgets, data pipeline submissions, the comprehensive and annual program plan.

Gifted data is disaggregated annually by grade level, free and reduced lunch, ethnicity, and areas of giftedness.

The consortium complies with all requirements of accreditation with regard to; GT achievement, growth, disparities, and identification.

AU Focus:

- The consortium districts will use results from disaggregated data to drive discussions, connecting data to district initiatives.

Record Keeping

- Financial records are kept and managed through the business office.
- Any equipment, assessments and books, that were purchased for the purpose of GT programming are inventoried and kept in the administrative offices.
- ALPs are housed in APAS/Alpine and are a part of the student's cumulative record. GT identification is noted on IC.
- Student records are purged 5 years after graduation.
- All individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students.

AU focus:

- Continue to maintain all records in Alpine.

Procedures for Disagreements

Parent/guardians and students are a part of the decision-making process regarding identification, programming and writing the ALP. Process and procedure for resolving disagreements are written in our handbook as well, parents/guardians can appeal decisions by informing GT personnel or building administration of their concerns. Building team, in collaboration with district GT administrator, has the final decision regarding the dispute.

AU focus:

- Review each district's handbook and website to assure parents/guardians have easy access to procedures for disagreements.

Monitoring

The consortium complies will all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students.

The consortium districts monitor annual and comprehensive plans, enrollment and annual performance reports through monthly GT staff meetings.

The consortium participated in the CDE review in 2013 and corrected all areas of non-compliance.



AU focus:

- Begin preparation of documentation for next C-GER.