



Administrative Unit

Administrative Unit name: Weld Re-4, Windsor - 62040	Region: North Central	
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Name of Superintendent: Dan Seegmiller	
Superintendent’s signature:	Date:

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

Directions:

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

Procedures for Parent, Family and Student Engagement and Communication

- **How parents are informed about access to identification procedures**
Parents are informed about access to identification procedures through GATE teachers, the website, the Parent Handbook, and the Program Plan.
- **Ways to educate parents and families about giftedness or parenting gifted students**
The school district notifies parents of upcoming conferences for parents with gifted students. It may also offer SENG groups to parents when trained staff are available to run sessions. Online and print resources are provided to parents to educate parents on the nature and needs of gifted children.
- **Information about involvement and progress reporting**
Parents receive written notification when a child is evaluated for gifted services. They receive contact information for answering questions and getting additional information. Yearly meetings are scheduled with parents to review the student's ALP, set goals, and . Meetings are also held with the classroom teacher(s), parents, and student to discuss learning goals, progress, and next steps. Content teachers supply feedback, progress updates, and
- **What programming options are available to match student strengths and challenges**
Each ALP meeting discusses options available to students. Sometimes these programs are already in place and students are invited to participate, and other times programs are developed and tailored



to meet the specific needs of a student. Parents are part of this discussion. Parents may also give suggestions for programs, and offer resources and contacts to improve programming options.

- **Information about concurrent enrollment**

Concurrent enrollment is part of the course selection handbook. It is also highlighted as an option for high school students. There is a parent/student session held each year at the high school to explain the various course options, including concurrent enrollment and AP classes. Counselors work with students and parents at the high school level to ensure concurrent enrollment fits a student's needs.

- **How to be involved in college and career planning**

Students have Naviance accounts that are accessible both at home and at school. Students are taught how to access this, and parents receive information about the system.

- **Communication available in primary languages in the AU**

Our ELL staff work with our GATE teachers to provide information in the home's primary language so that communication is clear. The ELL teacher also serves as a translator between the home and school, both in person and by translating documents.

- **Ways parents and families may participate in the school community**

Parents and families have opportunities to lead an active role in the school. They may lead small groups, facilitate or assist at stations, participate in extension activities, and volunteer for a variety of other events and activities. There are school to home connections that increase family engagement by involving the whole family in activities related to school learning. Parents have a voice in student learning, sharing their ideas of strengths, interest projects, and needs for their children.

Communication with parents and the community:

We have standardized district level documents that are sent home for permission to test, qualification determination, and re-evaluation notification. All students have access to general information about the gifted program.

The district website provides general information to parents, giving them information and access to:

- The district's mission/vision
- GATE (Gifted and Talented Education) mission and vision
- Standard policies on identification
- grade levels for district-wide screening and re-evaluation, percentile level needed for formal identification, board policy on re-evaluation
- Links to resources that may aid them in raising their gifted child
- Contact information in case they have further questions
- GATE teachers at each school provide information to parents regarding identification, program options, community resources, and contact information for answering additional questions. For parents without internet access, teachers provide hard copy materials upon request.

Communication with staff

Communication is necessary both within buildings and across the district.

- Emails provide quick access to information, dissemination of workshops and professional development opportunities, and answers to questions that arise on site
- Special education, including GATE staff, convene for a yearly beginning of school year meeting to discuss updates, policies, and data from the previous year
- Regularly scheduled meetings (approximately monthly) with GATE staff keep them connected and in the loop on changes.
- Problem Solving Teams are available to address individual student concerns (academic and behavioral/emotional) and to brainstorm interventions for teachers to implement to improve success for all students, including those who are gifted. The GATE teacher serves as a resource for this.



- GATE teachers at each school review identification, program options, community resources, and data information with their school staff regularly. They visit with staff regarding referrals and student progress and are the first line of support and information.
- GATE personnel share information on professional development opportunities, organizations, summer programs, and available resources via email and during meetings. GATE teachers contact this person for assistance and resources.

- **Targets**

The district website is shifting to a new provider. With that, and with the many changes and additions occurring in our district's identification process, our information online is weak. The website needs to be updated to outline the new practices in identification. Most of the information has been removed because it was outdated when the new legislature went through. New information needs to be uploaded.

Monthly meetings are held for GATE teachers to enhance solidarity of the program. With frequent turnover in gifted education, it is a district target to support GATE teachers so they are confident and informed. Communication within the department needs to be strong in order to accurately communicate information to parents.

Provide GATE personnel with access to training materials. New GATE personnel are overwhelmed at the beginning of the school year and have limited resources to assist them. Improve the extent of information available to them beyond the resource of the GATE Coordinator. Develop training. Our GT Advisory Committee is not active. We need to take steps to reactivate this.

Definition of “Gifted Student”

Definition

Gifted and talented children mean 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. Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any individual area or combination of these fourteen areas of giftedness:

General or Specific Cognitive Ability

Specific Academic Aptitude:

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- World Languages
- Creative Ability
- Leadership Ability

Specific Talent Aptitude:

- Visual Arts
- Performing Arts
- Musical
- Dance



- **Psychomotor Abilities**

We follow the ECEA Rules for identification. ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one or more of these areas:

General or Specific Cognitive Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.

Specific Talent Aptitude in Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, agility, coordination, and physical skills).

Creative Ability

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Ability

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability communication skills, problem solving, inter-/intra- personal skills, and a sense of responsibility).

Implementation

In spring 2016, our district added Iowa Assessment achievement testing for students scoring well on the universal screen. This testing covers science, social studies, reading, writing, and mathematics. Prior to this, we did not have additional social studies or science tests to aid in identification. Our target is to utilize these tests, observation scales, CMASS as available, and cognitive scores to start identifying and servicing in these areas.

We are relying on CDE guidance for the definition and for the resources available through them to identify world languages. We are also using the tools from CDE for talent identification, and we are in the infancy stage of screening students in these areas.

Target:

Our target is to deliver services in the student's area(s) of giftedness. Our district needs to add science, social studies, and world language programming to match the needs of students who will be identified in these areas.

We also need to educate staff and parents on the areas of identification so that we get referrals for all areas of giftedness.

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

- **Assessment process for identifying students who meet definition**

General Procedures for Identification

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



Students who demonstrate certain markers but do not have a complete body of evidence will be placed on a "Talent Pool" list called On Watch. They may receive intervention services and support as available, but will not be formally identified unless a sufficient body of evidence is eventually established. While criteria have been established for decision-making, some of the data may be subjective in nature and some degree of imprecision in testing is always present. Thus, decisions should be made based on sound reasoning and data interpretation with a team approach to identification. The district identification review team consists of GATE teachers and administrators from around the district.

- **Method(s) to ensure equal and equitable access for students of all populations**
- **Criteria for screening assessments is a score range less than 95th percentile, used to determine further data collection or talent pool designation**
- **Assessments that align with identification in all domains of giftedness and in underrepresented populations**

STUDENT SEARCH

Screening

Second grade students and sixth grade students take a universal cognitive screening. As of 2016, second grade completes the CogAT 7 and sixth grade completes the NNAT2. This screening, along with nominations based on classroom observations of gifted characteristics, yields a list of nominees from which GATE teachers will begin the GATHERING BODY OF EVIDENCE process. All students scoring in the top eighty-eight percentile will have their scores entered into Enrich and the students will be placed ON WATCH for further evaluation.

In addition to the universal screening, students may be given the NNAT2 or CogAT at any grade level. If there are any questions of validity for a student's scores, a cognitive test of a different type may be administered to provide additional information. The CogAT may be administered in Spanish or large print, as needed.

Benchmarks

Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests (approximately 85% and above). Achievement data administered within the district is reviewed regularly by classroom and GATE teachers. High performing students are noted and additional information is sought to determine their levels and areas of strength. They may also be extended opportunities for further enrichment or depth within the classroom or in a targeted group for advanced learners to provide exposure to more rigor. This helps showcase students who score well on tests when classroom performance or behavior might otherwise prevent a referral.

- **Referrals from a variety of sources and screening procedures**

NOMINATION/REFERRAL

The initial stage of identification consists of a review of nominations and observations gathered in the primary grades, after gifted characteristic information has been shared with all stakeholders. It will also be done at any time and at any grade level. Parents, teachers, counselors, community members, and students are invited to submit the names of students they view as potentially gifted or talented using characteristic sheets available. They are asked to indicate what they believe to be the student's particular strength area(s). Referrals also develop from academic scores and cognitive screenings.

Information is published about this process in both English and Spanish. Efforts will be made to increase understanding of giftedness throughout the community to enhance the effectiveness and scope of this process. Giftedness exists within all sub-groups of the population, and continuous attempts to refine the process in the Weld RE-4 district will be made so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. The goal is for every parent and teacher to have opportunities to nominate students for GATE services if they see the need.



- **A body of evidence that includes qualitative and quantitative data from multiple sources and multiple types**

COLLECT THE BODY OF EVIDENCE

The next stage in the identification process is to secure additional information that will aid in determining the youth's talents or giftedness and his or her programming needs. Appropriate data must be gathered in the following four categories: Intellectual Ability, Achievement, Behaviors/Characteristics (such as observation scales completed by teachers and parents), and Demonstrated Performance. All information collected is confidential and will be placed in a Student Profile within the Enrich data system.

- **Not meeting criteria on a single assessment does not prevent further consideration for identification**

- **A review team procedure with at least one member trained in gifted identification**

- **Timeline of no more than 30 days after a referral to make a determination**

REVIEW BODY OF EVIDENCE

Within 30 school days, a student's body of evidence should be reviewed by a team (min. of 3 people), at least one of whom is trained in identification protocols, for each nominee based on the recommended area(s) of giftedness. Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice-Exceptional (both gifted and learning disabled), second language learners, and children from low-income backgrounds. In these cases, team judgment is necessary and further evidence may need to be gathered. Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for sufficient evidence of exceptional talent or ability to warrant special programming or services.

This review is an ongoing process, and a student is formally identified only when a sufficient body of evidence is collected. Gifted identification is needed so that appropriate instructional accommodations and modifications can be provided.

- **For each category of giftedness, 95th percentile or above and/or an exceptional/distinguished rating are used as criteria for determining exceptionality**

IDENTIFICATION PROCESS

A student is formally identified as gifted/talented when data collected over a period of time suggests that he/she matches the definition of a "gifted child". For this to be true, the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines. Typically, this means three or more scores at or above the ninety-fifth percentile in two or more categories (Intellectual Ability, Achievement, Behaviors/Characteristics, and Demonstrated Performance) - the team follows the various pathways to determine identification, as outlined by CDE.

- **A determination letter for parents and school files describing decision of review team**

If students meet the district criteria according to the review team, the student, parents, and school personnel work in coordination with the student and parents to develop an Advanced Learning Plan (ALP) in the Enrich database. The team may also decide that a student does not qualify, or that more information is needed to make an informed decision. In the latter case, the student is placed on a "Talent Pool" list called OnWatch and reviewed again the following year as more information becomes available. Their profile sheet detailing the review team's decision goes into the cumulative file.

- **A communication procedure with parents to make them aware of and understand identification results, and development and review of ALP**

A copy of the review team's decision profile sheet goes home to the parent. This sheet includes the information used to make that determination, and an explanation of that decision in light of the evidence. base is sent home to the parents. When doubt or uncertainty exists, the team will



continue collecting data as the student is monitored in the enrichment activities. The GATE teacher will send a letter home to the parents communicating the results of the identification process. When the student is formally identified in one or more areas based on the review team's decision, information about the development of an Advanced Learning Plan (ALP) is included. Within forty-five school days, students and parents will work together with applicable individuals (such as classroom teachers, GATE specialists, and coaches) to develop goals within the area(s) of identification. An affective goal will also become a part of the ALP, based on the student's strengths and aspirations. Programming will be structured, to the extent possible, to meet the needs of this gifted learner.

Programming to Fit Identification

Approximately 3-5% of the student population is formally identified as gifted/talented in any given strength area, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. A programming match is set in the student's Advanced Learning Plan and may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, differentiated instructional techniques, or other targeted services. Services may also include special classes, content area or grade level acceleration, rapid pacing through the curriculum, mentoring, counseling, and peer group discussions.

- **Review of new student's ALP within 45 days of enrollment into the district, and communication with parent within 60 days**
- **Implementation of statewide identification procedures to ensure portability**
- **Transfer of the body of evidence for identification and ALP to the new district**
- **If body of evidence is incomplete, consultation with former district, parents and student for reevaluation**

Portability

The Exceptional Children's Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retain his/her gifted identification.

Portability means that a student's identification in one or more categories of giftedness transfers to any district in the state. Portability of identification is a part of the student's permanent record and Advanced Learning Plan.

When a parent indicates that a student received "Gifted or Talented" services on the registration form, the building secretary logs this. When the request for a records is made, the records request is for the advanced learning plan, the areas of identification, and the body of evidence that was used to formally identify the student. These students will be provided services and classes to the extent possible during this transition time.

Once this information is received, the GATE Identification Team reviews the results. Within forty-five days of enrollment into our district, the student's information will be reviewed by a GATE Identification Team. The criteria will be the same as for other evaluations, using the test data that is available from the sending district. If necessary or helpful, the Team may contact the district or school to request additional information. This Team will either accept the identification, modify the identification, or reject the identification.

A rejection may occur only when the data is not aligned with state criteria for identification. In this case, the parents will be notified of the decision. Additional testing may be requested when there is insufficient information provided to formally identify the student, but some promising data exists to warrant further investigations. This may be the case for students identified under previous criteria. This testing will follow the guidelines of other identifications, using qualifying (95th percentile and above) criteria from the sending district and acquiring additional criteria within this district.

When a modification to identification is made, either by addition or changing the identification area(s) based on the information sent, the parent will be notified of the change. This is a natural



process that occurs for all students, as identification areas may increase as additional evidence presents itself.

When the identification is accepted, the Team Review decision will be sent home and the parent will be consulted if any changes are necessary for the ALP or programming. A review of the goals, programming for the student, and the student's strengths and needs upon entering the district, is crucial to properly transition the student.

In all cases, contact with parents will occur within 60 school days of the student's enrollment.

Transfers out of District

Advanced Learning Plans are part of the student's cumulative folder and will be sent upon request of records by the receiving school district. The district office may print out the identification information and all other pertinent documents housed in Enrich to send to the school. Records not included in Enrich, particularly for identifications made prior to portability requirements, are accessible at the district office level and may be sent on when requested. If needed, the GATE teacher at each school will supply relevant information of support. The transfer process may include secure electronic file transfers or mailing of the student's record to the new district/school.

Targets:

Publicize the identification processes for all the talent areas

Clarify the portfolio portions of identification for each area of identification

Advanced Learning Plan Content, Procedures and Responsibilities

DEVELOP ADVANCED LEARNING PLANS

The State of Colorado mandated that all identified gifted and talented (GATE) students should have an Advanced Learning Plan (ALP). These plans are to be reviewed and updated annually.

- **ALP is developed for every gifted student according to the student's strength area(s), interests, and instructional and affective needs**

Each newly identified gifted and talented student in Weld RE-4 will have an ALP written for him/her within 45 school days. Each plan consists of at least one strength-based goal for each identified area of giftedness, an affective goal, a parent support goal, accommodations, and service structures.

Plans are developed in conjunction with school personnel, the student, and family.

- **ALP development includes teachers(s), student, parent and support staff as appropriate**
- **Parents, teachers and the student are notified about ALP development**
- **Classroom teachers are familiar with and support ALP goals, and/or write ALP measurable goals**

- **Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP**

ALPs are written within 45 school days of a new identification, or within the first trimester of school for returning GATE students. Teachers, parents, and students are invited to participate in creation of personal and achievement goals with support of the GATE staff. Efforts are made to schedule a time during contract hours when the parent is available. School personnel working with students have access to advanced learning plans. Families also have access to the ALP.

- **Annual, standards-aligned achievement goals developed for student's strength area(s)**
- **Students are active participants in the ALP process**
- **Evidence of parent engagement in the ALP**
- **Progress reports that align with the AU's or member district's schedule for parent-reporting and/or conferences about student progress**



Plans cover one to three years, with an annual review and update. Meetings for the ALPs and progress toward goals typically occur during parent/teacher conference times, although other meeting times are scheduled when the need arises.

Each goal will be reviewed, revised, and/or constructed each year to accommodate for the changing needs of students and changing service plans at each building. It will also be completed using the current standards of the student's level. Multiple year plans are utilized to ensure that students receiving accelerated paths have plans down the road. Students are asked to contribute to their plans by setting goals, indicating strengths and interests, and assisting in program design.

- **ALP articulates a transition process when students move to next schooling level**

When students transition from elementary to middle school, a transition form is completed for each student. Teachers at the elementary and middle school meet to discuss transition information. Students requiring more significant programming due to exceptional gifts will have scheduled appointments to outline their programming needs as they travel through grades and schools.

- **ALPs are managed within the school cumulative record system and are transferred between grades and school levels**

Plans are written and stored securely in the Enrich database and also in the student's Cumulative school file.

Copies are available to school personnel electronically and paper or electronic copies are sent home with students. Since the files are in the cumulative folders, they travel with the student from grade to grade and school to school.

- **ALP includes a student profile**
- **Evidence of parent engagement in the ALP**

The ALP includes:

- Plan type
- Plan dates
- Student Profile
- ALP Participants (creates a signature page)
- Affective and Academic Goals (see below for details)
- Career and Post-Secondary Planning
- Parents and Family Partnership
- Record of Parent Contact
- Comments
- **Description of supplemental curriculum, activities, specific strategies and extended or expanded opportunities that support goals**
- **Goals are written and aligned with tiered classroom instruction and supplemental or intensive programming**

The goals section includes the bulk of information about the student's plan. It houses: Goal, Objectives, Instructional Actions/Strategies, Progress Monitoring, Responsibility, Resources, and Types of Differentiation/Support structure. In coordination with each goal is a section that allows the teacher to elaborate on the instructional methods, tools, strategies, and/or resources for the course. It outlines the structure, content options, differentiated instruction methods (curriculum-based, grade-based acceleration, extensions, depth, complexity, and novelty, higher order thinking skills, tiered supports)

- **Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency**

Affective ALP goals are designed to build on one or more of the following threads:

- Personal Competence
- Social Competence
- Leadership Competence



- Cultural Competence
- Communication Competence

An affective goal is meant to further build upon a student's strength, or to strengthen an area of weakness that a student desires to improve. It is positive in nature. It does not mean to correct a weakness perceived by a parent or instructor.

- **ALP is considered in planning for post-secondary readiness**

There is a section in the ALP that discusses ALP college and career goals to help students meet their career aspirations. These goals help determine service needs.

Target:

- **Gifted resource personnel may assist with writing of goals, but are not sole custodian of ALP**

This is a new process we are moving toward in our district. To make the ALP more in line with general classroom practices and to improve the strength of the content goals, classroom teachers will become the primary developers of goals in coordination with parents and students. Right now, the GATE teachers are the primary developers, with the teacher a secondary player. At the secondary level, this is less productive because GATE teachers rarely provide the bulk of instruction. Content specialists will write the goals with the family because they understand the content best, and are best equipped and most accessible for challenging and monitoring learning. These roles will be switched as teachers receive training to develop SMART, standards-based goals.

DEVELOP ADVANCED LEARNING PLANS

The State of Colorado mandated that all identified gifted and talented (GATE) students should have an Advanced Learning Plan (ALP). These plans are to be reviewed and updated annually.

Each newly identified gifted and talented student in Weld RE-4 will have an ALP written for him/her within 45 school days. ALPs are written within the first trimester of school for returning GATE students, or when they are under review if they are developed at the end of the year with the next year in mind. Teachers, parents, and students are invited to participate in creation of personal and achievement goals with support of the GATE staff. Efforts are made to schedule a time during contract hours when the parent is available. School personnel working with students have access to advanced learning plans. Families also have access to the ALP.

Process for developing ALP (items may be combined together or done separately, depending on such items as student, parent, and school preference, time constraints, the number of goals and strengths being addressed, and the amount of input from outside sources that must be consulted before moving on with a proposal):

- Review previous ALP. Document any final data that needs to be recorded. Determine outcome of goal (achieved, in progress, not yet achieved)
- Meet with student and discuss previous goals and the progress made toward these goals. Review improvement over time based on progress monitoring completed during goal duration.
- When appropriate, complete student inventory or survey
- When appropriate, complete parent inventory or survey
- Discuss goal and service ideas with students, parents, and teachers (together or separately), based on such information as surveys, current coursework, standards, career and academic goals, and data.
- Develop at least one specific, measurable, attainable, relevant, timely strength-based goal for each identified area of giftedness, and at least one specific, measurable, attainable, relevant, timely affective goal. The goals specifically state how they will be measured and any sub-goal, benchmark completion targets along the way. Meetings for the ALPs and progress toward goals typically occur during parent/teacher conference times, although other meeting times are scheduled when the need arises.



- Determine the accommodations, differentiation strategies, acceleration needs, and service structures needed for the student to excel in the classroom and to successfully reach the goal. This plan is developed in conjunction with school personnel, the student, the family, and anyone the family desires to include (ex: case manager, counselor, talent specialist).
- Record all information into the database. Provide access (print and/or electronic copies) to teachers working with the student and parents. Place the original copy in the student's cumulative folder.
- Review the goals periodically with the student, discussing progress toward the goals, next steps, and the degree of effectiveness of the service delivery method. Adjust goals, services, acceleration tactics, and/or instruction as needed.
- Maintain communication with parent(s) via natural progress intervals (ex: parent/teacher conferences, end of term, upon assignment completion) using various methods (ex.: email, note home, grade book comment, progress report printout)
- When a goal is reached, abandoned, or modified, document it.
- Repeat entire process every year.

Each goal will be reviewed, revised, and/or constructed each year to accommodate for the changing needs of students and changing service plans at each building. It will also be completed using the current standards of the student's level. Multiple year plans are utilized to ensure that students receiving accelerated paths have plans down the road. Students are asked to contribute to their plans by setting goals, indicating strengths and interests, and assisting in program design.

- **Target**
 1. Currently, GATE teachers write the ALP with input from content teachers, students, and parents. Classroom teachers will increase their role, thereby giving them more ownership in the process and in their assistance level to students. To make the ALP more in line with general classroom practices, classroom teachers will become the primary developers of goals in coordination with parents, students, and GATE personnel. The classroom teacher, or whomever is providing primary instruction, will also be the primary progress monitoring party.
 2. Training must be given to teach classroom teachers on how to develop ALPs, and the GATE teachers must learn to facilitate ALP development by releasing duties to others. Increased collaboration needs to occur between all parties involved, so that all involved persons - student, parent, teacher, GATE teacher - know the goals the student is working toward and the strategies implemented to reach them.

Programming

- **Matches the area of identification strength(s) and interests**
- **Aligns to student's data and ALP goals**
- **Supports the collaborative development of the ALP**

At all levels, qualified teachers are utilized for the instruction of students and implementation of advanced learning plans. Paraprofessionals are not used as primary instructional facilitators. The programming options are determined based on the population's need. When students are identified in an area, discussions must be had regarding how to strengthen this area further to support the learner. There are some formal structures that usually remain in place due to the number of students typically needing these programs, and others that fluctuate and change based on the population of identified individuals. Data points, ALP meetings, expertise, and available resources all factor into the program design for students.



The following information is a general description of what is in place, but it is not all inclusive. Schools and GATE teachers have flexibility to work with students, parents, and the community to brainstorm programs that meet students' needs outside these parameters. Programming is typically provided by multiple people, which fosters the need for regular communication about services and strengths.

At all levels, programming is site-based. All schools offer instruction via one or more of these options: interest projects, content extensions, differentiation, replacement, compacting, telescoping, a pullout enrichment class, an advanced class, or acceleration into a higher grade for a specific subject. The IOWA Acceleration Scale is used when a student is being considered for grade level acceleration of one or more grade levels.

- **Components, options and strategies address the educational needs of gifted students**
- **Identifies the type of delivery by which students are served at the different school levels**
- **Support in differentiated instruction and methods**
- **Provides diverse content options in areas of strength**
- **Programming is articulated across grade levels**
- **Provides affective and guidance support**

Math

Within the general classroom, there are extensions and various levels of challenge for students with a poor, adequate, or strong grasp of each concept. This allows the classroom teacher to meet some of the needs of gifted and advanced learners in the general classroom, should one of the programming options above not be used.

It is important to pinpoint students belonging in each math group by their fifth or sixth grade years so that they are able to work at an accelerated rate. It is understood that this model is appropriate for most students, but that it does not fit every single GT student. A few highly gifted students will need further acceleration and pacing beyond what this system describes. These decisions will be based on a body of evidence and in cooperation with the student, their parents, and school personnel.

When students are already proficient in their grade level content, they need to move into the next grade level content. These students may attend classes with the next grade level, may receive individualized or small group instruction, or may be part of an independent study. These decisions are school and student based and vary depending on the schedule, the preferences of the parents and learning styles of the student, and the availability of personnel. When students are not sufficiently advanced to accelerate a grade level, teaching multiple grades in one or two years (telescoping), offering enrichment math classes for additional challenge (pullout or as an advanced on grade level class), or differentiated instruction are also options schools may offer. ALEKS is one online system that is utilized to further student learning. Others are Moby Max and Khan Academy. Acceleration and differentiation occurs throughout the elementary years. Efforts are made to program for math students early on by providing challenges. By fifth grade, students have a good indicator of their course layout for them if they achieve at similar rates in the future. Higher rates of knowledge acquisition shift this plan, and struggles indicate a need for intervention and possibly a different programming approach. A body of evidence determines the starting point for students. Students may be placed into any of the three lanes regardless of their identification status, so advanced students who are not identified as gifted may still be part of the accelerated group based on their scores. The evidence collected determines whether they should receive:

- **Core instruction on their own grade level**
- **Advanced instruction that includes a combination of core grade level materials and additional, more challenging content extension materials**
- **Instruction above grade level, based on their content knowledge and process skills**
- **An accelerated curriculum where they receive sixth grade level content**



At the end of the fourth grade year, a screening test is completed for advanced students to determine their anticipated classes for the fifth grade year and beyond. Even if they are not in sixth grade math as fifth graders, they still have the option of advancing to pre-algebra in sixth grade if they demonstrate significant growth and knowledge. Pre-testing is crucial to the student placement. Beginning with fall 2012, the College Prep Math (CPM) Core Connections curriculum was adopted and used in classrooms teaching sixth grade content or higher. The Bridges Curriculum was adopted for the 2014-2015 school year. Making Connections is used for students in fifth grade who are ready for more than Bridges, but not ready for all of the College Prep Math in Core Connections I.

Following advanced sixth grade math (CCI and part of CCII), students continue into Pre-algebra, then Algebra I, Geometry, Algebra II, trigonometry, calculus, and higher math classes either offered in district, via online courses, or at neighboring colleges, depending on their interests and goals.

Math instruction at the elementary level is provided by either classroom teachers or GT specialists. At the middle and high school levels, it is provided by content area specialists. At the middle and high school level, students in the advanced and accelerated classes are grouped with other advanced students whenever possible, rather than with average students taking the class on grade level. This improves pacing for advanced learners and, since the curriculum is highly group dependent, minimizes over-reliance on any given group member. It also helps support girls in mathematics because they have other strong mathematical females in the same classes.

As of 2016-2017, the Windsor High School offers the following AP and dual credit courses in the Math:

- AP Statistics
- College Algebra [MATH 124 - 4 credits] from UNC
- College Trigonometry [MATH 125 - 3 credits] from UNC
- Calculus [MATH 131 - 4 credits] Calculus II from UNC
- [MATH 132 - 4 credits] from UNC

Windsor Charter Academy High School offers classes that lead to receiving an associates degree at the completion of high school. It currently serves grades 9-11. Grade 12 will be added for the 2017-2018 school year.

Language Arts

All schools have Jacob's Ladder and the William and Mary Language Arts curriculum and may draw upon it. The units purchased were Beyond Words, Literary Reflections, Journeys and Destinations, and Patterns of Change. All of the elementary schools have these materials. These materials are also used at one of our middle schools in cooperation with content area instructors and the GATE teacher. These materials include Autobiographies, Utopia, and A Decade of Change. Middle schools also utilize Springboard, a curriculum which prepares students for future AP courses.

Programming options for language arts include differentiation within the classroom, leveled reading groups within classrooms and grade levels, pullout classes, advanced classes, individualized instruction, and acceleration to another grade level for reading instruction. The larger elementary schools tend to offer more advanced classes, taking the top students from each room to form an advanced class for targeted instruction, while smaller schools rely more on pullouts, small groups, and acceleration to another grade level.

Beginning in sixth grade, advanced classes for language arts are available to advanced and gifted learners. Students may be in one or both of these advanced courses depending on their individual strengths. They complete the same types of content as their on grade counterparts but with more depth and breadth. They are taught by content area specialists. Most gifted students participate in advanced classes at their own grade level, but a few students attend advanced classes off grade level to further challenge them.

Schools have

- project based learning
- inquiry based instruction
- essential questioning



- primary and secondary sources
- pre-assessment and post-testing to demonstrate growth and to determine the need for instruction or mastery of skills

As of 2016-2017, the high school offers the following AP and dual credit courses in the *English Department*:

- AP Literature and Composition
- AP Language and Composition
- College Composition [ENG 122 - 3 credits] from UNC
- College Literature [ENG 131 - 3 credits] from UNC

Windsor Charter Academy High School offers classes that lead to receiving an associates degree at the completion of high school. It currently serves grades 9-11. Grade 12 will be added for the 2017-2018 school year.

Science

We have a STEM school that works hard to promote science and technology into all GATE classes. All schools are working to include science investigations into their programming. Students who excel in science have opportunities to participate in science clubs, inquiry activities, Quest groups, science bowls, and the Weld RE-4 Learner Showcase. Students may complete interest projects and have differentiated questioning and explorations than peers in science classes. The school is teaming with the Clearview Library District to provide science enrichments. One school utilizes them for Robotics, and another hosts the library for a weekly after-school technology time for students. Our local library has numerous materials which our schools and students have available for check-out to further explore science and technology. The library comes to middle schools for Books and More, reaching students and exposing them to new ideas and tools that they might not otherwise have.

As of 2016-2017, the high school offers the following pre-AP and AP courses in science:

- Pre-AP Biology
- Pre-AP Chemistry
- AP Biology
- AP Chemistry
- AP Physics 1

Social Studies

As of 2016-2017, the high school offers the following AP and dual credit courses in social studies:

- AP Human Geography
- AP Psychology
- AP World History
- AP United States History
- Geology [GEOL 100 - 4 credits] through UNC

Talent Areas of Giftedness

We provide specials, electives, and/or extended learning opportunities that exposes students to a variety of talent areas. Our specialists refer students from these contents, just as classroom teachers refer students.

There are a plethora of enrichment opportunities to feature talent areas and to assist in showing us potential skill in these areas. Exposure to a variety of career paths and activities is important and one of the key parts of our mission in educating gifted students. Each school has assemblies and guest speakers for students, and GATE teachers make an effort to include community members in their classroom activities. Windsor Middle School has a gifted elective that brings specialists and students together through projects and communication, and gives them exposure to many different careers. Efforts are also made to connect students exhibiting a specific strength with others who can further this strength, such as older students, parents, or staff members who share the same interest. Enrichment opportunities may include



- Drama
- spelling bee
- geography bee
- art club
- running club
- WeDo and Lego Robotics
- technology clubs
- I-Search projects
- Brain Bowl
- Chess club
- Independent study
- College Mentor day
- Debates with an outside panel
- Talent show
- Leadership council/student council
- Service learning
- Future problem solving
- stained glass
- Science Bowl

There are many electives and/or clubs for various gifted students in middle school and/or high school: auditioned instrumental and vocal music groups, drama, Future Farmers of America, foreign languages, student council, and many more. With the exposure to many of these options in elementary and middle school, students are now able to take classes that pique their own interests. We also utilize the Clearview Library's juried art show, the Windsor Harvest Festival Home and Garden Show, to enable students to display their works. Also, their works are judged for skill and craftsmanship. Several local organizations support students in talent areas. The Windsor Optimist Club promotes leadership. Rotary Club offers a leadership camp, which is earned through a selective application process.

Windsor High School offers the following AP and dual credit courses in talent areas:

Visual Arts

AP Studio Art

Students in this course will create a portfolio of quality artworks to be submitted to an AP board for evaluation. Students will engage in self-driven projects with guidance for prompts, timelines, collaboration, portfolio development, digital collections and artist statements. Students will have the option to create artworks for one of three portfolio options. Students will need to display a level of mastery in their chosen media through a variety of art styles and concentrations, as well as, an advanced visual understanding of the elements and principles of design. Portfolio options are: 3 Dimensional Design, 2 Dimensional Design, and Drawing.

World Language

AP Spanish Language and Culture

Spanish IV [SPAN 102 - 5 credits] from UNC

Music

AP Music Theory

Windsor High School offers the following courses for people skilled in particular talent areas:

Leadership

This course is designed for student council executive and class officers who seek a higher level of involvement and interaction, along with building leadership skills and experience. Students will be responsible for reflection on leadership experiences, as well as completion of projects and a portfolio.



Visual and Performing Arts

The middle schools offer drama through extended learning opportunities or elective courses. They are based on student interest.

Theatre Arts III is open to students who have taken Theatre Arts I & II or by audition. We will uncover the dynamics of relationships and the connections that we have with one another through dramatics and various types of media. Students will further the acting techniques introduced in Theatre I and II and will expand their knowledge of characterization, playwriting, and script analysis. Students will create unique performances including public performance, creating a film for a film festival, improvisation, pantomime, scene/set design, and will prepare an audition to enhance our learning.

Music

Elementary schools have weekly music classes for all students. They have additional groups for interested musicians, such as special choirs, bass recorder positions, solos, duets, and trios for interested and/or talented students. Middle schools offer opportunities for solos and ensembles in vocal and instrumental music, in addition to group work. Students have opportunities to select their solo and ensemble pieces, thus allowing for differentiation and skill practice at each student's musical level.

High school has several musical groups. The auditioned ones are highlighted below.

Treble Choir students perform standard choral literature from all periods of music and continue to learn music theory concepts and more advanced sight-reading. This is an auditioned group. 11-12th graders have the opportunity to audition for All-State Choir in the fall, and all ages can audition for the Combined League Honor.

Concert Choir ensemble is an audition only class for the dedicated choir student who wishes to be challenged. Concert Choir students rehearse and perform standard choral literature from all periods of music while continuing to work on music theory/sight-reading/vocal techniques. 11-12th graders have the opportunity to audition for All-State Choir and all students can audition for the Combined League Honor Choir and other Honor Groups. This choir is routinely invited to perform throughout the community. Community performances are not graded, but count towards lettering.

Vocal Jazz Ensemble "Wizardry" is a select performance oriented choral ensemble open to high school choir members who successfully audition for the class. This small select group is a SATB jazz choir. Choir students will rehearse and perform jazz choir and Contemporary Pop Acapella literature. Students are required to perform in four evening concerts (one concert per quarter) each year along with other festivals including UNC Jazz Festival and Metro State Jazz Festival. Choir also does caroling for local business/organization holiday parties as scheduled. Community performances are not graded, but count towards lettering. 11-12th grade Wizardry members can also audition for the All State Vocal Jazz Choir. Each member of Wizardry must also be a member of Concert Choir.

Small vocal Jazz Ensemble "Wizdom" is an audition only class for female vocal jazz singers. Students will rehearse and perform standard vocal jazz and contemporary pop acappella literature. Students are required to perform in four evening concerts (one concert per quarter) each year, and Metro State/UNC Jazz Festivals. This choir is frequently invited to perform throughout the community. Community performances are not graded, but count towards lettering. Each member of Wizdom must also be a member of Concert Choir or Treble Choir.

The *Marching Band* is the most visual ensemble in the music department. The Marching Band performs at football games, parades, field competitions, and other special events within the community. The band studies and performs the modern techniques of marching band through creative musical arrangements and show designs. Students must demonstrate skills in precision teamwork, body carriage, musicianship and showmanship. Marching band techniques and movement are assessed in competitions. Marching band is a very physical activity and requires students be able to run for at least a half mile, as well as do a multitude of warm up body exercises. Attendance at evening concerts, parades, football games, community events and rehearsals will be required as scheduled. There will be additional performances required for team playoffs. The rehearsal schedule



is subject to change as needed to meet performance goals. Players who miss rehearsal will risk having their spot filled by another individual waiting for a spot. This ensemble may rehearse outside of school hours, evenings and on Saturdays. Performance and rehearsal schedule is determined at a later date and is subject to change. Attendance is mandatory at all rehearsal and events. All scheduled camps are mandatory. There will be an incoming Freshman camp in late Spring, a June mini-band camp, sectionals during summer, and then hard core marching band camp in late July. Membership in this group is by audition.

The *Concert Band* is an ensemble focusing on the basics of fundamental pedagogy of the students' instruments. This course is designed for students who are in the early stages of instrumental music development. Basic instrumental technique, fundamentals of tone, rhythm, counting, embouchure development, scales and proper breathing are emphasized. Members of this ensemble will perform diverse music ranging from grades 1-2. Attendance at all concerts and rehearsals is mandatory. Members of this ensemble will be required to practice a minimum of 3-5 nights a week for a half hour a night. Membership is determined by audition and is open to everyone with director approval. (lower level - aud

The *Symphonic Band* is an intermediate to advanced auditioned ensemble designed for students that have played a band instrument and have experience in a range of band and music activities. Skills in tone production, scales, intonation, technique, music reading, music theory, musical expression, and proper rehearsal and practice techniques at an advanced level will be studied within the Symphonic Band repertoire. Students in this ensemble are dedicated to excellent performance and diverse repertoire encompassing a wide variety of styles and composers. Members of this ensemble will perform music at a grade 3 or higher. Members of this ensemble will be required to practice a minimum of 5 nights a week for 45 minutes a night. Members of this ensemble are highly encouraged to audition for at least one honor band throughout the year, as well as compete in solo and ensemble contest in the spring. Membership and chair placement are determined by audition. Attendance at all rehearsals and performances are mandatory.

The *Wind Symphony* is the premiere wind-performing ensemble at Windsor High School forming a balanced mixed of traditional repertoire, chamber music, and modern literature. This ensemble is designed for students that are highly skilled on their instrument with a broad range of musical knowledge. Emphasis is placed on the highest artistic standards, professionalism in performance excellence while offering pedagogy for the advanced musician. Members of this ensemble are regularly enrolled in private lessons and have a high level of musicianship. Performers in this group will perform music at a grade 4 and higher. Members of this ensemble are required to practice a minimum of 1 hour a night 5-6 days a week. This ensemble has performances throughout the year; rehearsal and performance schedules are determined at a later date. All performances and rehearsals are mandatory. Members of this ensemble will also be required to audition for various honor bands such as NOCO, Combined League, CSU Honor band, and all state band in the late fall. In addition to this, members will also be required to participate in solo and ensemble contest in the spring. Membership and chair placement are determined by audition only. Topics Covered: Intonation Balance and Blend Historical significance of performed works Biographies of composers of performed works Scales (major) Proper warm up procedures Proper breathing Tone production Ensemble rehearsal techniques

For *Jazz Ensemble*, concurrent enrollment in an Instrumental Core Ensemble (Concert Band, Symphonic Band, Wind Ensemble, Concert Orchestra, Sinfonietta, Symphony Orchestra) or a Choir course is required of all members. This ensemble is open to WHS students who have successfully completed the audition for the course. Students will rehearse and perform a variety of jazz literature, learn improvisational skills necessary for performance in a jazz ensemble, and study the history and development of the jazz style. Throughout the year, members of the Jazz Ensemble perform in up to four evening concerts, and one festival.



Symphony Orchestra is an advanced ensemble open to all WHS students who enjoy playing orchestral string instruments including violon, viola, cello, or bass. Auditions for Symphony Orchestra are open to all grade levels and will take place in January to decide which ensemble best suits each individual student's needs. Members of Symphony Orchestra will rehearse and perform a variety of intermediate orchestral string literature selected from standard and contemporary repertoire as well as chamber music. Students will participate in four evening concerts, two festivals, and the WHS Graduation Ceremony. In addition to these performances, Symphony Orchestra may also perform in a variety of service performances for the community (i.e., Rotary Club Luncheon, Veteran's Day Assembly, etc.). Members of Symphony Orchestra will be included in large department trips and will be asked to help fundraise to make this opportunity possible. (Sinfonietta is an intermediate ensemble students may audition and be placed into, showing the distinction in levels.)

- **Provides post-secondary options to students**
- **Provides concurrent enrollment options if indicated in ALP or ICAP**
- **Provides pre-collegiate and/or pre-advanced placement support**

Middle school and high school credit is offered for all classes a student takes at the high school while in middle school, and also includes geometry and any higher mathematics course. When a student needs a class that is not feasibly taught on site, a resource such as Colorado Digital Learning Solutions is used (contracted with CDLS for the 2016-2017 school year). For example, in 2016-2017 at Severance Middle School, Geometry is offered as a course taken during the school day and as an online option for students wishing to take orchestra, since the two are offered during the same block. Algebra II is offered online for middle school students needing this course in lieu of an independent study or one-on-one instruction. Site managers are assigned to assist all online students along the way, making the connection between online learning and our school, and providing immediate technical and academic support.

At the high school, students have a variety of options. This includes advanced classes, pre-AP classes, AP courses, and dual credit courses. These courses span contents. For example, students have the option of completing EMT training while still in high school. When these are exhausted, or if a student wishes to complete a course that is not offered at our high school, online courses, community colleges, and 4-year colleges are utilized to provide instruction. Several courses offer concurrent enrollment, allowing for high school and college credit. Students also have the option of work release and of mentorships/internships.

Individual Career and Academic Plan (ICAP)

All students 9th -12th will create an Individual Career and Academic Plan (ICAP); this plan will assist students in developing and maintaining a personalized postsecondary plan. ICAP's are designed to help students and their families begin exploring postsecondary opportunities through career exploration and academic planning. Each year students will have a series of guided lessons that will assist them in meeting the yearly ICAP requirements. The ICAP does not replace the ALP, but does provide additional support for the ALP in outlining the goals and plans for the student.

Advanced Placement

The Advanced Placement Program is best known for giving high school students the opportunity to earn college credit, to save on college tuition, and even to graduate early from college. AP allows high school students to take courses that are challenging, rigorous, and in-depth-exactly the kinds of courses they will face once in college. The credits students earn for their AP achievements enable many students to pursue a double major, to study or travel abroad, or to undertake a combined bachelor's and master's program. Students who participate in AP are ultimately given the responsibility to reason, analyze, and understand essential skills to help them succeed in college. As of 2016-2017, thirteen AP Courses and two pre-AP courses are offered at Windsor High School.

Dual Credit

During the 11th and 12th grade years, and in the case of a course continuum written into an ALP, students have the opportunity to take dual-credit courses. These are college courses taught at



Windsor High School, by WHS staff. Students who successfully complete these courses receive credit toward graduation requirements at WHS, as well as college credit from the University of Northern Colorado. Taking dual-credited courses is an opportunity for students to meet the first year requirements of many colleges. Since these are UNC credits, they will transfer to another college just like other UNC credits. However, only grades of "C" or higher are transferable.

These classes are taught at the college level. Teachers have a higher expectation of student work than compared to students who are taking a traditional high school course. As of 2016-2017, there are eight dual credit courses.

Online Coursework

As of 2016-2017, and subject to change, Weld RE-4 School District collaborates with Colorado Online Learning (COL) to provide affordable, high quality, standards-based supplemental online coursework for schools and students needing advanced courses, curriculum enhancement and/or to resolve scheduling conflicts. COL courses are rigorous, aligned with Colorado Model Content Standards and conducted fully online. All COL courses are taught by highly-qualified Colorado-licensed teachers. Students can access courses 24/7, and can work from home, school, or anywhere they find internet access.

Students may take online classes if:

1. Space is available.
2. The class is not offered at Windsor High School or if there is a scheduling conflict for the student.
3. The class is in line with the student's Individual Career and Academic Plan (ALP refers to ICAP for career and academic plan, and therefore this policy inherently refers to ALP, also).

Decisions are made on a case by case basis after application through the counseling department and approval by school administration.

Early Graduation

The Board of Education believes that most students benefit from four years of high school experience and encourages students not to graduate early. However, in some cases, students need the challenge provided by postsecondary education or other opportunities at an earlier age. Therefore, a high school principal may grant permission to a student requesting early graduation and waive one semester of high school attendance provided they: 1. Will complete all graduation requirements, including meeting all established proficiencies 2. Have conferred with the high school counselor regarding the advisability of such a waiver 3. Have received approval of a parent or guardian 4. Will complete the Early Graduation Application by September 1st of the student's senior year Students requesting a waiver of two semesters of high school attendance will require further review from administration. The superintendent shall report all approvals for early graduation to the Board at the end of each semester.

Concurrent Enrollment

Concurrent Enrollment provides an opportunity for students to challenge themselves during the school year by taking college level courses at post-secondary state institutions. The school district will pay tuition costs up to the community college rate. Weld RE-4 School District currently has contracts with AIMS Community College, Front Range Community College (Larimer Campus), and the University of Northern Colorado. Windsor High School students may only take courses with these three institutions at this time.

To be considered eligible for this program, a student must meet the following conditions:

1. Request to participate in coursework that Windsor High School does not offer or have exhausted coursework in a curriculum area at Windsor High School.
2. Meet prerequisites for the college level courses.
3. Require no remedial coursework at the college level.



4. The course must be directly related to an educational or career decision, and be in line with your plan of study on your ICAP (Individual Career and Academic Plan). Note that the ALP at this point refers to ICAP for career and academic planning, so they are also a part of a student's ALP.

Students may use the class for both high school and college credit. The school district pays tuition for up to six credit hours per semester. This opportunity is primarily for 11th and 12th graders; 9th and 10th graders may be granted permission on a case-by-case basis.

COLORADO CAREER CLUSTERS

Career clusters help organize many different careers into areas that require a similar set of skills and knowledge and provide a structure that students can utilize to identify the skills and knowledge they will need to learn in order to be successful in their area of interest and ability. Students can refer to the following career cluster information to identify WHS courses that will align with the career pathway they plan to pursue.

Agricultural & Natural Resources:

- Agriculture, Food & Natural Resources
- Energy

Human Services

- Hospitality, Human Services & Education
- Human Services
- Education and Training

Health Sciences and Public Safety

- Health Science
- Law, Public Safety, Corrections, and Security

Skilled Trades and Technical Sciences

- Transportation, Distribution, and Technical Sciences
- Architecture and Construction
- Manufacturing

Science, Technology, Engineering, and Math, Arts, Design and Information Technology

- Arts, A/V Technology and Communication
- Information Technology

Business and Public Administration

- Management and Administration
- Marketing
- Finance
- Government and Public Administration

Independent Study

Any dedicated student may arrange an independent study. The primary requirements are that the students have the task commitment to stay with his/her studies and the skills to direct his/her own learning, with some guidance from the instructor. The goals are to provide motivated students the opportunity to explore topics in more depth than is possible within the normal curriculum, as well as to challenge students to exercise their own higher level thinking and creative thinking abilities. This course may be on any topic mutually agreed upon by both the student and the instructor. A student may enroll in one independent study course per semester.

Target:

Communicate more effectively how programming fits with identification and the instructional strategies in place for gifted learners as defined within their advanced learning plans.

Examine our programming for talent areas and core subjects to see what else we can offer within the constraints of our current system.



Evaluation and Accountability Procedures

- **Unified improvement plan addendum methods by which gifted student performance is monitored and measured and how methods align with state accreditation process**

Each year, we examine our data. We look at district and CMAS scores in English Language Arts, science, social studies, and mathematics to determine the

- Number and percentage of students performing at various levels
- Number and percentage of gifted students performing at low, typical, and high growth in elementary, middle school, and high school
- Median score of gifted students on each test according to the school level subgroups of elementary, middle school, and high school

When possible, this information is compared with our data from the previous year to ascertain whether students are making commensurate growth and enables us to answer the question, "Are our gifted students learning and growing?"

Individual student performance is shared with parents and the information about our various subgroups is shared with stakeholders and the school board.

Student achievement is recorded over time. The grade levels, schools, and school levels are disaggregated to determine growth levels and areas for improvement. They are categorized by identification as gifted and by area(s) of giftedness. This data is discussed during the annual back to school meeting. The data also impacts our growth targets and influences decisions made for gifted learners.

ALPs are created for all qualifying students. SMART, standard-based goals are used in ALPs for both affective and academic needs

- **Affective growth is monitored and measured to ensure continual development**

Affective goals are evaluated regularly using a variety of formative measures.

- Gifted student achievement and growth data are disaggregated for reporting
Gifted student data is disaggregated and reported when appropriate. For small n values, less information may be disclosed to protect privacy. Group values spanning grade bands allow us to report information. The district reports out all required elements in its accountability reports for its stakeholders.

- Gifted program self-evaluation includes description of methods for self-evaluation of the gifted program. This includes periodic feedback and review from stakeholders

We collect surveys from parents, teachers, students, and administrators. We also listen to concerns parents, students, and staff voice throughout the year, and discuss necessary actions to remedy and/or proactively meet needs. During our CGER, we learn from an outside source what we do well and what we need to change, and make plans for improvement.

- **Gifted program self-evaluation includes description of methods for informing stakeholders of program evaluation and student accountability**

We email parents updates and work with students to make sure they are updated on student performance. We also complete our UIP, which has data information is available to all for viewing. The district reports out information to the public to let the community know how our various groups, including gifted groups with large enough n values to report. Schools send out yearly surveys to parents, which includes questions about gifted education. Also, the TELL survey includes the gifted program and is completed yearly by staff members.

Elementary students are benchmarked on grade level three times a year using AimsWeb. The tests administered vary by grade level. They also use IRLA starting this year. Early literacy, reading and math tests are part of the program. These tests showcase how students are performing compared to



their peers. We would expect them to perform at an advanced level on these probes. When this occurs, we know that students are continuing to perform at the top of their age group. When this does not occur, teachers investigate whether gaps or misunderstandings are occurring in their math program, or if the programming the student is in needs to be altered to better meet the student's need.

Several elementary schools also conduct AimsWeb progress monitoring off grade level. Students attending an above grade level class may take this test and the student or teacher track progress to determine how the student is progressing with content in the instructional grade level. Since these scores are normed, we are able to ascertain whether the student is performing at the top, middle, or lower level of the spectrum in this subject. It is also used to help us determine our progress toward having gifted students performing at least two years above grade level in their areas of expertise. These scores can be entered into the online AimsWeb data base, which allows for quick charting of progress toward specified goals and gives computer-generated information on whether the student is on, above, or below target after approximately five data points are entered. It is viewable and editable by classroom teachers, GATE teachers, interventionists, and administrators. These results are shared during parent-teacher conferences, which occur bi-annually. If desired, results can also be formatted as PDFs and sent home or emailed to parents.

At the middle school, Acuity is used this year to monitor growth. These are completed on grade level to demonstrate the student's performance compared to same-grade peers. This data is utilized as a tool in monitoring student achievement toward standards and also provides valuable information in placing students into appropriate classes. It provides information on weak areas so that these can be targeted.

Each teacher is responsible for evaluating students they teach. This may be in the form of grades, rubrics, or other informal and formal assessments. The GATE and classroom teachers communicate successes and needs with one another and with parents and students to maintain an appropriate level of rigor and pacing.

Since the goals in ALPs are individualized, content area specialists, parents, and students may be involved in the process of working toward goal completion. The GATE teacher at each school is responsible for documenting growth and achievement of goals that are detailed in the students' ALP and checking in with others involved in meeting the goal(s). The goals are often written, reviewed, and revised or declared complete with parents and students during parent-teacher conferences. Teachers working with gifted students are responsible for teaching to and assessing the standards adopted by Colorado. Lesson plans are expected to reflect the standards, and principals are responsible for monitoring this for accountability purposes. Teachers review previous scores of former and upcoming students to inform their instruction. They also use formal and informal assessment data during the year to determine levels of understanding and to provide interventions and extensions. This includes such data as observations, pre and post assessments, surveys, inventories, written work, projects, and reports.

AU Target/s:

- Use IRLA to determine instructional reading level at the elementary level and determine how this new American Reading Company fits with gifted programming and accountability
- Work with the district Assessment Committee to select a new assessment system for the district to use to measure growth

Personnel

Currently two of our schools have GT facilitators that are highly qualified in gifted education.

- A designated person within the AU is responsible for: Management of program plan; Gifted education professional development



- A good faith effort by the AU is made to have at least a half-time qualified person monitoring and administering the gifted program and employing sufficient personnel for supporting gifted programming

The district uses grant funds from CDE for a .4 position administering the gifted program. Without the grant, this is done through an extra duty stipend, which allots pay for approximately 8 hours per month for this task. Most of the time is spent managing the program, and professional development is achieved with the help of outside parties, organizations, and resources.

- Collaboration with universities and college support with development of qualified personnel
We utilize UNC and college resources to further develop our staff.

- Personnel instructing gifted students in the core academic areas meet federal requirements for highly qualified teachers

All teachers in content areas, including art, theatre, math, science, social studies, language arts, and elementary positions are highly qualified.

- Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers

The district only uses paraprofessionals as support personnel, and no gifted funds are used for paraprofessionals. They do not provide direct instruction for gifted students.

- Professional development supports the improvement and acquisition of knowledge related to the needs of gifted students

GATE teachers have the ability to listen to GET sessions, to participate in the CDE courses offered online, and to attend conferences such as CAGT to develop skills. GATE teachers also meet monthly for support and professional development. The GATE coordinator meets with teachers separately to assist them in gifted practices, both at an administrative and instructional level. CBOCES is utilized to assist in training.

Training needs to be developed for all staff members. For 2016-2017, staff at SMS received training, and WHS is scheduled to receiving training in goal writing for gifted learners' ALPs. This will extend to other schools this year or in the following year.

- Describe personnel responsible to provide instruction, counseling and coordination of programming for gifted students

All staff are expected to work together to meet the needs of gifted students. G/T is not an isolated program and staff members work to assure that students receive an appropriate level of challenge throughout the day. A continuous and concerted effort is made to provide training in gifted education to staff, community members and parents.

The *Director of Special Programs* oversees the GATE program. This person is an administrator who communicates with School Board members and administrators. Disputes go through this party. This person decides the discretionary budget, submits final reports, and makes final decisions. The GATE Coordinator keeps him up to date on information during monthly Exceptional Student Service meetings. The Director is required to have an administrative license. The Director sends the GATE Coordinator to the GATE Director Meetings and Network Meetings held by CDE.

The *GATE Coordinator* for the district is a .4 TOSA, contracted based on grant funding, who works under the supervision of the Director of Special Programs and assists the Director with any assigned tasks. This person must possess an Endorsement in Gifted Education. This person currently runs the GATE department, handling all meetings, paperwork, testing, training, and requesting support from the ESS Director when needed. This person is trained to administer and train others on a variety of tests. The current coordinator holds a Master's Degree in Special Education: Gifted Education, has several additional professional development hours in gifted education, and is trained to administer and score such tests as the CogAT, SAGES, Iowa Assessments, and the Torrence Test of Creative Skills. This person is the primary source of support and assistance for GATE teachers, and also assists classroom teachers and parents throughout the district in coordination with that school's GATE teacher.



GATE teachers are hired at the school level and are under the immediate supervision of principals. When possible, these teachers are endorsed in gifted education and have experience working with gifted students. Right now, two of the seven positions have a person considered highly qualified in gifted education. A 0.5 GT teacher is assigned to each elementary school, and a 0.4 FTE teacher is assigned to each middle school. This has decreased over time. Eight years ago, every one of these school had a .6 GATE teacher. The job responsibilities of these teachers is immense, and administrative work is often designated to plan time. They are responsible for universal screening and referral-based testing of students, assisting in identification, providing professional development and support to staff, and instruction. The high school utilizes counselors and has no designated gifted education teacher.

Classroom teachers are hired at the school level and are under the immediate supervision of principals. Content area specialists who work with gifted and advanced students are expected to have or acquire knowledge necessary to instruct these types of learners. They have the academic knowledge necessary to delve deeper into their subject area with students who are ready and able. The GATE teachers also provide support in this area. Gifted learners are taught in their area of giftedness by staff members who are highly qualified.

School counselors and psychologists are available for small groups and individual support for gifted students, and provide an additional support for teachers working with gifted students. They are a sounding board for affective concerns and may also meet with students for issues such as perfectionism, friendship development, and dealing with anxieties. Psychologists work closely with GATE teachers during the consideration of grade acceleration for a student by participating in this team, and administering the WISC to the candidate.

Professional Development

The district GATE website includes links to professional organizations and resources to aid in teaching and supporting gifted learners. District personnel are notified of conferences that may benefit them. Emails are sent out inviting staff to participate in new cohorts for gifted education Master's Degrees and endorsement programs as they occur. Guest speakers in the area are emphasized as learning opportunities for the staff.

GATE teachers typically attend a one day professional development class in coordination with the district GATE department. Individual schools also provide opportunities for their teachers (both specialists and classroom) to attend trainings as part of their budget. Invitations are extended for teachers to participate in the Online Gifted Modules offered during the year, the trainings and guest speakers provided through the North Central Region, and the CAG-T Conference. GATE teachers at all levels serve as case managers for their students, advocating for gifted students' needs and supporting other teachers in the development of appropriately challenging learning activities.

AU Target/s:

- Train new GATE staff in procedures, nature and needs of gifted learners
- Train all staff in advanced learning plan standards-based goal development, progress monitoring, and instructional actions
- Increase knowledge of staff in policies and practice surrounding gifted learners

Budget

The budget is submitted each year in accordance to state statutes. It outlines the places expenditures are made, and is in line with state categories. We utilize the state budget for salaries for licenses/endorsed staff that primarily serve gifted students. Our district also adds money for additional salaries and benefits, professional development, and program options to support ALPs. We also purchase tests and identification tools.



Reports

- AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education
We have a plan submitted and approved through CDE. We also get feedback from the review of our plan each year.
 - AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting
Our district is accredited and meets the requirements.
 - AU has a budget proposal on file at Department of Education
Our proposed and actual budget is submitted each year.
 - Accurate records for the Data Pipeline annual reporting of gifted education include:
 - Number of identified student by: Grade level; Gender and ethnicity; Free and reduced lunch; Areas of giftedness; Twice exceptionality; Preschool served through early access if applicable
 - Percent of students in AU identified
 - Qualified personnel
- All of this information is reported. We house the information within the Infinite Campus system. We now also list students according to their specific area(s) of identification, rather than simply math, language arts, both, or other.

Record Keeping

- Financial records are kept in accordance with principles of governmental accounting
We follow all applicable laws related to financial records, including separation of various budgets, monitoring costs, and completing budgets for CDE.
- An inventory is maintained of all equipment for which funds were received
We do not purchase equipment with these funds, but if we do in the future, they will be inventoried.
- ALP documents are part of the student's cumulative record
We include ALP documents in the student's cumulative record.
- Individually identifiable student records that are collected and/or stored electronically are held to current state law and FERPA regulations protecting the privacy interest of students
We take precautions to ensure that everything containing student information is confidential and protected in accordance with FERPA regulations. Only those with a need to know are granted access, and within any program, passwords and clearance are required to obtain information about a student or his/her scores.
- Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the AU
We follow the standard policy for ALPs as with all other formal documents within our district, per board policy.

Procedures for Disagreements

Disputes



Describe procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs to include: Method to express issues and concerns; Means to discuss disagreements in a timely manner; Notice of the decision giving rise to the dispute; Opportunity to be heard before decision is implemented; Procedures are posted for access to all stakeholders

- **Identification**

To minimize the number of issues and concerns in identification, efforts are first made to include the parent(s)/guardians in the identification process. They are asked to fill out a Home SIGS and asked to provide information about the area(s) they perceive as gifted. This information helps determine which areas are analyzed for gifts, along with other data available in the body of evidence.

Data is shared with the families, showing what tools were used to make a determination. The needed level for each test is explained so that parents know where a child falls in relation to the target (95th percentile and above/Exceeded Expectations/National Award). When data is inconclusive, the Identification Team may suggest additional testing or performance investigations.

When a parent or teacher believes that the child is gifted and the initial tests do not represent the true abilities of the student, additional testing may be an option. For example, if the student completed CogAT, the NNAT-2 may be given. An alternative achievement test may be given. Also, a case may be revisited whenever there is additional information to support a gifted identification. Students in the talent pool have scores on state tests monitored to assist in spotting changes. The issue/concern at hand, the decision reached, and the reasons for this decision, will be formally recorded and shared with all pertinent individuals (such as teachers, parents, student, administrators). When additional investigation is warranted, a timeline will be developed to determine action steps and responsible parties for the task(s).

The Identification Team meets again to discuss additional data gathered and re-evaluates the child for either identification, additional testing, the talent pool, or not identified and the case exited. Parents should have input into the meeting.

When a parent disagrees after the Identification Team completed more testing and analysis, and when said team does not have further avenues to explore, or does not feel the evidence warrants further exploration, the parents will be referred to district administration. The parents may elect to write a letter submitting their case to the Director of Exceptional Services/Gifted Education. This administrator will review all eligibility data and the body of evidence, and consult the parent and Identification team for information. Following GT eligibility outlined in the Colorado ECEA, and Colorado identification guidelines/laws, the Director will make an appropriate determination. This may include additional data collection first, or a final determination based on the available data. The Director shall be responsible for communicating information to the disputing party and personnel, and will formally document the complaint, decision, and rationale.

Should either step above should not provide relief to the dispute, the disputant may implement their rights under school board policy JBAA-R and/or ACBA-R.

- **Programming and ALPs**

School personnel will work with each other, students, parents, and administrators to determine proper programming options and advanced learning plans for their population and for individuals. Sometimes these options will be diverse, and other times they will be limited due to such realities as location, level of need, age, and resources. Efforts will be made to provide programming that suit the school, parent, and student.

When a parent has an initial concern, the GATE teacher, parent, and any other pertinent parties (student, administrator, other teachers) shall schedule a time to meet to discuss the concern. If a change is amenable to all parties, the alternative programming decision is made. If it is not, the parties work to develop a compromise or to brainstorm alternative ways to accomplish the goal.

Also, additional information may be required, including research to identify additional options. In such cases, the meeting notes should make it clear who is completing which tasks, and the timeline



for completions and for the follow-up meeting. Parents may decline services, if desired, but initial dissatisfaction with services should lead to a discussion, rather than prompting them to opt out of anything.

The issue/concern at hand, the decision reached, and the reasons for this decision, will be formally recorded.

If parents are dissatisfied with the conclusion reached, the Director of Exceptional Student Services will review any concerns resulting in a dispute pertaining to GT programming and/or delivery of services. If changes are warranted, he/she will direct such changes to occur and take any necessary steps to assist in implementing them. Either way, the Director will communicate with the disputant and relevant school personnel regarding the decision. He will formally document the complaint, decision, and rationale.

Should either step above should not provide relief to the dispute, the disputant may implement their rights under school board policy JBAA-R and/or ACBA-R.

AU Target/s:

To minimize the number of disputes, we will post identification procedures on the website. Providing more solidified information to parents and educators should transfer to fewer inquiries because parents will be able to access this information first and educators may refer to this information for initial questions.

Make an informative video or presentation available that explains the identification processes clearly, because it can be challenging to understand all of the items included in the identification materials.

Make an active effort to include parental input on programming options. Right now, this is largely decided by the school, and more input should be solicited from students and parents.

Monitoring

- AU complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students

The Weld RE-4 School district keeps up to date on state and federal laws by attending state and regional meetings for gifted directors. This enables us to keep our program plan, identification, and services for gifted students in line with federal laws and regulations.

- AU monitors annual and comprehensive plans

We submit the gifted addendum of the unified improvement plan each year. This is completed after evaluating our district's achievement for the gifted population within various identification areas. We develop an action plan that assists in monitoring gifted activity related to our priority improvements and plan throughout the year.

- AU monitors annual enrollment and performance reports

We analyze

- AU is prepared to participate in the Colorado Gifted Education Review

We are completing our C-GER in November 2016, and are working with the lead to supply all required information.

- AU participates in follow-up activities to correct areas of non-compliance

We were not up-to-date in our identification during our previous C-GER. Our policies and resources in this area have changed significantly since then, and we are prepared to showcase our current policy during our 2016 C-GER. We will address non-compliance areas found by correcting them to provide best practices in gifted education.