



Administrative Unit

Administrative Unit name: Weld 6, Greeley - 62060	Region: North Central	
Name of Gifted Education Director/Coordinator: Amy Tuttle	Email: amyt@greeleyschools.org	
Director’s mailing address: 1025 9th Avenue, Greeley, Colorado 80631	Phone number: 970- 348-6224	Fax: 970-348-6233

Name of Superintendent: Deirdre Pilch	
Superintendent’s signature:	Date:

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

District 6 provides a wide variety of methods to keep parents, families, and students engaged in the educational process. When stakeholders work together, the gifted student benefits from the cohesive support.

On the main district web site, there are quick links to the [Gifted Education web pages](#) to help parents access key information about our gifted programming. Included on these pages are:

- Gifted Program Mission/Vision
- Gifted and Talented Updates
- Quick Links:
 - Is My Child "Gifted"?
 - Resources for Parents
 - Events Calendar
 - Handbook
 - Resources for Students
 - GT Advisory Council
 - Brochures
 - Resources for Educators
 - In the News & Events
 - Contact Us/School Info



All of the GT Specialists also provide information on their schools' web pages which allow them to communicate with parents and students at each building. All of the district and school web pages can also be translated into other languages. (Some examples of school gifted web pages include: [Chappelow K-8](#), [Meeker Elementary](#), [Greeley Central High School](#).)

[The Gifted and Talented Program: Parent and Community Handbook](#) is available online as well as provided in hard copy at parent-teacher conferences. It outlines for parents:

1. What does "gifted" mean?
2. Are goals different for gifted students?
3. Characteristics of gifted children
4. Profiles of the Gifted and Talented
5. Social emotional needs of gifted children
6. Strengths and challenges of gifted children
7. How are students identified as gifted?
8. What are Advanced Learning Plans?
9. How is the programming designed?
10. What can I do to support my gifted child?
11. Gifted characteristics of special populations
12. What if my child is underachieving?
13. How can I support gifted education in CO?
14. How can I talk to teachers?
15. What are the steps if I disagree?
16. What are some good resources?
17. Definitions and terms

This handbook and all its information is also available in [Spanish](#), which is the other main language in District 6. Although this handbook is only available in the two main languages, there are district translators available for parents who may require support in other languages.

District Level. In addition to the web pages and the handbook, parents can also gain insight into gifted education by participating on the GT Advisory Council that meets throughout the school year to address gifted education in this district/community and topics in the field of gifted education at large that are relevant to the work in the district. District 6 also holds a GT Parent Institute each April to listen to keynote speakers, attend sessions on gifted education, visit tables that provide information about opportunities for gifted students (Gifted Summer Opportunities, Concurrent Enrollment, IB/AP Programs, etc.), and ask questions of a district panel. Topics may include parenting gifted students, fostering creativity, working with educators to meet your child's needs, supporting college/career planning, gifted programming options in District 6, etc. There is also an optional lunch at a local restaurant that parents can participate in after the GT Institute so they can continue the discussions in an informal setting with the conference speakers, GT Specialists, and other district administrators. Translators are present at these institutes for any languages that parents request when they register, and a special microphone/headset system is utilized so that a translator can translate for multiple parents in the same session. Throughout the school year, parents can set up meetings with the district gifted coordinator, email, or call to discuss any topics or ask any questions.

Building Level. The district has 10.0 FTE designated for GT Specialists. Each of these educators are assigned 1-3 buildings, and they provide group parent meetings, individual conferences, emails, letters, phone calls, and/or other services to connect with the parents in each building. Parents are invited to attend special events like Spelling Bee competitions or Young Chautauqua performances, and they can also volunteer to support activities like Battle of the Books, History Day, or IB Art Museum field trips. It is important for parents to share in the education of their gifted students, and



all parents are invited to provide input on the Advanced Learning Plans of their gifted children, either in person, via email, or by phone. Part of the ALP meetings for secondary students includes conversations surrounding post-secondary college/career goals, and these goals are then aligned to the academic and/or affective goals on the ALP, and may include discussions surrounding the variety of concurrent enrollment opportunities that are available to students in the district. The GT Specialist at each school sends out information regarding ALP progress and assessment data to each gifted student's parents.

Targets for Improving or Enhancing Engagement and Communication:

- 2016-2017:
 - Simplifying the process for parent participation on the GT Advisory Council
 - Training middle school and high school level GT Specialists in Naviance to consider moving the secondary ALP process into this system from Enrich in order to more closely align with ICAP and use Naviance to send out regular updates to parents and families.
 - Take the Stakeholder Surveys housed in the Data Management System and convert them to Google Docs. Vet the questions via the GT Advisory Council and make any changes deemed necessary.
 - Get the final surveys translated into multiple languages.
- 2017-2018
 - Implement the new student and parent surveys and provide QR codes to the surveys for parents on each school's website, newsletter, and on posters at conferences. Set up a computer at parent-teacher conferences where the GT Specialist can help parents and students access the surveys.
 - Share teacher and administrator surveys with staff via email links.
 - Share the survey results with the GT Advisory Council, analyzing program strengths and weaknesses.
 - Ask GT Advisory Council to recommend programming changes to improve weak areas.
- 2018-2020:
 - Continue the stakeholder survey process.
 - Continue analyzing results for program strengths/weaknesses.
 - GT Advisory Council will continue monitoring progress toward improvement areas and suggest changes, as needed.

Definition of "Gifted Student"

Gifted children is defined by District 6 as those school-age children and youth (ages 4-21) whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- General or Specific Intellectual Ability
- Specific Academic Aptitude
 - Reading
 - Writing
 - Mathematics
 - Science
 - Social Studies
 - World Languages
- Specific Talent Aptitude



-
- Visual Arts
 - Performing Arts
 - Musical Abilities
 - Dance
 - Psychomotor Abilities
 - Creative or Productive Thinking
 - Leadership Abilities

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

The student identification process seeks to find and recognize those students who fit the definition of giftedness as defined by The Exceptional Children's Education Act (ECEA) or who demonstrate strong potential for giftedness in one or more areas of academic endeavor. The identification process has been developed to help teachers, counselors, principals and parents make responsible decisions about the learning needs of such students. It is a method for collecting data to determine programming which is in the best interest of individual students. The sole purpose of identification is to guide the educational process and serve youth. Given that children's talents and abilities undergo processes of change, the identification process also demands periodic reassessment related to the area(s) of talent or giftedness and the need for changing educational services.

TARGETS FOR IMPROVING OR ENHANCING THE DEFINITION OF GIFTED

In Summer 2016, the District 6 Student Information Systems (SIS) department worked to develop improvements in the Infinite Campus system that will be implemented during our 2016-2017 school year. These improvements include adding a flag for every identified gifted student so that the teacher will see the indicator on every class roster. Additionally, SIS added a "Gifted" tab that will house the student's area(s) of identification and the evidence that was used to make that determination in alignment with the portability rules. Previously a large hard-copy profile document goes into each identified student's cumulative folder, but there have been issues when this document gets misplaced or not returned when a student re-enters the district. Because it is often the only record of the original identification data, by moving to this new electronic tab in Infinite Campus it creates a long-term identification record that will not only be accessible by district schools, but it can also be utilized by our charter schools who don't use the Enrich system. This creates better documentation for students who are mobile and may move in and out of district and charter schools. The hardcopy data for all gifted students in our district will be transferred into this electronic tab by October 1, 2017, so that the district can easily report to the state our gifted students by the specific areas of identification.

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

District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas.

Students who demonstrate certain markers, but not enough body of evidence will be placed in either a Talent Pool or marked for continued observation (Watch List) as determined by the identification team. The body of evidence for some students may not lead to formal gifted identification, but data may demonstrate the student should be included in a "talent pool." A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Talent pool students may receive



intervention services as available, but will not be formally identified unless a sufficient body of evidence is established.

While criteria have been established for decision making, some of the data may be subjective in nature and some degree of imprecision in testing is always present. Thus, decisions should be made based on sound reasoning and data interpretation, and students may benefit from an ongoing process as some of their abilities may develop over time in later years. It is not uncommon to identify students in their secondary years who were not identified in elementary school. Additionally, additional domains may be added to a gifted student's original identification domain as the needs become evident later.

STUDENT SEARCH:

Screening

Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. All second grade students take the CogAT in the spring. This process along with nominations yields a list of nominees based on district criteria from which GT teachers will begin the GATHERING BODY OF EVIDENCE process.

Nomination/Referral

The initial stage of identification consists of a call for nominations, generally in the spring, along with GT characteristic information shared with all stakeholders, but can be done at any time it is felt necessary. Parents, teachers, counselors, community members and students are invited to submit the names of students they view as potentially gifted or talented using characteristic sheets available. They are asked to indicate what they believe to be the student's particular strength area(s). Information is published about this process in both English and Spanish. Efforts will be made to increase understanding of giftedness throughout the community to enhance the effectiveness and scope of this process. Giftedness exists within all subgroups of the population, and continuous attempts to refine the process in the Greeley-Evans School District will be made so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. The goal is for every parent and teacher to have opportunities to nominate students for GT services if they see the need.

COLLECT BODY OF EVIDENCE

The next stage in the identification process is to secure additional information that will aid in determining the youth's talents or giftedness and his or her programming needs. Appropriate data includes quantitative (norm-referenced or criterion-referenced assessments), qualitative (rubric, performance, observation, checklist, interview, etc.), or any other supporting information that helps identify students' strengths and needs. The tools used provide a variety of areas to help encompass the scope of the areas of identification. The CogAT includes evidence of Verbal, Quantitative, and Nonverbal. The RAVENS and NNAT reflect the Non-Verbal thinking. The academic scores come from benchmark assessments (norm-referenced), state assessments (norm-referenced), and district assessments (criterion based). The main observation scales used are the SIGS (norm-referenced) and the KOI (criterion-referenced; local norm-referenced). Additionally, there are a variety of performance rubric and checklists (qualitative; criterion-referenced) that examine specific ability areas (CHSSA Music Performance Rubric, All information collected is confidential and will be placed on a Student Profile Sheet in the red G/T folder or blue Talent Pool folder in the cum file.

REVIEW BODY OF EVIDENCE



A student's body of evidence should be reviewed by a team (min. of 3 people) trained in ID protocols (according to the current CDE Gifted Identification Training) for each nominee based on the suspected area(s) of exceptionality. The district gifted coordinator, all GT Specialists, and all charter school gifted staff is provided state identification training. The teams use the identification guidelines provided for each domain (for example: 95%ile or above on a norm-referenced assessment or a "Distinguished"/"Advanced" on a criterion-referenced assessment) by CDE and ensure that the identification is aligned to those rules to allow for portability. Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice-Exceptional (both gifted and learning disabled), second language learners, and children from low income households. In these cases, team judgment is necessary and further evidence may need to be gathered. Additional evidence may consist of behavioral checklists, product/performance rating scales, and alternative standardized assessment tools. Product/performance rating scales can help to assess classroom work that may be significantly advanced for the student's age or grade placement.

Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an ongoing process, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

IDENTIFICATION

A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child", and the following questions are answered in the affirmative:

- 1) Is the student's skill level/ability much above that of peers the same age?
- 2) Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability?
1. Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?

If students meet the district criteria, the student's name and profile sheet is sent electronically to the district Gifted and Talented Coordinator for final review and to be added to the district database. All newly identified gifted students are entered into the GT database by the district coordinator or designee. "Yes" letters do NOT go home to parents until this final review step has been completed. GT teachers will be notified by the Gifted and Talented office when this is done and they can proceed with notification letters and putting completed profile sheet into the RED folder in the cum file.

The team may also decide that a student does not qualify, or that enough information is not available to make an informed decision. In the latter case, the student is designated as "Monitor and Program" (either "Talent Pool" or "Watch List") and reviewed again the following year as more information becomes available. Their profile sheet should go into the BLUE folder in the cum file. When doubt or uncertainty exists, continue collecting data.

The GT teacher will send a letter to go home to the parents communicating the results of the identification process. The identification letter/form is sent to parents for a signature given



permission for programming to take place. This is then filed into the student cumulative folder. Parents of a student that does not meet the criteria are sent a letter informing them of the status, and are notified their student will be placed in a talent pool or remain on a watchlist. These letters are available in English and Spanish, and there are translators available at the district level to translate these into other languages as deemed necessary. Parents of identified students are also asked to provide input on the Advanced Learning Plans in the next step.

PROGRAMMING MATCH

Approximately 3-5% of the student population is formally identified as gifted/talented in any given strength area, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, and differentiated instructional techniques, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, advanced learning plans (ALPs), and affective (counseling) support services. When completing the ALP, GT Specialists actively seek input from the student, classroom teachers, parents, and any additional support staff or administrators, as appropriate. School personnel, along with parents and the student, all share responsibility for encouraging and supporting the student's continued growth in his/her strength areas.

PERIODIC RE-EVALUATION

School personnel periodically review student performance and progress to determine if the identification process was sound, and if the student has continued specific educational needs for gifted/talented programming. Repeated evaluation to determine if a student is gifted or not is deemed of little value. Rather the critical issue is determining if the student is reaping reasonable benefit from advanced programming. If students are not reaping reasonable benefit from advanced programming students may be put on an inactive status until further review. This review is undertaken at least at benchmark years (usually at grades 5 and 8 and possibly 10), but sometimes on an annual basis. Additionally, the ALP document is reviewed at the beginning of each school year and the finalized at the end of the year, with the academic and affective goals monitored for progress at least once if not multiple times throughout the year.

METHODS TO SUPPORT EQUITY

Nomination/Referral. In order to support the identification of underserved populations (English Language Learners, Twice Exceptional Students, Culturally Diverse Gifted, etc), multiple methods for nomination, including special checklists for twice exceptional students and culturally/linguistically diverse students, are employed. For culturally/linguistically diverse students, teachers are asked questions like:

1. Which student displays a great deal of common sense and is self-reliant even in difficult situations?
2. Which student tends to have an extensive vocabulary and a sense of humor in either language?
3. Which student seems to be able to demonstrate a sense of personal culture, a pride in their heritage, while remaining successful in the "Anglo world"?

Similarly, in the checklist to nominate twice exceptional students, teachers are asked to complete a Likert scale (Seldom/Never, Sometimes, Often, Almost Always) on a student based attributes such as:



1. Works or appears to think more slowly because of auditory or visual processing problems; may have reading problems due to cognitive processing problems
2. Shows a high level of curiosity and questioning
3. Has advanced ideas and opinions which they are uninhibited in expressing
4. Exhibits deep sensitivity
5. Uses humor and cleverness; may be humorous in "bizarre" ways
6. Possesses strong observation skills

These checklists help educators see gifted characteristics in gifted students who fall into these underrepresented populations. Referrals are given by parents, teachers, students, and self. Teacher and parent observation scales can also be used to develop a clearer picture of the students' abilities from a variety of sources at school and at home.

Assessments. District 6 is also utilizing different cognitive assessments that may also expand the identification of underserved gifted students. In addition to updating to the new CogAT 7 for our screener, which contains less cultural bias than previous versions, District 6 also uses the Naglieri and the RAVENS which are assessments that may provide better identification opportunities for some of our students with language challenges or learning needs. When looking at student achievement data, the Woodcock Johnson that is utilized in Special Education and the WIDA ACCESS taken by English Language Learners can also provide useful evidence for gifted education as well.

TIMELINE

Within one week of the referral, the GT Specialist begins to collect the body of evidence. The goal is to have the body of evidence ready to review prior to the monthly/bi-monthly GT identification team meetings, so that the longest delay in identification would be 14-28 days; however, this timeframe might vary if district benchmark assessments or other achievement data is in the process of being completed according to the district testing windows. Once the identification has been determined, letters are sent to parents and then the initial ALP meeting is set up for the parents' soonest convenience. Because identification is an ongoing process throughout the school year, it is possible that some students may be identified during the final 4-6 weeks of the school year. When this occurs, the identification is completed and documented in a timely manner; however, the formal ALP goals and programming match may occur with the student's new teacher(s) at the beginning of the upcoming school year. This does not preclude the student from being served in the appropriate learning environment for the remainder of the current school year based on the recommendations of the GT Specialist and classroom teacher(s) until the formal goals have been established for the upcoming year. All ALP documents must be updated by October 1st each school year; but most are completed in early September so that parents can provide feedback during parent/teacher conferences. Prior to the final review of each ALP in May, GT Specialist must monitor progress at a minimum of one additional time throughout the school year with each gifted student, and progress monitoring is often more frequent for elementary schools with smaller rosters.

PORTABILITY

Leaving District 6. In addition to following the portability rules for identification provided by CDE (see "REVIEW BODY OF EVIDENCE"), District 6 also works to provide all gifted identification and programming information in the student cum files for the next school district. With the Enrich system, electronic files containing the current ALP can also be sent to the receiving district. At times, students move and the receiving district doesn't request the cum folder until much later, after the cum folder has been archived in our Records department. Past practice was just to scan the main database sheet with state assessment records for those students and then shred any additional information, allowing some gifted information to be lost. For the past 5 years, the Records Department now also digitally scans any student information in the red or blue folders that contain



GT and Talent Pool information. As a result, we have multiple back ups for gifted student information in addition to the hard copy of the cum folder to increase the likelihood that the receiving district can pick up immediately to continue gifted education servicing.

Coming from Colorado district. When receiving students who have been identified as gifted in another Colorado district, identification and ALP information is sought and the previous district is contacted if there are any identification questions. Portability is recognized across Colorado.

Coming from outside Colorado. When a gifted student is identified outside of Colorado, data is sought within the student's cum folder to see if the identification aligns with the CDE identification guidelines, since portability rules do not apply outside Colorado. The data is then reviewed by the identification to determine whether the gifted identification requirements are met and the student can be entered into the District 6 system. If not, the team determines what data might be required to meet the Colorado guidelines, and parent permission is sought so that more evidence can be gathered. Then the student proceeds through the normal process starting with the collection of a body of evidence.

Timeline. The Office Manager of each school process the incoming student's database information and any previous cum folder information. If the parent indicates that the students was identified as gifted previously, the Office Manager notifies the GT Specialist by email. The GT Specialist will review the student information by the next GT Identification Team meeting (14-28 days) to review the body of evidence. Based on the determination by the team, the parents will be notified as to the identification status and/or the initial Advanced Learning Plan meeting. The total process should take no more than 45 days from start to completion, unless the team recommends waiting for additional results from District 6 benchmark or common assessments to support the area of identification, as determined by the district assessment calendar. These assessments typically occur in six- or eight-week cycles, depending on the content area, so it just depends on when the newly enrolled student sat the assessments for the recommended content area. An eight-week cycle could mean up to a maximum 56-day delay prior to finalizing the identification area and setting the programming goals in the ALP.

TARGETS FOR IMPROVING OR ENHANCING IDENTIFICATION PROCEDURES

- Summer 2016:
 - Develop a new "Gifted" tab in Infinite Campus to electronically house gifted identification areas and assessments.
 - Follow-up GT Identification Training with Charter Schools--next steps for Advanced Learning Plans
- 2016-2017:
 - Begin entering the identification information for our gifted students into Infinite Campus. (To be completed prior to October 2017.)
 - Complete District Policy Report on Gifted English Language Learners to provide research regarding the importance of serving these students and outlining best practices for identification and servicing.
 - Review ALP Process with Charter Schools; work on improving any difficulties in their systems.
- 2017-2018:
 - Update the GT Identification Handbook
 - Embed state GT Identification Guidelines documents for each domain into the new District 6 GT Handbook.



-
- Update the diagrams for identification and programming options to reflect the ECEA changes.
 - Update Resource Index: Add additional tools for identification available on the CDE website.
 - Update the section on ALP goals to standards-aligned goals.
 - Update the GT Parent Handbook (in English and Spanish)
 - Update the new identification categories
 - Update to Standards-aligned Goals
 - Update the diagrams to reflect changes
 - 2018-2020
 - Charter Schools should have fully implemented identification and ALP practices in place.
 - All Identification information will have been entered into Infinite Campus so that achievement data can be broken down into meaningful gifted subgroups. The new electronic system will be reviewed with Student Information Services to improve the system.

Advanced Learning Plan Content, Procedures and Responsibilities

When developing our Advanced Learning Plans, District 6 follows the steps recommended by the State of Colorado to ensure that all ECEA guidelines and rules are followed and that all stakeholders are informed participants in the process. Stakeholders include the gifted student, parents, classroom teachers, administrators, and/or other support staff as appropriate. For twice exceptional students, GT Specialists work closely with the Special Education team to support student strengths as well as their learning needs/modifications.

When planning for postsecondary workforce readiness, academic and affective goals are developed to support each student's future success for college and career opportunities. Although work is currently done to align secondary level students' ALP goals with their ICAP documents, the possibility of utilizing Naviance rather than Enrich is being examined in order to keep the academic and affective goals even more closely integrated with college and career planning.

Transitions are a routine part the gifted education process in District 6. At the end of every school year, a meeting with all of our GT Specialists is held to pass along the ALP information and share recommendations for each student as they move to a new building level. The Infinite Campus system automatically reassigns the students to their new buildings and GT Specialist within Enrich to ensure a smooth transfer of records. For secondary students, their academic and affective goals are developed to ensure a successful transition to postsecondary education and/or career entry.

To provide a comprehensive profile of every identified student, GT Specialists document student strengths, needs, and interests in the ALP documents, and Infinite Campus pulls additional information (student name, ID#, school, grade, parent/guardian names, contact information) directly into the ALP. The updated state ALP template provides a dropdown menu of standards so that student academic and affective goals can be readily aligned to standards within Enrich. Every student has a minimum of one academic and one affective goal based on their area(s) of identification and need for support/extension. Academically, students and teachers are involved in setting goals which are monitored throughout the year using district benchmarks and other standards-aligned assessments or documents. These goals are designed to further growth and are not deficit based. For affective goals, students work with their GT Specialists to identify strength areas that can be developed (leadership, communication, etc.) or areas for personal growth to remove learning barriers (self-advocacy, test anxiety, perfectionism, etc.). These affective goals are



monitored using observation tools, self-reflection measures, or other appropriate means to ensure that the student is progressing. Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through the Enrich system, and the students are flagged on their rosters through Infinite Campus.

A wide variety of supplementary curriculum, activities, strategies, and extended opportunities are offered in District 6 that support student ALP goals. In our elementary grades, academic growth is supported using supplemental materials such as Redbird Learning, Khan Academy, Zearn, William and Mary, Junior Great Books, and Jacob's Ladder. Young Chautauqua, Spelling Bee, Battle of the Books, Sumdog Competitions, choir concerts, art shows, and other activities are available to extend learning opportunities for gifted students. Additionally, Dos Rios Elementary is an International Baccalaureate (IB) Primary Years Program candidate school and focuses on valuing diverse cultures, looking at our world through a variety of learning lenses, and providing the appropriate level of rigor for all students. Many elementary schools are utilizing Blended Learning (a district initiative) to support individualized instruction and growth. At the middle school level, Blended Learning is being utilized to individualize instruction, and schools also provide advanced courses in Math and Language Arts. Brentwood Middle School became a fully authorized IB Middle Years Program school which supports rigor across content areas. At the high school level, a large assortment of advanced coursework, including Advanced Placement and International Baccalaureate Programs (Middle Years Program and Diploma Program), are available to all students. District 6 provides numerous concurrent enrollment opportunities via AIMS Community College and the University of Northern Colorado. Additionally, there are secondary level magnet programs which allow students to pursue career interests while still in high school. Some of our fifteen magnet programs include engineering, fire science, catering, agriculture, Marine Corps JROTC, and health sciences. Outside of our traditional high schools, the district provides unique learning environments for gifted students. ENGAGE is an online school that allows students to proceed through K-12 coursework at their own pace. Early College High School allows students (grades 9-12) to earn an associate's degree from Aims Community College while they are simultaneously earning a high school diploma, and half of their teaching staff is made up of Aims professors.

Although GT Specialists are assigned to each school and facilitate the ALP documents for those identified gifted students, the stakeholders are a crucial part of the ALP process. The GT Specialists consult teachers, support staff, and/or administrators and then meet with students to develop the preliminary ALP academic and affective goals. Based on the academic area(s), students are programmed for and given the appropriate supplemental and/intensive programming necessary to achieve the established goals. Fall parent/teacher conferences are utilized to review the ALP documents with the families and ask for any input regarding student goals and programming, and to also have parents select areas in which they will provide support to their students. If parents are unavailable during conferences, they are emailed copies of the ALP and invited to either meet with the GT Specialist or provide feedback via email. Once all stakeholders have had the opportunity to provide input, the plan is finalized and then monitored throughout the year. All teachers are familiar with the ALP process and the goals, and some teachers are taking the lead for writing the measurable academic goals for their gifted students' ALPs, utilizing the Data Team Process that they use to evaluate the learning of all of their students. All students are part of their own ALP progress monitoring and help determine whether their goals were met at the end of each year. Some schools have the older students type in their own reflections and thoughts into their ALP document regarding their growth over the year, both academically and affectively. Student identification and Advance Learning Plan documentation are housed electronically and in hard copy in the cumulative folders. Student identification information is being added this year to our Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in



the cumulative files. Student ALP documents are kept electronically in the Enrich system, or our charter schools who aren't using Enrich are submitting an electronic copy to the district gifted education coordinator. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student's cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file.

Targets for Improving or Enhancing Advanced Learning Plans:

- 2016-2017:
 - Begin aligning ALP goals to standards. Work with parents, students, and teachers to select the standards to focus on.
 - Train our middle school and high school level GT Specialists in Naviance to consider moving our secondary ALP process into this system from Enrich in order to more closely align with ICAP.
- 2016-2020:
 - Move the main responsibility for the academic goals and standards to the classroom teacher(s) so that the ownership for the gifted student's progress belongs to the classroom teacher(s) with support from our GT Specialists.
 - The GT Specialists will continue to work with students on the affective goal development and align them to standards.
 - We have already started this transition using the teacher's Data Team Process, but will work toward full implementation by 2020.

The District Gifted Coordinator also oversees the Enrich System for the district and ensures that all teachers and GT Specialists have access to the correct students according to FERPA requirements.

GT Specialists have the roster of identified gifted students tagged in Infinite Campus and utilize that list to ensure that all identified students have ALP documentation within the Enrich System. In order to be tagged in the Infinite Campus system, students who have been identified through the district protocols (described elsewhere) are then added to a tagging roster which is emailed electronically to the assessment department and copied to the District Gifted Coordinator.

To provide a comprehensive profile of every identified student, GT Specialists document student strengths, needs, and interests in the ALP documents, and Infinite Campus pulls additional information (student name, ID#, school, grade, parent/guardian names, contact information) directly into the ALP. The updated state ALP template (Summer 2016) provides a dropdown menu of standards so that student academic and affective goals can be readily aligned to standards within Enrich.

Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through the Enrich system, and the students are flagged on their rosters through Infinite Campus. Student identification and Advance Learning Plan documentation are housed electronically and in hard copy in the cumulative folders. Student identification information is being added this year to our Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in the cumulative files. Student ALP documents are kept electronically in the Enrich system, or our charter schools who aren't using Enrich are submitting an [electronic copy](#) to the district gifted education coordinator. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student's cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file.

Targets for Improving or Enhancing Advanced Learning Plans:

- Summer 2016:



- Switch to the new Enrich ALP Template that includes drop down menus to help align our academic and affective goals to the standards.
- Develop a new "Gifted" tab in Infinite Campus to electronically house gifted identification areas and assessments.
 - 2016-2017:
- Begin entering the identification information for our gifted students into Infinite Campus. (To be completed prior to October 2017.)

Programming

District 6 offers a wide variety of programming options to serve the needs of gifted students.

Programming is divided into four major categories: Structure, Content Options, Guidance, and Differentiated Instruction. Structure options include magnet programs (STEM, Art, Health Science, etc.), cluster grouping, pullout enrichment opportunities, mixed-grade classrooms, online courses, Blended Learning, special interest classes, Advanced Placement, International Baccalaureate, career pathways, dual enrollment, Engage Online Academy, and Early College Academy. Content Options include Math Counts, Spelling Bee, science fairs, book studies, Summer Enrichment Program, Redbird (EPGY) Learning online math program, contests/competitions, William and Mary curriculum, music ensembles, Junior Great Books, Odyssey of the Mind, student council, and forensics. Guidance programming includes addressing social, behavioral, and emotional needs; improving relationships, providing career guidance, and facilitating affective focus groups. Differentiated Instruction options include acceleration (subject and/or whole grade), questioning for higher-order thinking skills, content extensions, pre-assessments, tiered assignments, and Depth and Complexity tools.

Programming decisions are made based on the needs of gifted individuals and/or groups of gifted students and how to best address their academic and affective needs.

As a district, Multi-tiered Systems of Support are used to meet the needs of all students, including gifted students. Using the Response to Intervention (RtI) Model as the philosophical foundation, the gifted education team focuses on training classroom educators to differentiate their Tier 1 instruction to meet the needs of the gifted students in their classrooms. Tier 1 instruction is supported through professional development such as strategic lesson planning instruction (example: [Performing Arts RtI Lesson Planning for Struggling and Gifted Students](#)) or [Depth and Complexity training](#). Additionally, half of each GT Specialist's time is designated for coaching and can include observation, planning support, instructional modeling, and co-teaching. Tier 2 instruction is based on the area of giftedness and may include advanced targeted instruction groups, honors classes, music ensembles, etc. For Tier 3 instruction, students may require significant subject acceleration (concurrent enrollment, Early College Academy, etc.) or special opportunities for advanced abilities (State Honor Choir, national poetry contests, club hockey, etc.)

As part of the Advanced Learning Plan, GT facilitators facilitate the development of student goals based on data, interviews, or other support information. Each student's academic and affective goals are aligned with the programming options that will best fit the student's strengths and interests. Students, parents, and teachers all contribute to finding the appropriate programming options and goals. Although goals are designed to be completed within the school year (although they can be extended as needed), the goals should be aligned with the student's long-term college and career aspirations. GT Specialists work together across levels to ensure that students can access a variety of learning opportunities and extensions (such as elementary students attending middle school for math) and to make sure that long range student growth is cohesive and comprehensive as students move from elementary to middle to high school level.



Targets for Improving or Enhancing Programming:

- 2016-2017:
 - District is developing an improved plan for math acceleration with GT Specialists and the District Gifted Coordinator serving on the team. All middle school math teachers were trained in how to compact the Eureka curriculum for advanced students, and GT Specialists provided support for using the Depth and Complexity Math Icons.
 - GT Specialists attended a Blended Learning Seminar with other instructional coaches and building/district administrators. Blended Learning is a district-wide initiative to provide individualized learning for all students within the classroom.
 - Working with the district to provide funding for the AP and IB exams for students eligible for Free and Reduced Meals.
 - Explore Naviance as a possible vehicle for secondary programming planning in alignment with the ICAP.
- 2017-2018
 - Implement and share the new stakeholder survey results with the GT Advisory Council, analyzing program strengths and weaknesses.
 - Ask GT Advisory Council to recommend programming changes to improve weak areas.
 - If chosen, implement the Naviance system for storing secondary ALP goals.
- 2018-2020:
 - Continue the stakeholder survey process.
 - Continue to improve programming options for students using stakeholder feedback.
 - If chosen, implement the parent/student communication system on Naviance and develop a transition process from Enrich.

Evaluation and Accountability Procedures

For the past two years, the District has embedded the GT goals for the Unified Improvement Plan rather than adding an addendum, so the data is gathered utilizing the district Tyler Pulse data system and state reported data. The District Leadership Team, District Accountability Committee, and Board of Education provide input to develop goals and action steps for district improvement based on district performance data, and gifted student growth data and goals are embedded under each priority improvement goal in accordance to the state accreditation process.

The Gifted and Talented Advisory Council reviews GT data and programming and provides parent, educator, administrator, counselor, and community member feedback through its diverse membership. The GT Advisory Council has also been working to update our Parent Surveys and expand to get feedback from additional stakeholders as well, so they will be reviewing the state stakeholder surveys available on the Data Management System, personalizing them for District 6, and transferring them into Google Forms for easy response.

For all student academic and affective goals in the Advanced Learning Plans, smart goals are written to determine whether those individual goals are progressing; however, at the district level, feedback on the affective goal success will also be integrated into the stakeholder surveys to provide additional data in terms of programming effectiveness. Currently, parents complete surveys after the GT Parent Institute each spring to provide feedback on what needs were addressed or still need to be addressed through our gifted education program, and those surveys are reviewed by the GT Advisory Council to provide improved support.

Each fall, the Board of Education receives an update on Gifted Programming in the district, and the presentation is aired publicly for all community members to watch on local television, and it is also recorded and posted on the district web site under the Board Meetings. The Board has back up



documents that provide more detailed achievement data and programming information, and they ask clarifying questions, make comments, or request additional information which is then provided in the Board of Education packets the following week.

Targets for Improving or Enhancing Evaluation and Accountability:

- 2016-2017:
 - Simplifying the process for parent participation on the GT Advisory Council
 - Take the Stakeholder Surveys housed in the Data Management System and convert them to Google Docs. Vet the questions via the GT Advisory Council and make any changes deemed necessary.
 - Get the final surveys translated into multiple languages.
- 2017-2018
 - Implement the new student and parent surveys and provide QR codes to the surveys for parents on each school's website, newsletter, and on posters at conferences. Set up a computer at parent-teacher conferences where the GT Specialist can help parents and students access the surveys.
 - Share teacher and administrator surveys with staff via email links.
 - Share the survey results with the GT Advisory Council, analyzing program strengths and weaknesses.
 - Ask GT Advisory Council to recommend programming changes to improve weak areas.
- 2018-2020:
 - Continue the stakeholder survey process.
 - Continue analyzing results for program strengths/weaknesses.
 - GT Advisory Council will continue monitoring progress toward improvement areas and suggest changes, as needed.

Personnel

District 6 employs a full time administrator to manage the gifted education program. The current District GT Coordinator has a masters degree in Gifted Education and coordinates professional development for the GT Specialist team and for all district teachers and administrators. The GT Specialists attend the CAGT conference every fall, CDE meetings or regional trainings, and several serve on state gifted committees. District 6 has allotted 10.0 FTE to hire GT Specialists, and there are currently twelve educators serving in this role. Ten of the twelve GT Specialists also possess masters degrees in Gifted Education, and the district works in collaboration with the Gifted Education Program at the University of Northern Colorado to ensure that teachers have access to quality training. Each GT Specialist serves 1-3 schools, so every school in the district has a GT Specialist assigned to support gifted education in that building. GT Specialists are fully certified teachers who are responsible for the identification and programming plans of all gifted students in their assigned buildings. They facilitate the Advanced Learning Plan process and make sure that all stakeholders are invited to participate in the development and monitoring of the academic and affective goals. The GT Specialist is responsible for entering the ALP into the template housed on Enrich. Additionally, GT Specialists serve as instructional leaders and coach teachers in providing appropriate differentiation and extension for gifted students in their classrooms. All teachers who provide classroom instruction to gifted students are licensed and highly qualified according to federal requirements, and the Human Resources Department monitors this during the hiring process and throughout a teacher's tenure in the district. No paraprofessionals are used as instructional providers.



Targets for Improving or Enhancing Personnel:

- 2016-2017:
 - All GT Specialists attended and some presented at CAGT.
 - GT District Coordinator attending NAGC. (First time for current Coordinator)
 - GT Specialist attending and presenting at NAGC.
- 2017-2018
 - Exploring how to provide financial incentives for GT Specialists or other district educators to seek a masters degree in Gifted Education at the University of Northern Colorado.
 - Continued participation in CAGT and NAGC.
- 2018-2020:
 - GT Advisory Council would like to explore becoming a CAGT Affiliate.
 - Continued participation in CAGT and NAGC.

Budget

District 6 submits an annual budget plan and spending report to show how the state funding is distributed to support gifted education. The district funds the standard salaries for GT Specialists and the District Gifted Coordinator; however, the district has applied for the Qualified Personnel Grant to cover .5 of the District Gifted Coordinator salary. The state gifted funding is used to provide professional development by bringing in trainers, paying GT Specialists to provide summer professional development off of contract time, or to pay for attending conferences. The district pays for the Enrich system that houses the Advanced Learning Plans. The state gifted funding covers the cost of the GT Parent Institute that is offered to parents each April, transportation for advanced math students needing to attend class in other buildings, advanced curriculum supports (William and Mary curriculum, Advanced Placement textbooks, Redbird Learning Online Math, Depth and Complexity materials, Junior Great Books, etc.), and technology (iPads for testing or Blended Learning Instruction; laptops for GT Specialists, etc.). A large portion of the budget funds the assessment materials used for identification, including the CogAT 7, which is the universal screener given to all second grade students in the district. The district has applied for the Universal Screener Grant to offset this large expense. As demonstrated by the expenditure reports, technology does not exceed 20% of the annual budget, and all financial requirements are followed.

Targets for Improving or Enhancing Budget:

- 2016-2017:
 - This year's budget will be submitted into the Data Management System by October 30, 2016, which is the deadline established by CDE.
- 2017-2020
 - Continue applying for the Qualified Personnel and Universal Screening Grants.
 - Continue to utilize the Data Management System to provide budget accountability.

Reports

District 6 has its current annual plan, including the embedded Gifted plan, on file at CDE, and complies with the requirements of accreditation with regard to the analysis of student achievement data, breaking it down by subgroups (gender, FARM, ethnicity, EL, etc.), grade levels, and content areas. It also uses data to identify instructional goals for gifted students and report on their growth measures. The data is not yet disaggregated by all areas of identification, but this will change once Infinite Campus records are updated according to the current state gifted identification areas. This will be fully completed by October 1, 2017, as required by the state. The district departments of



Assessment and Student Information Services help ensure that all required data is reported to the state. Human Resources reports out on Qualified Personnel.

Targets for Improving or Enhancing Reporting:

- Summer 2016:
 - Develop a new "Gifted" tab in Infinite Campus to electronically house gifted identification areas and assessments.
- 2016-2020:
 - Begin entering the identification information for our gifted students into Infinite Campus. (To be completed prior to October 2017.)
 - Disseminate gifted data by gifted identification areas.

Record Keeping

District financial records are coded for gifted education and for gifted grants according to the state codes, and all financial practices are kept in accordance to the governmental accounting guidelines. All inventory is housed and checked out of the district gifted education store room. Any technology is labeled and assigned to the gifted education department, and there is a record of all purchases made from gifted education accounts.

Every teacher has access to the ALP documents for those students whom they are serving in their classrooms through the Enrich system, and the students are flagged on their rosters through Infinite Campus. Student identification and Advance Learning Plan documentation are housed electronically and in hard copy in the cumulative folders. Student identification information is being added this year to our Infinite Campus system to ensure that our charter schools can access that information and it is a backup for the hard copy portfolio in the cumulative files. Student ALP documents are kept electronically in the Enrich system, or our charter schools who aren't using Enrich are submitting an [electronic copy](#) to the district gifted education coordinator. Hard copies of any assessments, identification profiles, or ALPs are placed in red folders in the student's cumulative file, and for students who are in a talent pool and being watched for future identification, their documentation is placed in a blue folder in the cumulative file. All electronic and hard copy student ALP documents and cum folders are kept secure according to state law and FERPA regulations. When students exit the district or graduate, the Records department follows record-keeping protocols that involve electronic storage and shredding of any paper copies of documents that will not continue to be placed in secure storage.

Targets for Improving or Enhancing Record Keeping:

- We do not have any major changes in procedures for record keeping; however, our change to keeping detailed gifted identification information in Infinite Campus will follow security protocols since this is the access controlled student data and records electronic management system.
- 2016-2020:
 - Begin entering the identification information for our gifted students into Infinite Campus. (To be completed prior to October 2017.)

Procedures for Disagreements

[The Gifted and Talented Program: Parent and Community Handbook](#) is available online as well as provided in hard copy at parent-teacher conferences. It outlines for parents the steps to take for dispute resolution (page 21).

Dispute Resolution Process:



It is the intent of the Greeley-Evans School District 6 to resolve questions and concerns at the level in which they occurred. Your child's Gifted and Talented Specialist should be the first person to address any questions and concerns regarding Gifted and Talented identification and/or services. Students are encouraged to first talk with their Gifted and Talented Specialist to address any questions, issues, or concerns. Parents/guardians are also invited to contact the Gifted and Talented Specialist at his/her child's school to address their concerns and to come to a mutually satisfactory resolution. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented Specialist, they should then contact the building principal. Through collaboration of student, parents/guardians, and GT Specialist, the principal will resolve the questions, issues and/or concerns. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the District Gifted and Talented Facilitator who will then work with all parties to seek a satisfactory resolution. If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Facilitator, they may appeal in writing to the Director of Curriculum and Instruction who will review the process and evidence and respond in writing to the parent/guardian within 10 school days. If the student and/or parents/guardians are not satisfied with the resolution from the Director of Curriculum and Instruction, they may appeal in writing to the Assistant Superintendent of Academic Achievement who will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal. If the student or parents/guardians are not satisfied with the resolution from the Assistant Superintendent of Academic Achievement they may appeal in writing to the Superintendent within 10 school days after receiving the Assistant Superintendent of Academic Achievement's response. The Superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The Superintendent's decision is final.

Targets for Improving or Enhancing Dispute Resolution:

- We do not have any major changes in procedures for record keeping; however, the district has provided system-wide conflict resolution training to school leadership teams and district departments within the last 12 months.
- 2016-2020:
 - Utilize Shared Decision Making protocols to improve conflict resolution practices.

Monitoring

District 6 is in compliance with all applicable state and federal laws and regulations regarding the program plan, gifted identification, and programming for gifted students. The components and goals of the annual and comprehensive plans are used to guide practice and improve the education of gifted students, and the Board of Education receives an annual update on gifted programming enrollment and performance data.

District 6 participated in a Colorado Gifted Education Review in 2014, and addressed recommendations made following the review. The district is prepared to participate in the CGER review process as determined by the state.

Based on the 2014 CGER review, the district has been working to improve in EVALUATION/ACCOUNTABILITY and a [plan for improvement](#) was submitted. Work has been done to develop active partnerships with our charter schools, including their GT staff in our district trainings and identification teams, providing assessment training and materials, and supporting them as needed. A [charter school cooperation agreement](#) was created and shared with each administrator to provide a clearer understanding of the district and building roles and responsibilities. All charter schools tested their second grade students using the universal screener. Additionally, the GT Advisory Council has been looking at stakeholder surveys and making recommendations about the



implementing and expanding stakeholder feedback opportunities. It was determined by the committee to wait for the state surveys to be piloted and shared.

Targets for Improving or Enhancing Monitoring:

- 2016-2020:
 - Utilize the Data Management System to house the comprehensive program, grant information, budget, and other documentation surrounding the gifted education program in District 6.