



Administrative Unit

Administrative Unit name: Adams 50, Westminster - 01070	Region: Metro	
Name of Gifted Education Director/Coordinator: Pamela Keel	Email: pkkeel@westminsterpublicschools.org	
Director's mailing address: 7300 Lowell Blvd; Westminster; CO 80030	Phone number: 720.542.5308	Fax: NA

Name of Superintendent: Dr. Pamela Swanson

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

Westminster Public Schools uses a variety of methods for communication about gifted program information. Websites, print materials, emails, letters, parent conferences, GT meetings, and information nights are some methods by which the community has access to information. The Westminster Public Schools District Website, managed by the Gifted Education Program Coordinator, is updated regularly. Parents, teachers, and any other stakeholders are encouraged to look to the website for important and up-to-date information specific to identification, Advanced Learning Plans, district GT activities, school GT programs, opportunities for parent education, opportunities for gifted learners and school staff. Each school is encouraged to have their own GT website with specific school information, including a GT Calendar for parents, as well as links to the district GT website.

The **website** for identification provides an overview of the identification process, which describes the screening and referral process. The gifted identification criteria as well as the "body of evidence" recommended by the Colorado Department of Education are also described. The general process used for "specific academic" identification is available for viewing, and there are links to documents that communicate the process for identification in the areas of creativity, music, art, and leadership. Parents are encouraged to contact the school's GT Liaison for more information about the referral and identification process. The referral form, also available in Spanish, is available to anyone who might request it from the school's GT Liaison.



The **Parent** portion of the district GT website has information directly related to Advanced Learning Plans, Parent Opportunities, Program Options, Resources, and Frequently Asked Questions. This portion of the website focuses on the information parents need to know in order to be active participants in the gifted education program. This site has a running list of educational opportunities for parents. The list includes not only present offerings, but past offerings as well. This page is also useful for new school GT Liaisons as it has a lot of introductory level information that is important for a new GT Liaison to know. Some presentations that are given in the district regarding gifted education are recorded through PowerPoint slides with notes and linked to this website as a future resource for parents. In this way, even if a parent misses the actual presentation, they can still have access to the important material. The Parent website also maintains current information about SENG (Supporting Emotional Needs of Gifted) Parent Support Groups, which are offered throughout the year, depending on demand. These groups provide information to parents about how to support their gifted learners' social and emotional needs.

GT by School: Individual School GT Websites

In a site-based district that offers "school choice," as WPS does, it is important that the community has information about different programs and curricular models at each school. Parents and teachers from within and outside of WPS ask "what does each school do for gifted?" Ideally, there should be a centralized location on the website that can address this common question. The district GT webpage has a link to each individual school's GT website. Some websites are more up-to-date than others. Some websites also offer more information than others. When parents have access to information about what a school is doing for gifted, they can make a better decision of where to send their gifted child, whether it be to the neighborhood school or through the school choice process.

WPS GT School Plan

Each school will communicate in writing the services for gifted students available at each school. These individualized School GT Plans are completed with input received from school staff, parents, students and the GT District Program Coordinator. Plans are signed by the school's GT Liaison, building Principal, supervising Learning Services Director, Chief Education Officer and the GT Program Coordinator. All plans are updated several times a year and include an accountability measure in order to record evidence of action. Schools have "non-negotiable" services they must comply with, in accordance with the WPS GT Division's non-negotiables, as mandated by our Colorado Department of Education legislative rules and our district's Strategic Plan. These non-negotiables are clearly outlined on page one of each school's GT Plan. Schools make site-based decisions about how the needs of gifted learners are met. Their schools' GT Plan is a standardized template designed to communicate these commitments to GT programming. The template gives each school the opportunity to describe service options available to students, staff and parents. One example of a district-based non-negotiable is the opportunity for all students to accelerate through traditional grade level content, a feature and reform cornerstone offered through our district's Competency-Based System. Parents learning specifically about concurrent enrollment and college/career planning is an option addressed in the school plan, as well as their child's Advanced Learning Plan. Other student programming options include gifted classes, enrichment opportunities which occur during the school day and after school, content extensions available for gifted learners, differentiated instruction in the regular classroom, and how gifted learners are grouped for learning. The School GT Plan also outlines professional development and service options available to staff and parents, including attendance at the state GT Conference held every fall, GT Family Nights, Advanced Learning Plan trainings, SENG groups, etc. At any time parents may request a consultation with the GT Liaison to discuss their child's progress, whether the concern is progress related to classroom performance or something else. The GT School Plan is designed to help parents understand what their options are in terms of seeking guidance and support from qualified GT professionals.



School GT Plan templates are posted on the district GT website, with links provided to each school's individualized plan. Not only do they serve a need for communication to stakeholders about the many different options available in our district, but they are also a form of self-evaluation for schools. The GT School Plan is designed to communicate the district expectations for gifted services, ensure alignment with those expectations, and create consistency among school GT programming options for students, parent and staff.

WPS Parent Information Nights

Parent Information Nights have evolved over the last ten years, and are designed to reflect the structures which the majority of our parents deem most accessible and valuable. In October WPS hosts a District Showcase where schools are given an opportunity to present their unique attributes for students and parents. The GT Division hosts a workshop at this event, designed for the general population, entitled "How Do I Know If My Child Is Gifted?". This workshop, with translations available in Spanish, is designed to share information with parents (and students) who may never have been exposed to the notion of giftedness. That night, GT Liaisons from our schools are introduced and connected to the families in order that a relationship may be established and nurtured. If a family is unable to stay for the workshop, a sign-in sheet is available so the appropriate follow-up is assured. In addition, parents and students are invited to attend the Celebrating Academic Excellence Orientation held in January to prepare for the academic competitions, leadership and performing arts opportunities offered in February. Throughout the year, workshops and trainings are offered to answer questions about GT Identification, Advanced Learning Plans, Addressing the Social/Emotional Needs of the Gifted, College and Career Planning, etc. These workshops and trainings are based on the needs of our community as noted in surveys and feedback received in parent conferences, GT Family Nights, workshops, etc. In addition, each school's unique GT Plan outlines ways for parents, students and staff to become more involved in GT activities and enrichment supports. Each student's Advanced Learning Plan also details options related to progress monitoring through each school's GT Liaison.

WPS GT Parent Advisory

WPS's GT Parent Advisory has evolved through the years and its function is fundamental to addressing and meeting the needs of our GT community. Parent Leadership has understandably changed as their children move through the system. A key aspect of the GT Parent Advisory is helping parents learn to navigate the structures in place in order that their child's needs may be met. The district GT Coordinator assembled a group of interested parents to form the Parent Core Advisory. The most recent formal gathering was in the winter of 2015 with subsequent communications happening in the Spring of 2016, with informal feedback session sessions held in 2017. This group of parents has provided input to give ideas and feedback on parent education, enrichment opportunities, Celebrating Academic Excellence, networking opportunities, and student programming needs. Individuals in this group offer suggestions on what parents need to know to support their gifted children, and topics that continued to come up were those of identification and Advanced Learning Plans. Parents have a lot of questions about these topics, and though the information is out there in the form of print, the group has suggested a series of presentations that allowed parents to come together to hear the information from the district GT Program Coordinator. This feedback has been essential to informing content needed for our GT Parent Information Nights. All information is posted on the GT website and is available in Spanish, including providing on-site translators for each event.

Advanced Learning Plan Collaboration with Parents and Students

Each school in WPS is required to approach the ALP process through collaborative efforts between teachers, students and parents. Every parent and student is provided an opportunity to answer a personalized ALP survey which provides an outlet for them to outline their needs, desires and ask questions. Each school's GT Liaison facilitates these processes, however, it is recognized that the GT



Liaison might not *know* each GT student, so systems for this work are set up by site. For example, some elementary schools might fine-tune ALPs at parent/teacher conferences, while others might work with students to write the ALP and then send home for parent feedback. Each school tries to include parent(s), student, and teacher in the process so that each stakeholder is aware of and has an opportunity to be part of the creation or evaluation of the plan. In August, communication is sent to parents regarding the process and schedule for ALPs at their child's school, and asks parents to complete the ALP survey in order to start the process. The ALP survey includes a section on College/Career Planning in order that all parents, including those at the primary/intermediate elementary level, may begin conversations with school staff, including their GT Liaisons, around post-secondary enrollment. At parent conferences throughout the year, formal communication about the ALP is required at each school, with opportunities for parents and students to check in and be updated periodically as needed. Parent conferences are designed to provide opportunities for parents to receive progress reports. Each student's Advanced Learning Plan also details options related to progress monitoring through each school's GT Liaison. The District GT Coordinator is considering creating an evaluation focused on the effectiveness of the ALP in order to solicit feedback from parents, students, teachers and GT Liaisons in order to maximize opportunities for all students to reach their potential.

Feedback Loop with the WPS Board of Education, Superintendent's Administrative Cabinet for Westminster Public Schools, WPS District Leadership, Central Area Departments and School Staff

It is essential that our Gifted Education Program is in alignment with the district's Vision 2020 Strategic Plan, and that we continue to strengthen the potentiality and success of CBS district-wide. To that end, the District GT Coordinator holds regularly scheduled "check-in" meetings with the WPS Chief Academic Officer in order keep him informed regarding GT legislation and GT requirements at the state level. The District GT Coordinator and Chief Education Officer submit a "State of GT in WPS" report and presentation to the Board of Education in the fall. Following the presentation is an open question/answer period, and these conversations further inform our direction for the year. In addition, the District GT Coordinator attends bi-monthly District Leadership meetings and is part of the Learning Service's Instructional Leadership Team. It is essential to ensure key personnel are apprised of GT programming developments, including identification protocols, GT achievement targets, GT student achievement status, assessment, CDE expectations and timelines, Advanced Learning Plan timelines, as well as department successes. There are frequent direct communications with other departments including CLD, Teaching and Learning, Assessment, Community Education Specialists, Professional Development, Postsecondary and Workforce Readiness, Technology Services, Financial Services, Grant Division, Title Offices, Special Education, Technology, Human Resources, Communications, Facility Use, Transportation, etc. Communication with principals occurs through our GT District Task Force, on-site visits, attendance at principal and leadership trainings, discussions and approvals regarding required school GT plans, budgets, GT Liaison trainings, GT staffing discussions, individual principal discussions involving unique enrichment opportunities and Parent Information Nights, web page information, GT brochures and flyers, GT conference opportunities, and individual parent and/or ALP issues. Communication with teachers is primarily sourced through each school's GT Liaison(s). GT in-school representatives K-12 are information liaisons to teachers in their schools regarding identification, ALPs, curricular options, staff development and outside opportunities, and differentiation strategies. School staffs have access to a multitude of professional development and GT conference opportunities, a detailed GT Liaison handbook, GT resources, web information, brochures and flyers, and presentations to all schools regarding district activities and Community Resources opportunities. Communications involve identification processes, ALPs, all letters to parents, location and explanations regarding district GT data, information on printing school GT reports detailing strength areas, staff development



opportunities, programming and differentiation strategies, assessment administration, affective and twice-exceptional considerations, etc.

Professional Development and Staff Presentations

Educators in Westminster Public Schools have many opportunities for professional development in the WPS Gifted Education Program. Each August, all new school GT Liaisons participate in a GT Liaison Orientation training that includes information about identification, Universal Screenings, Advanced Learning Plans, GT School Plans, programming options, and the technological supports used for identification and ALPs. It is recognized that this Orientation is an introductory session, as it primarily addresses the basics of the role of GT Liaison. In order to further develop staff and provide detailed trainings regarding all matters related to GT, monthly GT Liaison Meetings are offered throughout the year, with personal consults scheduled as needed. These GT Liaison trainings include 15 hours of introduction to gifted education, and topics include the nature and needs of the gifted learner, identification, conducting Universal Screenings, programming and curriculum models, GT and the WPS Competency-Based System, GT in Underserved Populations and instructional differentiation for advanced learners. Staff presentations are offered at schools and are focused on a variety of topics, based on needs and requests by the school. Also, the school GT Liaisons work with teams and schools to make sure everyone is aware of our comprehensive identification procedures, such as K-2 identification, identification in art, music, and leadership, as well as the referral process and Universal Screenings for all second and sixth graders.

ALP and Identification Handbooks for Administrators and GT Liaisons

Gifted Education is addressed in the Exceptional Children's Education Act (ECEA) in the Colorado Revised Statutes effective June 2015. The rules provide the administrative framework for schools and districts for the provision of services to gifted students. The district GT Coordinator organized and supplemented two handbooks for GT Liaisons and Site Administrators to use in their roles. The WPS Gifted Programming Administrator Handbook was developed, vetted by the Superintendent's Administrative Cabinet, and distributed at the District Leadership Meeting in fall 2015 following a training designed to keep WPS Leadership in-the-know regarding revised statutes for gifted education. GT Liaison Handbooks are updated annually with new procedures and forms. These handbooks will continue to be revised and used in training and support. These handbooks were an effort to put into writing all of the district processes and systems so that communication to stakeholders would be more clear, consistent, and supportive.

Parent Email Listserv

The district GT Program Coordinator has created a GT Parent Listserv for direct communication with the parents of gifted learners and any interested stakeholder. Information about upcoming opportunities for both parents and students is sent out on the listserv. There are over 500 parents currently on the listserv. Parents receive information about the listserv when their student is identified and can sign up to receive information at GT events offered in the district.

Future Steps:

- The district Gifted Education Coordinator will work with the Professional Development department to provide training to all new hires and new teachers in WPS through GT Induction Classes. The GT Induction Classes will focus on a WPS Gifted Education Program overview of topics such as identification, Advanced Learning Plans, and best practices. The trainings will occur in addition to the GT Liaison Orientation Trainings and monthly GT Liaison trainings offered throughout the year.
- Solicit feedback regarding requested topics for parent nights and include information about the quarterly sessions on the district and school websites, District GT Activity Calendar and School GT Calendars. Include information about our SENG Parent Groups as well.
- Continue to communicate to parents how to access information on the gifted education website and inform them about resources available district-wide to parents. Make this information



available in various forms of print documents, as well as sharing the information in school newsletters, parent conferences, ALP meetings, etc. with translations available as necessary.

- Continue partnerships with the Future Center and the schools' Community Education Liaisons to distribute information to the diverse parent population of the AU about gifted education in WPS.

Definition of "Gifted Student"

The definition of gifted students used in all Westminster Public Schools is identical to the Colorado Department of Education's definition of gifted students. In WPS, students can be identified gifted in grades K-12. There are processes in place to identify students in all areas indicated in the definition. Measures are taken, as appropriate, to identify students from historically underrepresented populations. The process for identification is flexible enough to allow equitable access to the identification process, and professional development in gifted identification and services is available for all educators who wish to participate. This definition serves as the basis for the implementation of all WPS's GT program plan elements, as evidenced by the identification process implemented district-wide, each school's GT Plan, each student's Advanced Learning Plan, GT enrichment options, Parent and Student Workshops, school-based programs, etc.

The Westminster Public School's definition of gifted children is as follows:

"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. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

Future Steps:

- Continue to develop and implement criteria and procedures for portable identification in all content and talent areas.
- Ensure equal and equitable access for students of all populations, including those in our GT Talent Pool, throughout the district by regularly reviewing student achievement and cognitive data, soliciting referrals, expanding staff knowledge base regarding GT traits in underserved populations and connect general staff to their school's GT Liaison in order that appropriate follow-up occurs.

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



The Gifted Education Division website and the in-school GT Liaison Handbook and School Principal Handbook includes general information, announcements, GT School Plan information and referral forms in English, Spanish, and Hmong, comprehensive descriptions for parents and teachers about characteristics of gifted students, identification procedures, the development and process for Advanced Learning Plans, programming options, appeal processes, and a procedural flow chart with a calendar guide of events is posted and available. All forms, such as parent letters, checklists, and notifications are provided in both English, Spanish, and Hmong in the GT Liaison Handbook. Gifted Education contact information is available on the web centrally and by all schools should there be questions or concerns.

Westminster Public Schools utilizes multiple pathways to gifted identification. Response to Intervention is an ongoing event where students that demonstrate a need for extension or depth of content receive extension interventions in the regular classroom and may participate as a member of a talent pool with the school's GT Liaison. The progress of the student will be monitored. Students who continue to demonstrate a need for further extension will be referred for further testing to develop a body of evidence to determine proper placement. Each body of evidence is reviewed by a team of gifted specialists. All second and sixth grade students are screened for high ability using the Cognitive Abilities Test. This testing event occurs in September and students that score at the 95th percentile or higher or students that are approximately among the top 5% within their building will be referred for further testing to develop a body of evidence to determine proper placement. Parents are invited to refer their child for an evaluation which may include cognitive testing to build a body of evidence. This option is available year-round. Parents submit anecdotal information about their child through the Scales for Identifying Gifted Students, which is also available in Spanish. Parent questionnaires, checklists and surveys are also available in English and Spanish. Teachers may also refer a student at any time during the school year.

In order to determine exceptional ability and eligibility for gifted services, multiple data points are collected using a variety of tools to develop a comprehensive profile of a student's potential and to determine a student's exceptional ability and eligibility for gifted services. A body of evidence is created that consists of multi-criteria based processes to identify area/s of giftedness and determine the appropriate instructional accommodations and/or other opportunities for each student. This body of evidence includes but is not limited to: Verbal, non-verbal, or written objective assessment methods including group and individual measures of achievement, general ability, specific aptitudes, and creativity. Assessments may include norm-referenced standardized and criterion-referenced standardized tests; i.e.; CogAT, NNAT, TOMAGs. Subjective assessment methods are also included such as referral, observations, student product evaluations, auditions, rating scales, biographical data, interview, portfolio artifacts and grades. A variety of sources including input from teachers, peers, parents, community members, subject area experts, and/or the learners themselves to assure that areas such as creativity, leadership, talent and kinesthetic areas are identified and addressed as well, in an effort to recognize and support the whole child.

Partnerships with Parents

Parents often provide valuable insight into their child's strengths, abilities and interests. Primary points for parental involvement are referral and adding important information to the body of evidence. This might include parents completing a questionnaire or checklist or participating in an interview.

STEPS IN THE WESTMINSTER PUBLIC SCHOOLS GIFTED EDUCATION IDENTIFICATION PROCESS

STEP ONE: INITIATING A REFERRAL

The purpose of the referral process is to provide the Gifted Review Committee with names and profiles of students who should be considered for eligibility for gifted program services. School staffs receive training and information about the referral process, including characteristics of gifted



learners and have access to nomination forms. Students are referred through a variety of paths; through the K-12 wide-net screening process, by individual recommendation of a teacher, parent/guardian, professional staff member, by self-nomination, or as the result of previous eligibility in a non-WPS school. If no ability or achievement scores are available for a student, the student may be referred without such data. Our identification process is open year-round and anyone can refer a student for consideration at any time. The district is committed to ensuring equal opportunity for all district students to be identified as gifted and to receive services offered by the district. All children are eligible for the nomination process regardless of socioeconomic, linguistic, or cultural background, and/or disabilities. In the event that language creates a barrier to access the identification process, including cognitive assessments, surveys, observation scales, or GT programming, GT Specialists will consult with CLD (Culturally Linguistically Diverse) district/state staff in order to ensure equal access and opportunity for students and their family. This includes providing the appropriate translations, either in written and/or verbal formats.

Referral through Universal Screening

Universal screening is one of the many different pathways from which a student might be referred. Universal Screening means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential, especially students from traditionally underrepresented populations. Westminster Public Schools conducts universal screenings via norm-referenced cognitive assessments in the fall for all traditional second and sixth grade students. Data are also used to designate a talent pool of students. The universal screener WPS uses is a tool that allows students to show their ability and potential in areas such as reasoning, perception, creativity, motivation and problem solving. Universal screening in these three domains supports cultural fairness and non-biased testing in identification assessment. A universal screener is not just for the specific purpose of identifying highly capable or gifted students. WPS uses data collected through our universal screeners to provide information to support instructional planning for:

- All students
- Students referred for further gifted identification assessment
- Students recommended for talent pool ("on-watch" students)

Referral through Wide-Net All-District Achievement Data Screening

The purpose of all-district screening is to quickly locate likely candidates for consideration by the Gifted Review Committee. Our online student database provides respective school staffs with detailed achievement data for every WPS student. We review and discuss the assessment information, including growth percentiles, collaboratively in order to ensure every student is considered for advanced learning supports. Our identification criterion is outlined in what is meant to be a user-friendly flowchart in order that school staffs and parents may access and understand our identification process.

Referral through Nomination

The purpose of nomination is to encourage consideration of students who may appear to be potential candidates for gifted education services and were not referred through screening. Candidates may have compelling evidence from ability tests, classroom performance, juried work or other data. Professional staff members, parents/guardians, or students themselves may nominate candidates. Rating scales, accompanying narratives and/or observations describing student strengths are completed for nominated students.

Referral through Transfer Records

Students who have been found eligible at a WPS school and have been receiving gifted education services shall be automatically eligible for services when transferring to another WPS school. The Gifted Review Committee will review the profiles of these WPS transferring students as soon as possible to recommend program services. Students transferring from a non-WPS public or private school who provide evidence of participation in a gifted program are referred to the Gifted Review



Committee no more than 30 days after the transfer records are received in order to review and update the student's Advanced Learning Plan.

STEP TWO: DEVELOPMENT OF THE BODY OF EVIDENCE

Information from various sources, known as a Body of Evidence, will be collected for the referred student. This includes assessment results, class work, parental input, teacher observations and student interviews/surveys. The Review Team, comprised of individuals trained in gifted identification, will determine if the referred student meets the identification criteria for portability guidelines established by the state of Colorado.

Development of the student's Body of Evidence begins with measures which are reflective of our district's population, including achievement history. The district strives for demographic proportionality in order for the diversity of the district's student population to be increasingly reflected in the district's GT population. The Cognitive Abilities Test and the Naglieri Nonverbal Abilities Test (NNAT) may be used as part of the data collection phase of student profile development. These assessments of cognitive ability serve to support the data received from other measures such as rating scales, anecdotal information, observations, performance assessments and tests of achievement. These cognitive ability tests are administered on a case-by-case basis. No single instrument or score is used to determine eligibility. Parents are informed that their child is being evaluated for eligibility through the GT Liaison. They are asked to complete a rating scale and in some cases, participate in an interview, in order for us to gain a more holistic view of their child. The GT Liaison's role is to keep the family apprised of the identification process including notification of determination and development and review of the student's Advanced Learning Plan. There is a timeline of no more than 30 days after a referral is made in order to make a determination. The determination may be that more data is needed, in which case a "not at this time" letter is sent to the parents and copied to the child's ongoing BOE. This BOE is considered to be in our Talent Pool and the student's file is updated by the GT Liaison several times a year in order to watch for qualifying criteria.

STEP THREE: REVIEW OF A STUDENT'S BODY OF EVIDENCE

Beginning in the 2012-2013 school year, a decision for each candidate is made through a school-based committee review (GT Review Team) of the student's Body of Evidence. The committee review is facilitated by the school-based GT Liaison under the supervision of the WPS Gifted Education Division. Each student's Body of Evidence (BOE) includes data from multiple sources as indicated above. The folder prepared for each student will include a BOE Tracker form in order to ensure the data collection process is thorough, complete and multi-layered. Committee members, at least one of whom is trained in GT identification, review each child's strengths and compare the child's information to the identification criteria. If limited data is available, the GT Liaison will collect additional information. No single instrument or score is used to determine eligibility for gifted program services. Rather, the committee looks at all available data to reach a professional decision on each student. Specifically, the student should meet criteria that may include: performing at least one level above their age-peers, scoring in the 95th percentile on either a nationally-normed ability assessment or district nationally normed achievement assessment (Scantron), and/or scored Distinguished/Exceeds Expectations in the same area state assessment. The GT Review Team will recognize that a student's profile of strengths may not be evidenced in a traditional manner as linguistic and cultural differences may mask individual student strengths. The GT District Coordinator oversees this process as it is important that the committee members look at all available data in determining a student's eligibility. Students found eligible should be demonstrating more than one indicator of exceptional performance or the capability of attaining high performance, in accordance with CDE Portability criteria adopted June 2015. Although students in grades K-1 are not identified



using state assessments, it is recognized that young children may exhibit exceptional abilities. Instruments such as classroom observations, samples of student work, and interviews with teachers, parents, and students are used to determine learning strengths.

STEP FOUR: ELIGIBILITY CONSIDERATIONS

A student's eligibility for gifted education services is based on a documented need for modifications in the student's instructional program to ensure continuous academic challenges and supporting services. Services are matched to the individual student's needs and the local school options. Parents/guardians may elect at any time not to have gifted education services provided for their identified children. Students who are not receiving services are still eligible and are recorded in the student information system database. Services for students found eligible are recommended by the Gifted Review Committee and coordinated through the school principal, the GT Liaison, District GT Division, classroom teachers, and other school professionals as appropriate. The writing of the Advanced Learning Plan will be initiated following a student's BOE review at the GT Team Review meeting. The GT Liaison's role is to keep the family apprised of the identification process including notification of determination and development and review of the student's Advanced Learning Plan. Students and parents are provided an informational folder and orientation regarding student placement and participation options. Information regarding the collaborative process of writing the student's Advanced Learning Plan is shared with the student and parents via the GT Liaison and assisting teachers. Parents, teachers and the student collaborate regarding the child's strengths and interests. This information is noted on the Advanced Learning Plan in order to inform and guide individual programming. In addition, supports for parents are discussed and also noted on the Advanced Learning Plan. All schools offer program options for students who have been identified as eligible for services. Students found ineligible for gifted program services may benefit from general enrichment activities within the school. Their profiles of strength are shared with classroom teachers, parents, the students themselves, and other professionals in the school. The role of the GT Liaison includes assisting the school community in recognizing and maximizing the special strengths of students found ineligible. A student found ineligible will be placed in the WPS "Talent Pool", and their BOE will be updated as new information and assessments are available.

What is a Talent Pool?

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. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification at a later date. Students whose scores on a screening assessment are lower than the 95th percentile, or whose results on observation or performance assessment tools are not at the level to meet portability identification criteria, may be recommended by the review team for further data collection and observation or for inclusion in a talent pool.

Identification Criteria

Our identification criterion is outlined in what is meant to be a user-friendly flowchart in order that school staffs and parents may access and understand our identification process. A student whose score on the Scantron achievement test or another nationally normed achievement test is at or above the 95th percentile and/or is scoring Exceeds/Distinguished on CMAS and/or PARCC is considered for further evaluation. A student whose total score is below the 95th percentile on either of these assessments may be considered through the use of cognitive assessments. In addition, we consider the rate at which a Spanish-speaking student acquires English. We use a variety of assessments in order to identify students from traditionally under-served populations, including



the Cognitive Abilities Test nonverbal subtest, the Naglieri Nonverbal Ability Test, the Slocomb-Payne Teacher Perception Inventory, and the Frasier Scale. Screening never excludes a student from consideration in the identification process. The district ensures equal opportunity for all district students to be identified as gifted and to receive services offered by the district. In the event that language creates a barrier to access the identification process, including cognitive assessments, surveys, rating scales, or GT programming, GT Specialists will consult with CLD (Culturally Linguistically Diverse) district/state staff in order to ensure equal access and opportunity for students and their family. This includes providing the appropriate translations, either in written and/or verbal formats.

Gifted Determination

Not meeting criteria on a single assessment tool does not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence. All qualifying data points in a body of evidence are regarded equally. Placing greater emphasis on a specific test or awarding more points to a test score above a specific percentile is not considered an ethical practice in gifted identification. Once a student has been identified, programming continues through graduation.

Specific areas a child may be identified as gifted:

Westminster Public Schools follows guidelines for identification criteria to meet the Colorado Rules for Gifted Education Portability under HB14-1102:

General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying score, is the exception.

Specific Academic Aptitude

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world languages. Two pathways may lead to identification in the area of specific academic aptitude. First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures. This is referred to as Specific Academic Aptitude (with Cognitive).

Second, we recognize that a student may not score 95th percentile or above on a cognitive assessment. However, a review team may determine a comprehensive body of evidence demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification will include at least three or more measures from two of the following three areas:

- Criterion Norm-referenced achievement test
- Norm-Referenced Observation Scale
- Performance Evaluation

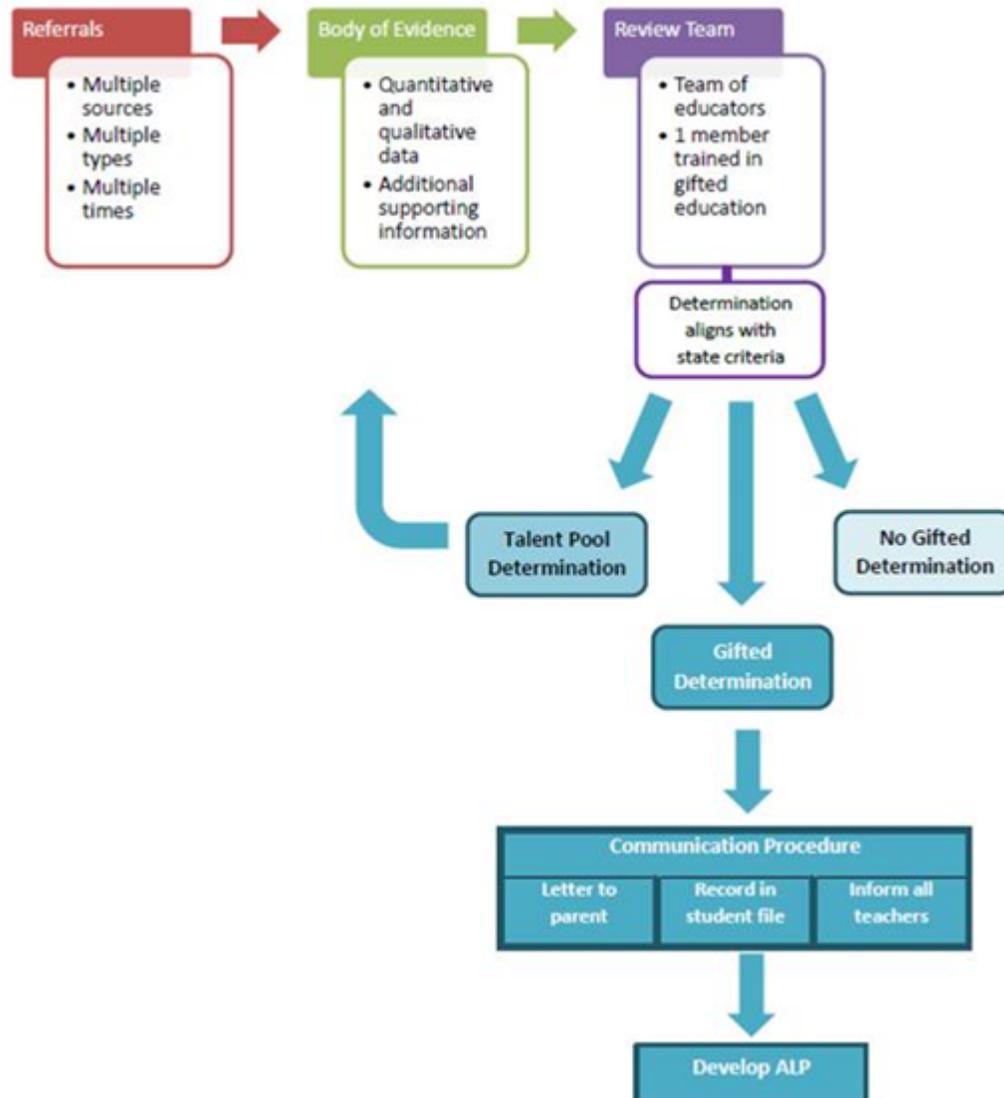
Specific Talent Aptitude

Identification through a talent domain requires the examination of a variety of instruments and multiple pathways. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Often criterion or norm-referenced assessments are not available in a talent area; therefore performance evaluation is an essential component in the body of evidence.

WPS Gifted Identification Process Flowchart



A gifted identification assessment should include the following components:



WPS General Identification Timeline: Kindergarten - 12th Grades

AUGUST-SEPTEMBER

All schools designate who their Gifted Education Liaison will be and submits info to the District Gifted Education Coordinator



Gifted Education Liaison Orientation is scheduled for GT Liaisons new to the position, including specific, detailed training regarding the identification policy and procedure in WPS

All GT Liaisons attend mandatory training for identification policy and procedures, including Universal Screening general information

GT Liaisons schedule school trainings re GT identification policy and procedures

SEPTEMBER

GT Family Night session on identification, "How Do I Know If My Child Is Gifted?"

GT Liaison training focused on how to conduct Universal Screenings in all district second grade classrooms and sixth grade classrooms

GT Liaisons collaborate with their CLD Specialist and administrator to determine how to best include non-English language learners in the Universal Screening process

Universal Screening schedule is determined at each school by the GT Liaison and principal

Information letters for Universal Screenings sent home to all second and sixth grade parents

The WPS Assessment Division collaborates with the WPS Technology Division to coordinate technological requirements to facilitate the Universal Screening

Universal Screenings conducted in all elementary and middle schools mid-September

OCTOBER-NOVEMBER

GT Liaisons training regarding how to interpret Universal Screening results and how to determine next steps for each child

Meetings scheduled with the GT District Coordinator, the school's GT Liaison and teachers to review the Universal Screening results and determine next steps

DECEMBER



GT Liaisons create Bodies of Evidence (BOEs) for applicable students, including those who participated in the Universal Screening as well as students referred by parents, teachers, etc.

Observation scales, parent letters, surveys distributed to teachers, parents and students

Current achievement data for each student’s BOE is recorded

Follow-up testing scheduled for applicable students

JANUARY- MAY

Follow-up testing scheduled at each school

GT School Review Teams evaluate BOEs for applicable students in order to determine whether the BOE meets portability criteria for identification or "not at this time" (Talent Pool)

Each school’s GT Liaison distributes students eligibility/non-eligibility letters to parents

GT Liaisons notify staffs regarding eligibility/non-eligibility for students

GT Liaisons facilitate the writing of Advanced Learning Plans for students meeting criteria and Extended Learning Plans for Talent Pool students

All student documentation is reviewed by the GT District Coordinator

Newly-identified GT students entered into WPS/CDE database

GT Liaisons conduct parent meetings for newly-identified

NOTES:

- Referrals are accepted year-round from parents, teachers, staff and students to initiate GT evaluations for any student attending a district school
- GT Students transferring into WPS from another district will have their records reviewed within 30 days of notice, their Advanced Learning Plan will be developed/updated within 45 days with input solicited from the parents, student and teachers.

Future Steps:

- Continue to develop and implement criteria and procedures for portable identification in all content and talent areas.
- Ensure equal and equitable access for students of all populations throughout the entire district.



Advanced Learning Plan Content, Procedures and Responsibilities

In WPS, the expectation is that all identified GT students will have an Advanced Learning Plan. The ALP is structured in order to provide information which will inform a student’s goals. Every ALP contains information related to the child’s eligibility and placement criteria in addition to the most current achievement data, including growth percentiles. There are specific areas on the ALP to apprise students, parents and teachers regarding the unique supports that are available for gifted learners, parents of the gifted and teachers of the gifted. Parents, teachers and students may check which support they are interested in and the GT Liaison may consult with the Gifted Education Coordinator, school staff and principal to ensure those supports are put in place. All Advanced Learning Plans for transferred students are reviewed by the school’s GT Liaison at the time of transfer in order to ensure goals and options are updated and kept current.

The ALP also has a section related to parent and teacher observations in order that a record is made of a student’s current academic "well-being". The intent is to provide a current holistic diagnostic in order that goals are set which are reflective of a child’s strengths and needs. For example, if a child states that they are bored, there is a place on the ALP to note that. If the child indicates an interest in participating in Lego League, there is a place to note that. If a teacher observes that a child is disorganized, there is a place to note that. If the parent would like to participate in a SENG group, there is a place they may note that. The purpose of noting service options and observations is three-fold; one, to inform students, parents and teachers regarding programming options; 2, to make record of what service each may choose to access and 3, to inform the goal-setting process as detailed on the ALP.

We include academic, affective student and parent goals on each plan. Academic and affective goals are SMART (Specific, Measurable, Attainable, Achievable, Realistic, and Timely).

Secondary ALPs at current are separate from the ICAP and focus on post-secondary readiness, however, the ALP is considered in planning for post-secondary readiness. Throughout the lesson plan for ICAP, students are setting goals for both the school year and the future. Data is recorded in Empower and Google drive and completed through Social Studies Classes. All goals are taken into consideration for future course scheduling and beyond. Concurrent enrollment is addressed in the ALP and students and parents may opt to receive individualized counseling regarding their specific needs.

Future Steps:

Affective goals will be the focus for ALPs over the next few years.

Westminster Public Schools Advanced Learning Plan Template:

Advanced Learning Plan for _____ School _____

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Please describe what placement criteria the student met: _____

Identified Strength Area(s): _____ Date student identified as GT: _____ Date of Parent/Student ALP Survey: _____

Strength Areas: Specific Academic Aptitude: Reading/ Writing/ Math/Science/Social Studies/World Languages



Specific Talent Aptitude: Visual Arts/Performing Arts/Musical Abilities/Dance/Psychomotor Abilities/Creative or Practical
General Intellectual Ability

Learner Profile:

Assessments	Subject Areas
Current Competency-Based Performance Level	
Scantron Percentile	
Month/Year	
Scantron Percentile	
Month/Year	
PARCC	
CMAS	
Other: EL? IEP? 504?	

Signatures: Student _____ Parent _____ Teacher(s) _____
 GT Liaison _____ Administrator _____ Other _____

WPS GT Evaluation Info/Advanced Learning Plan

Student Interests/Enrichment Options: Student Interest Survey Lego League Spelling Bee Club Science Fair Club Computer B
 Motivation/Engagement Support Supports for Perfectionism Strategies for Work Completion Student Symposium Volunteering
 Support Academic Skills Support Mentorship GT: Psychology of Self Class Community Projects Passion Project Intellectual Peer

Parental Supports: ALP Survey GT District-Wide Parent Orientation BOE Review Transition Supports How to Raise a GT Child A
 Motivation/Engagement Support Volunteering Options GT Specialist Consultation Email Notifications GT Calendar Survey: Ch
 NAGC Online Webinars Other _

Teacher Supports: GT Liaison/Specialist Consultation Review BOE 2X Support Parent Conference Support Classroom Consult
 Training re GT ID Training re GT in Underserved Populations Training re Nature and Needs of GT School Data Review Support
 Opportunities Support re Independent Learning Contracts Training re GT Discussion Groups Supports re Implementing Studer

SMART GOALS: ACADEMIC STRENGTHS

Include at least 2 content areas (i.e., math, literacy, social studies, and science).
Relate academic goals to growth percentiles. Include parent and student input including action steps (see below).



	LITERACY SMART GOAL:	
	MATH SMART GOAL:	
	SOCIAL STUDIES SMART GOAL:	
	SCIENCE SMART GOAL:	
	OTHER ACADEMIC GOAL:	

OTHER STRENGTHS/GOALS (e.g., Art, Music, Creativity, Leadership, Perfectionism, Organization, Risk-taking, Peer Pressure)

AREA:		GOAL:		Teacher:		Date:	
AREA:		GOAL:		Teacher:		Date:	

STUDENT Goal Review and Action Steps:

PARENT Goal

Review and Action Steps:

Each school's GT Liaison is responsible for facilitating the writing of the ALP in August with the teachers, students and parents. ALPs are reviewed as needed, at a minimum of twice a year. If a student transfers into a school mid-year, the ALP is reviewed and rewritten as necessary to ensure consistency with the ALP format used in WPS. Most often these transfers come with minimum information regarding a child's placement criteria. In this case, that information must be provided in order to include on the WPS ALP template.

The Advanced Learning Plan is uploaded to a shared school computer drive and is placed in the cumulative file for each GT student. The Advanced Learning Plan is sent to the next school with official school records, and that ALP is updated through information received in current parent and student ALP surveys.

The progress of students receiving gifted education services is reviewed annually by the school team and this process is led by the school's GT Liaison. The review is generally completed at the end of the school year or at the beginning of the school year to determine or recommend services for the upcoming school year. Services are reconsidered in relation to programmatic differences at these levels. Information about student performance and outcomes in the program is considered in the decision to continue or modify services for the next school year. Students who do not experience success through gifted program services may be recommended for alternate interventions. Although services may be modified, eligibility status does not change with fluctuations of grades or standardized test scores.

After the annual review, the Advanced Learning Plan is updated to reflect the most recent standardized test scores and projected services for the upcoming year.

Future Steps:

- Continue to provide training to gifted personnel on standards-based achievement and affective goal creation in order that they are implemented consistently on all ALPs at all levels.



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- Ensure all ALPs include a student profile described in a body of evidence including determined area(s) of giftedness and which assessments were used in identifying the student as gifted, including the assessment nationally-normed age percentiles.

Programming

A student's eligibility for gifted education services is based on a documented need for modifications in the student's instructional program to ensure continuous academic challenges and supporting services. Services are matched to the individual student's needs and the local school options. Parents/guardians may elect at any time not to have gifted education services provided for their identified children. Students who are not receiving services are still eligible and are recorded in the student information system database. Services for students found eligible are recommended by the Gifted Review Committee and coordinated through the school principal, the GT Liaison, District GT Department, classroom teachers, and other school professionals as appropriate. The writing of the Advanced Learning Plan will be initiated following a student's BOE review at the Gifted Education Review meeting. The GT Liaison's role is to keep the family apprised of the identification process including notification of determination and development and review of the student's Advanced Learning Plan. Students and parents are provided an informational folder and orientation regarding student placement and participation options. Information regarding the collaborative process of writing the student's Advanced Learning Plan is shared with the student and parents via the GT Liaison and assisting teachers. Parents, teachers and the student collaborate regarding the child's strengths and interests. This information is noted on the Advanced Learning Plan in order to inform and guide individual programming. In addition, supports for parents are discussed and also noted on the Advanced Learning Plan. All schools offer program options for students who have been identified as eligible for services. Students found ineligible for gifted program services may benefit from general enrichment activities within the school. Their profiles of strength is shared with classroom teachers, parents, the students themselves, and other professionals in the school. The role of the GT Liaison includes assisting the school community in recognizing and maximizing the special strengths of students found ineligible. A student found ineligible will become part of the school's Talent Pool and the BOE will be monitored and updated throughout the year.

Methods by which WPS communicates to educators about available gifted programming options within the district and how those options will be accessed. (e.g., annual administrator and teacher information, handbooks, induction programs, Web page)

- Every school has a GT Liaison whose role is to disseminate info to their school staffs and serve as the contact person for GT-related issues (e.g.; the identification process, how to initiate a GT referral, information pertaining to student competitions) Please reference the "Personnel" section of this plan for more information.
 - Regularly scheduled Principal check-ins
 - Teacher consultations throughout the year
 - WPS GT Website and school GT websites linked to the district site
 - Access to GT forms and detailed information is provided to Liaisons through a shared computer drive which Liaisons and administrators may access to address the individual needs of their school staff, parents and students
 - Advanced Learning Plan training in the Fall for GT Liaisons
 - GT BOE Review Meetings scheduled at each school throughout the year on an as-need basis
 - Advanced Learning Plan content includes various programming options
 - Fall GT Parent Orientations which GT Liaisons attend



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- School-based parent conferences twice a year
 - School GT plans are developed with the GT Liaison and principal through the Tiered Intervention Model of GT Services

Programming is designed to match a student's strength area and interests as much as possible given the confines of available funding. Efforts are made to provide students with a broad variety of strength-based programming in order that a student may explore options to which they may not typically have access.

WPS specific programs designed to support students' strengths and interests (detailed information can be found on the WPS website; <http://www.westminsterpublicschools.org>):

- WPS Future Center
- CU Boulder STEM Workshops
- CAGT Legislative Day
- Scholarship Opportunities
- Concurrent Enrollment
- Apprenticeships/Jobs
- Community Service Organizations
- AVID
- Project Lead the Way with college credit options
- STEM in Action at Westminster High School
- STEM Student Internships
- Multicultural Ambassadors of Peace
- Knowledge Bowl
- MESA Club
- Youth Leadership Academy
- Premed Club
- Coding Club
- 3D Printing Club
- Nanotechnology Club
- Computer Explorers
- Lego League
- First Robotics
- WPS Science Fair
- National Spelling Bee
- National Geographic Bee
- MathCounts

Programming is designed to align with a student's performance data and ALP goals. Students found eligible for gifted education services have demonstrated areas of unusual strength. Services are provided because the identified students have a documented need for differentiation in their instructional program. This differentiation provides daily academic challenges and social-emotional supports to ensure continued intellectual growth and development.

Westminster Public Schools determines the most effective methods to meet the needs of students identified for gifted education services. Selecting from a list of gifted education service options outlined in each school's individualized GT School Plan, schools consider their current educational resources and make choices based upon the needs of their gifted learners. No matter which choices for service delivery are made, each school has in place several ways eligible students may receive support. Each school's Gifted Review Committee considers individual strengths in matching students to services because each student has a unique profile of strengths. Some students require more



intensive services than others and these services are defined in the student's ALP and each School's GT Plan.

Service delivery options which are embedded into our Competency Based System for Elementary Schools, Middle Schools, and High Schools are as follows:

- Regular classroom/course with differentiation of instruction
- Regular classroom/course with cluster grouping and differentiation
- Regular classroom/course with grade acceleration of specific content
- Interdisciplinary course
- Resource sessions outside the classroom
- Advanced Placement and honors courses

Regular classroom with differentiation of instruction The student receives additional academic challenges within the regular classroom and through supplemental experiences available in the school and in the community. Content, process, and products are expanded in alignment with curriculum content standards being taught in the classroom. The gifted education school liaison collaborates with the District GT Coordinator regular classroom teacher to facilitate differentiation. This may include working directly with identified students and/or collaborative teaching. The GT Liaison assists the regular classroom teacher with ways to differentiate academic work, including activities, resources, and assessment. This arrangement provides the opportunity for the student to experience differentiated activities directly related to the daily learning in the classroom.

Regular Classroom with Cluster Grouping and Differentiation The student is placed in a regular classroom with one or more other students identified for gifted education services. Along with the other identified students, the student receives additional challenges within the regular classroom. Content, process, and product are expanded in alignment with curriculum content standards being taught in the classroom. Clustering students facilitates teacher planning for differentiation and provides academic peers for the student. Clustering also makes scheduling any out-of-class activities for identified students more efficient. The GT Liaison collaborates with the District GT Coordinator and classroom teacher in selecting ways to differentiate academic work, including activities, resources, and assessment. This may include working directly with identified students and/or cooperative teaching to ensure ongoing rigor and challenge.

Regular Classroom with Grade Acceleration of Specific Content The student who has unusual strengths in a particular content area receives advanced instruction in the specified area(s) at another grade level. Generally such instruction occurs in a classroom at the next grade level. The student is expected to meet standards for the grade level of instruction. Differentiated instruction is provided as appropriate. The GT Liaison and district GT Interventionists work to assist both teachers and the student with the arrangement. This arrangement facilitates consistency in the presentation of advanced content and requires minimal additional teacher planning.

Interdisciplinary Course Students may receive credit in a class for content under another class heading. For example, students may receive writing credit in a math class. The student participates in an interdisciplinary course that supports and extends District 50 curriculum content standards. The program of studies for the course incorporates problem-based learning, advanced content, and self-assessment. This arrangement provides students with supplemental learning experiences that focus on critical and creative thinking, advanced research skills, and in-depth presentations of original findings to peers.

Programming supports for differentiated instruction and methods which are embedded into our Competency Based System for Elementary Schools, Middle Schools, and High Schools are as follows:

Regular classroom with differentiation of instruction The student receives additional academic challenges within the regular classroom and through supplemental experiences available in the school and in the community. Content, process, and products are expanded in alignment



with curriculum content standards being taught in the classroom. The gifted education school liaison collaborates with the District GT Coordinator regular classroom teacher to facilitate differentiation. This may include working directly with identified students and/or collaborative teaching. The GT Liaison assists the regular classroom teacher with ways to differentiate academic work, including activities, resources, and assessment. This arrangement provides the opportunity for the student to experience differentiated activities directly related to the daily learning in the classroom.

Regular Classroom with Cluster Grouping and Differentiation The student is placed in a regular classroom with one or more other students identified for gifted education services. Along with the other identified students, the student receives additional challenges within the regular classroom. Content, process, and product are expanded in alignment with curriculum content standards being taught in the classroom. Clustering students facilitates teacher planning for differentiation and provides academic peers for the student. Clustering also makes scheduling any out-of-class activities for identified students more efficient. The GT Liaison collaborates with the District GT Coordinator and classroom teacher in selecting ways to differentiate academic work, including activities, resources, and assessment. This may include working directly with identified students and/or cooperative teaching to ensure ongoing rigor and challenge.

Programming supports that provide affective and guidance support are outlined in the student's ALP. The ALP contains a menu of affective supports options students and parents may access.

Programming provides diverse content options in areas of strength as outlined in the student's ALP. The ALP contains a menu of options that offer supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals are offered and facilitated by experts in the field both from within the District and outside the community. Attempts are made so that the enrichment activities will directly align with applicable Learning Targets and theories associated with multiple intelligence, giftedness, and 21st century skill development. In order to assist with future planning, we monitor student participation and attendance in each of the enrichment activities offered.

Programming is articulated across grade levels through the ALP and each school's individualized GT School Plan. ALPs are stored online, transfer with the student to whatever school they attend in-district, are rewritten each fall and reviewed throughout the year.

Programming provides pre-collegiate and/or pre-advanced placement supports as outlined in the student's ALP. ICAP informs ALP goals.

Programming supports the collaborative development of the ALP. With guidance from the District GT coordinator, the school's GT Liaison coordinates the communication process around ALP development, including notification, gathering input, scheduling meeting times, etc. The ALP development process includes options to access specific supports for all key stakeholders, including consultations with the school's GT Liaison and District GT Coordinator. The school's GT Liaison coordinates the communication process around ALP development, including supports to assist with goal development including the proper format for SMART goals. The GT District Coordinator assists in the goal-writing process as necessary. Workshops are offered to GT Liaisons, school staff and teachers to assist with this task.

The ALP process begins at the time of the BOE Team Review meeting, at which time the team reviews the student survey and parent GT traits survey along with other elements in the BOE including performance data. The student works with the teachers and GT Liaison to understand what a goal is and why it is important to write in the SMART goal format. Reflection is an important part of this process, and the GT Liaison guides the reflection process with the teacher, student and parents. The parent is informed about the ALP process and purpose at the time of the child's GT placement (identification), including the strength area determination. The parents are asked to submit a more specific survey at the time of identification regarding what they would like to see in their



child's ALP. A meeting is scheduled with the parents, student and teachers to review all recommendations and ensure the ALPs goals are inclusive of input from all stakeholders.

Programming provides post-secondary options to students.

- WPS Future Center
- Scholarship Opportunities
- Concurrent Enrollment
- Apprenticeships/Jobs
- Community Service Organizations
- AVID
- Project Lead the Way with college credit options

Programming provides concurrent enrollment options to students.

Programming provides a problem-solving process when a gifted student is underachieving. There are many factors that may lead to a student's underachievement. The ALP also has a section related to parent and teacher observations in order that a record is made of a student's current academic "well-being". The intent is to provide a current holistic diagnostic in order that goals are set which are reflective of a child's strengths and needs. For example, if a child states that they are bored, there is a place on the ALP to note that. If a teacher observes that a child is disorganized, there is a place to note that. If the parent would like to participate in a SENG group, there is a place they may note that. The purpose of noting service options and observations is three-fold; one, to inform students, parents and teachers regarding programming options; 2, to make record of what service each may choose to access and 3, to inform the goal-setting process which comes next on the ALP. There are options listed on the ALP that a child may access to provide motivation or to help them understand their obstacles to academic success. There are also supports for a teacher and parent to access on the ALP.

The progress of students receiving gifted education services is reviewed at the minimum, annually, by the school team, led by their GT Liaison. The review is generally completed at the end of the school year or at the beginning of the school year to determine or recommend services for the upcoming school year. If a child is underachieving the ALP is consulted and services are reconsidered in relation to programmatic differences at these levels. Information about student performance and outcomes in the program is considered in the decision to continue or modify services for the next school year. Students who do not experience success through gifted program services may be recommended for alternate interventions. Although services may be modified, eligibility status does not change with fluctuations of grades or standardized test scores.

Programming provides acceleration options. Westminster Public Schools elected to move on from the traditional view of schooling toward an approach to learning referred to as a Competency Based System (CBS). It is a system whereby the entire Westminster Public Schools is working at learner developmental instructional levels, and advancing only when they have demonstrated competency or mastery of each concept and skill. Learners progress to the next performance Level in a content area once proficiency or better has been achieved and validated. Progression can occur at any point during the course of the year for any content area and is independent of grade level, semesters, or any other traditional assessment milestone. At the beginning of the school year, the learners pickup at the point where they left off in the previous year creating a continuous flow of learning. This system eliminates social promotion and allows those who are ready to advance independent of the day/month/school calendar year. Typically, learners are at different Performance Levels for different content areas. Multiage classrooms are the norm.

Future Steps:

- Implement systemic affective programming for all gifted students



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- Promote additional differentiation within CBS to allow gifted students to explore content areas with greater rigor using models such as Thinking Maps, Kagan Structures, Kaplan's Depth and Complexity, etc.

Evaluation and Accountability Procedures

The UIP GT addendum is monitored, measured and aligned with the state accreditation process. As required by law, WPS participates in the Colorado Gifted Education Review (CGER). Our last C-GER was in spring 2016. In addition to this program review, the GT Division conducts its own evaluations. The parent and teacher survey created for the C-GER will be given each year in the spring to determine customer satisfaction with our program. These results will be shared with principals, GT staff, and the Gifted Education Advisory Council.

Gifted students' achievement and growth reporting is disaggregated.

Reviewing achievement data, including the pace at which students move through our levels-based system, is fundamental to informing the progress of our GT students. The GT Division works closely with the Westminster Public Schools Student Assessment and Accountability Department and our Technology Services Department to ensure we have access to whatever student achievement data we deem necessary, including district demographics, district Scantron assessment results, ACT results and state CMAS and PARRC data. We disaggregate our GT student data in order to view each GT student's demographics, state assessment performance, and respective growth percentiles. In addition, district Scantron data includes information relating to students' day-to-day classroom performance levels as measured by each student's national Scantron percentile, their growth percentiles and grade-level equivalencies in reading, writing, math and science. Comparing a student's state performance data to their day-to-day classroom Scantron performance data is a critical element in monitoring student progress and determining their achievement trajectories. Trends within our district are analyzed, evaluated and reported on the GT Unified Improvement Plan Addendum. Those findings are shared with our GT Liaisons and principals in order to set performance targets by school and determine which classroom strategies have a positive impact for our students. We want to minimize low-yield strategies and maximize high yield strategies.

The district uses Alpine, Infinite Campus and the Scantron Assessment Program as its student information systems. All teachers are able to access Alpine, Infinite Campus and Scantron to view student data, including cognitive data derived from our WPS Universal Screenings. In addition, district departments and schools have individual computer drives with accesses granted to key personnel. The GT Division maintains three primary folders on the in-district

T: Drive; one folder is specific to the GT Liaisons, one folder is specific to school principals and one folder is specific to the GT Division. All administrators, applicable central office leadership and GT Liaisons have access to the GT Liaisons folder. This folder houses current information related to school-based programming including identification procedures, Advanced Learning Plan templates and supports, enrichment opportunities, GT trainings, GT research, etc. In order to ensure timely access to students' Advanced Learning Plans, ALPs are housed in Alpine, our online student records system.

- Every school has a GT Liaison whose role is to disseminate info to their parents and serve as the contact person for GT-related issues; i.e., the identification process, how to initiate a GT referral, and information pertaining to student competitions. Please reference the "Personnel" section of this plan for more information.



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- Parent consultations are held throughout the year in order to review their child's BOE, achievement data, ALP development, strength area, etc.
 - Access to parent resources and information regarding the district GT Division and their school-based liaison may be accessed through the Westminster Public Schools GT Website.
 - Advanced Learning Plan content includes various programming options for students, parents and staff in order to ensure stakeholders are aware of resources available to them.
 - Affective Goals are included in the ALP and are written as SMART goals in order that the progress may be monitored and measured throughout the year.
 - Each school's unique GT Plan is individualized in order to address that school's needs and is collaboratively designed with that school's key stakeholders, including the principal, GT Liaison, mental health support staff, teaching staff, parents and students.
 - GT Family Night sessions include an overview of the WPS GT programming options and families are provided with methods to connect to their school's GT Liaison in order to provide them with a site-based GT resource.

Future Steps:

- We will continue to develop and implement a method of self-evaluation of the gifted program that is administered on a regular schedule and includes all stakeholders. We will report results and use them to develop a more effective gifted program.
- We will continue to disaggregate achievement data on the Unified Improvement Plan (UIP) Gifted Education Addendum for additional sub-populations of ethnicity and socio-economic status to more effectively analyze gifted students' needs.
- We will continue to develop and implement tools and processes to measure and monitor student affective growth in order to ensure continual development.

Personnel

The WPS GT Program Plan describes the personnel responsible for administration of GT programming. WPS follows state and federal guidelines regarding the employment of Highly Qualified Personnel for all educators. WPS does not employ any paraprofessionals to be the sole providers of instruction. There is a GT Liaison based in every WPS building. Their role is to ensure their school's GT Plan is completed with collaboration from all staff and ensure implementation which includes making available to all staff opportunities to increase learnings regarding the needs of gifted students. The Westminster Public Schools Gifted Education Division Program Coordinator holds a permanent full-time position. The Coordinator oversees all facets of service delivery and supervises GT team members in order to comply with the Colorado Department of Gifted Education guidelines (12.02 (1) (f) (i) regarding services provided for talented and gifted students. There is a GT Liaison based in every WPS building. Their role is to ensure their school's GT Plan is completed with collaboration from all staff and ensure implementation.

To support training in gifted education, the following incentives are provided dependent upon funding:

- An annual performance contract for school-based GT Liaisons
- Workshop and/or conference reimbursement funds for all staff, including GT Liaisons
- Monies provided to hire guest teachers as needed in order for GT Liaisons to perform GT duties which conflict with their teacher duties that occur in the typical school day; i.e., attending conferences, Universal Screening Test Administration, follow-up GT testing
- Re-licensure points for participation in gifted education workshops/conferences and college-based graduate coursework opportunities



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- Regularly-scheduled district PD regarding the ALP process, differentiation, research-based best practices, content extensions, leadership, enrichment, mentorships, social/emotional needs of the gifted, etc.
 - Collaborations with district personnel to provide professional development regarding talent development, differentiated instruction and the nature and needs of students who are gifted and talented
 - Participation in study groups and/or book studies designed to prepare staff to become endorsed in Gifted Education through the Colorado Department of Education
 - GT Liaison Orientation Training
 - WPS GT Induction Classes offered 4X per year
 - Annual professional membership to the National Association for Gifted Children
 - Monthly GT Liaison Trainings/Work Sessions
 - Supports for parent registration fees at GT conferences held in the metro area

More specifically, duties for GT personnel include the following:

1. Hire/contract with additional GT Services personnel as approved by the BOE to interface with parents, teachers, school administrators and support personnel for purposes of identification for services and program delivery.
2. Develop GT Services personnel into a cohesive team that provides rich, comprehensive and systematic services to students, parents, teachers, and all schools in WPS.
3. Coordinate and supervise GT Services personnel in the delivery of all services including but not limited to the referral/identification process, program delivery, and communication with appropriate stakeholders.
4. Collaborate with other program coordinators and district administrators to develop a comprehensive program that delivers quality services regarding talent development to all students for whom they are appropriate, regardless of race, ethnicity, gender, socio-economic level, native language, or designation as needing specialized services because of learning, physical, or social/emotional/behavioral disabilities.
5. Collaboratively develop a comprehensive plan to identify K-12 students who need services differentiated above and beyond those typically delivered at the student's age/grade level.
6. Collaboratively develop flexible delivery options for services in Tiers I, II, and III with all elementary, middle, and high schools in WPS.
7. Collaborate with district personnel to provide professional development regarding talent development, differentiated instruction and the nature and needs of students who are gifted and talented.
8. Collaborate with district personnel to design and utilize a school- wide GT database for the purposes of identification; to chart, monitor and update progress of the referral/ identification process, including students' cognitive data received from universal screenings.

Future Steps:

- Implement district-wide professional development for all staff to create consistency in programming and instruction for gifted students. We will consider building upon existing models already used in WPS such as Thinking Maps, Kagan Structures, Kaplan's Depth and Complexity and the CDE online modules such as "Addressing the Needs of Gifted Learners".

Budget

WPS complies with state guidelines regarding GT funding.
The WPS GT budget provides support for the following services:



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- 1 full time District GT Coordinator
 - 19 School-Based GT Liaisons' stipends
 - Registration fees and opportunities for all staff to attend in-state conferences and workshops
 - 9X/year GT Liaisons in-district trainings
 - Release time for GT Liaisons to be trained
 - Supplies, materials, printing for schools and the GT Department, testing materials
 - Registration fees for 19 elementary and middle schools for: Spelling Bee, Geography Bee, MathCounts (5 middle schools)
 - Enrichment Activities for students including: Computer Explorers/Lego League, School-Specific Field Trips, Competitions
 - Annual memberships to the National Association for Gifted Children for all GT Liaisons and interested staff
 - Participation for 8th-12th graders in CAGT Legislative Day
 - CU Boulder Bio-Tech Workshop for all district students grades 4-8
 - Specific GT budgeting requests from all schools are accepted and approved/denied throughout the year.
- Future Steps:
- Review the proposed budget to be certain amounts in AU expenditures match the descriptions provided for their uses.
 - We will consider using multiple funding streams for students who are gifted and also qualify for other types of funding (e.g.; Title II, Title I) to provide appropriate programming to meet their diverse needs.

Reports

WPS complies with state guidelines regarding the submittal of the GT UIP addendum.

WPS complies with state guidelines regarding reporting and analyzing gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

WPS has a proposed and actual budget on file at CDE.

WPS provides information to CDE regarding all gifted education students and qualified personnel.

Record Keeping

12.05(1)-12.05(5) Key requirements:

WPS keeps financial records in accordance with CDE guidelines.

WPS maintains an inventory for equipment which were purchased through GT funds.

The district has established a method for keeping individual cumulative records on the identification and programming for gifted students. Advanced learning plans are available for review for each gifted student.

WPS follows state and federal guidelines regarding student confidentiality laws and regulations.

The GT department follows district policy regarding GT student records being maintained, retained and destroyed.

Future Steps:

- We will reconsider the use of Google Drive to share Advanced Learning Plans (ALPs) since the district cannot ensure confidentiality with this platform.



Procedures for Disagreements

Westminster Public Schools' appeal procedure is posted on our website and is included in our parent brochures on identification policy and universal screening procedures.

The appeal process begins when a student and/or parent is not satisfied with the decision of the team in planning the student's educational programming and when determining need for gifted education services. This process involves the reconsideration of any of the assessment processes, Body of Evidence data, or programming for gifted and advanced learners.

The WPS District Coordinator of Gifted Education, along with the GT Liaisons, regularly and collaboratively problem solve with parents, administrators, teachers and other stakeholders as needed to reach the best solution for identified gifted students as well as students not formally identified as gifted.

The dispute resolution process used for resolving disagreements about identification and programming for gifted students is described below along with the procedures for parents to access the process, how will parents be heard, who makes the final decision, and how will parents be notified of the decision.

If a parent/guardian has a dispute with GT services within the classroom, the following steps may be taken:

1. The parent/guardian should meet with the classroom teacher to share concern and seek a resolution.
2. If this meeting does not resolve the problem, the parent/guardian should document the concerns and the parent's perspective of the situation in a meeting with the GT Liaison within ten school days.
3. If the meeting with the GT Liaison does not resolve the concerns, the GT Liaison will schedule a meeting with the Administration (principal or assistant principal) on the child's behalf within 10 school days.
4. If a parent/guardian has a dispute that has not been resolved at the school level, the following steps may be taken.
5. The parent may submit a letter to the District Coordinator of Gifted Education within ten school days following the school based conference to request a district level meeting to seek a resolution or further information. The parent should meet with the District Coordinator of Gifted education to seek a resolution or further information. During this meeting, the parent may present data showing the need for gifted identification or gifted programming options. Following this conference, the District Coordinator of Gifted Education in consultation with the school's Gifted Education Liaison, the student's classroom teacher(s), and the school's administration will make the final recommendation and send the decision to the parent/guardian within five working days of the meeting.
6. If the parent/guardian is dissatisfied with this recommendation, he/she may appeal in writing within twenty school days to the Chief Education Officer. The Chief Education Officer will review the process and evidence and will respond in writing to the parent/guardian within ten school days of receipt of the appeal.
7. If the parent/guardian does not agree with the response of the Chief Education Officer, he/she may appeal in writing within ten school days to the Superintendent. The Superintendent will review the process and/or the policy and will respond in writing to the parent/guardian within ten school days of the receipt of the appeal.
8. If the parent/guardian does not agree with the Superintendent's decision, an appeal may be made within ten school days to the Board of Education. The Board Chairperson will contact the parent/guardian within ten school days of the receipt of the appeal to establish the next steps.



Future Steps:

- Continue to adjust and refine as necessary.

Westminster Public Schools Appeal Process

Parents/guardians will have an opportunity to be heard before any decision regarding gifted education programming, and/or identification, is implemented, and disagreements will be discussed in a timely manner. If parents disagree with the placement decision, they will be provided information regarding the appeals process (see specific steps above). An appeals process may be initiated by the parent/guardian by conferencing with the teacher, principal, and/or the Gifted Education School Liaison and the District Gifted Education Program Coordinator. Additional information may be requested in order to review the information gathered for the initial Body of Evidence. Parents will be notified within ten school days following any meeting which occurs in the appeals process. LEGAL REF.: CRS 22-20-103; CRS 22- 26-101-104, 1 CCR 301-8 (Education of Exceptional Children)

Monitoring

WPS complies with state and federal laws regarding the program plan, identification and services for gifted students.

WPS monitors the UIP addendum and GT program plan.

WPS monitors enrollment and performance reports.

WPS makes preparations to participate in the Colorado Gifted Education Review.

WPS participates in follow-up activities to correct areas of non-compliance on the C-GER.